



3 hours 20 minutes
total

Module Plan Monitoring

Overview of Activities

1. Introduction
2. What is Monitoring
3. The benefits of monitoring
4. Monitoring and the program cycle
5. Identification of indicators
6. Implement and Monitor
7. Review

Learning Outcomes

At the end of this session, the participants will be able to:

1. Describe the benefits of monitoring
2. Identify activities within a program to monitor
3. Select appropriate indicators for latrine program activities

Materials and Preparation

- Participant workbook (1 per participant)
- Flag or bell for the myth game
- PowerPoint (PPT): Monitoring (optional)
- Prepare: Print myth handout (2 copies)
- Prepare: Print Trainer Copy of the 'Dispelling Myths' Activity (1 copy)
- Prepare: Print and cut words for the review activity

Recommended Reading

- Technical Brief: Monitoring
- Sanitation Case Studies



Introduction:

1. Explain that you will do an exercise to demonstrate how monitoring can be used to ensure the goal of a program is reached (**PPT 4**).
2. Invite participants to stand in a line or a circle.
3. Explain to the group that you will whisper a short sentence into the first person's ear, that person will then turn to the individual next to them and whisper the same sentence into their ear (or what they heard of the sentence). The sentence will be repeated only once each time, you cannot ask for it to be repeated.

Trainer Tip: Use one of the following suggested sentences or make up one of your own.

- *Increased use of proper sanitation facilities promote health and increase lifespan.*
 - *Improved sanitation provides the means for people to be hygienic.*
 - *Involving women and girls in the planning process, ensure that dignified and gender-sensitive sanitation solutions are developed.*
 - *Designing and constructing toilets that meets user's needs means they are more likely to use them.*
4. Repeat the above process until everyone in the line has heard the sentence.
 5. Have the last participant repeat the sentence they heard out loud for the whole group.
 6. Now share the original phrase and ask: "why do you think there is a difference between the original and the final sentence?"
 7. Ask: "What are some different approaches that we could take to ensure that the original message stayed the same until the end?" (**PPT Slide 5**)

Examples might be:

- Smaller sentences
 - Write down the sentence
 - Being able to ask for the sentence to be repeated
 - Being able to repeat back what you heard and seek clarification
 - Someone listening and clarifying misunderstandings
8. Ask: "How would having someone listening and clarifying the message impact the outcome of this activity?" (**PPT Slide 6**)

Possible answers:

- No or little miscommunications

- It wouldn't be so wrong at the end
 - Everyone would have the same understanding
 - We would know when the message changed and why
 - We could prevent it from happening again
9. **Optional:** Repeat the same activity, only this time have the person who originally speaks the message, correcting the message at each interaction.
 10. Explain that this is a form of monitoring because it is the ongoing observation of correctness of the message and adjusting as needed. Similarly, monitoring is the ongoing observation of different elements in a program to ensure that it stays on track.
 11. Present the learning outcomes or an overview of the lesson. (PPT Slide 7)

40 minutes

What is Monitoring?



1. Ask: "What is monitoring?" Provide the answer. (PPT Slide 8)

Monitoring is the continuous observation of a program's activities to explore how well those activities are being implemented and if any adjustments are needed to successfully achieve the goals of the program.
2. Ask: "Why is it important to monitor programs?" (PPT Slide 9)
 - To check and correct work
 - To learn, be accountable, and transparent
 - To engage stakeholders
3. Ask: "Why would people choose not to monitor their programs?" Record answers on the flip chart or whiteboard. (PPT Slide 10)

Possible answers might be:

 - "It takes too much time"
 - "It's too expensive"
 - "We already know what we're doing"
 - "Our donors are not asking for it, so we don't need to do it"
4. Explain that you will now split the group into two groups. Each group will receive a list of reasons (myths) why programs may choose not to monitor their activities. Explain that they will have 2 minutes to read the list as a group. (PPT Slide 11)
5. Explain that the trainer will read a fact about monitoring and teams must decide which myth matches the fact. Ask each group to designate someone to signal when their team has the answer, by hitting a bell or raising their flag. The team must share why the myth matches the fact. (PPT Slide 12)

Trainer Tip: Have a bell or flags available for teams to indicate when they have an answer.

6. Explain that after each response the trainer will ask a discussion question related to the myth/fact. Use the Dispelling Myths Exercise – Trainers Copy.
7. Explain the other rules of the activity.
 - The trainer will determine who was first to signal.
 - One point is awarded for correctly matching the myth and fact.
 - A second point is awarded if the team is able to answer the discussion question.
 - If the team provides an incorrect answer or explanation, the other team can be given a chance to answer, for one point.
8. Repeat steps 4 and 5 until each myth/fact combination has been read and discussed.
9. Explain that there are many reasons that projects are designed with limited to no monitoring. However, as we have seen through this activity, monitoring strengthens programs, decreases waste, improves community engagement, and will increase overall program success.

50 minutes

The Benefits of Monitoring



1. Instruct participants to return to their Panau groups. **(PPT Slide 13)**
2. Explain that each Panau group will divide into two smaller groups. Once they have divided, one group will be assigned as the “project failure group” and one group will be assigned as the “project success group”. **(PPT Slide 14)**
3. Explain that each group will have 20 minutes to imagine a future where their Panau latrine program has either failed or succeeded (depending on which group they are assigned to). In their groups, they need to write a detailed story of the project’s success or failure, outlining the steps and decisions that led to each outcome.
4. Ask each Panau group to rejoin their team members and give the groups 15 minutes each to share their stories and discuss.

Trainer Tip: Give time prompts so at 5 minutes tell the groups to switch and allow the other group to share their story. At the second 5 minutes tell them to move on to a group discussion. If you and other facilitators feel that more time is needed for this activity discuss how the workshop close can be modified to provide more time.

5. Ask: “Describe your experience or feeling about imagining the failure or success of your project”. Record their comments on flip chart paper or on a whiteboard.
6. Explain that program designers make better decisions when they take the time to reflect on both possible outcomes, it helps them identify strengths, weaknesses, risks, and opportunities and adjust accordingly.
7. Ask: “What are the benefits of monitoring a latrine program?” “Why is it necessary?” **(PPT Slide 15)**

Possible answers:

- Provides real-time feedback on the progress of the latrine program
 - Allows program designers/implementers to make changes to reflect lessons learned
 - Allows learning by doing
 - Accountability and compliance (for donor, stakeholders)
 - Promote and celebrate progress of program
8. Ask: “What is the difference between monitoring and evaluation?” Explain the difference. **(PPT Slide 16)**
- Monitoring and evaluation processes often overlap, but they differ in terms of scope, purpose, timing, and the types of information they can generate.
 - Evaluation is episodic, it occurs at specific times in a program and is used to explore how well the program has worked.
 - Monitoring is continuous, occurs throughout the program and is used to explore how well the program’s activities are being implemented.

35 minutes

Monitoring and the Program cycle



1. Ask: “At what stage of the ADDIM model is it important to start thinking about monitoring?” **(PPT Slide 17)**
2. Explain that monitoring starts from the beginning, in the Analysis phase of project planning. This allows program designers to budget time and financials for monitoring from the beginning. It also allows, if needed, for program designers to make changes and adaptations to avoid compromising desired results.
3. Remind participants that over the course of this workshop we have been working through each module and identifying activities that have been added to the ADDIM model on the wall (workflow table). However, we have not yet considered how our programs intend to monitor these activities.
4. Explain that to help us begin to think about what we individually feel are the most important activities to monitor you will give each participant 3 coloured sticky dots (the colour doesn’t matter). **(PPT Slide 18)**
5. Instruct participants to come up to the workflow table on the wall and place their dots on the 3 most important activities that they feel should be monitored. After they have placed their dots, they can sit back down. **(PPT Slide 19)**
6. Discuss which activities have the most dots and why the groups feel these are the most important.
7. Ask: “Do you feel that any of the other activities might be more important?”
8. Ask: “how do we determine what should be monitored, if there are so many important aspects that can be monitored?” **(PPT Slide 20)**

Possible answers:

- Look at the program goals
- Review the problem that is trying to be solved
- Review how the program staff knew they were successful at completing the program goals
- Based on funding requirements
- Government or sector indicators that need to be followed

Trainer Tip: The discussion should not take longer than 10 minutes, but can be less time as needed.

9. Instruct participants to return to their Panau groups.
10. Remind the group of the activity they did in their Panau groups where they described the story of their programs success or failure. Remind them of the activity where they placed dots on the workflow table on the wall to identify the most important activities for monitoring.
11. Explain that in their Panau groups they will have some time to reflect on if the activities the group chose are still the right ones to be monitored for their program.
12. Ask: “What aspects of your latrine program did you monitor or should you have monitored in your success or failure stories?” (PPT Slide 21)
13. Give groups 10 minutes to discuss and identify the activities, stakeholders, or processes they would monitor. Remind groups that they can be the same or different from the ones the larger group identified on the workflow table.

Trainer Tip: Write the overall goal of the Panau latrine program on flip chart paper or the whiteboard for groups to reflect on. Remind groups to review their Panau program’s smaller goals to help identify activities to monitor. The overarching goal for Panau’s Latrine Program is for households and communities to install and use latrines correctly and consistently.

Key Points

- Monitoring needs to be considered from the beginning of ADDIM in order for programs to purposefully set goals, create activities and plan/budget time and finances for the process.
- What you monitor is dependant on what you are trying to accomplish. A program must reflect on the overall latrine program goal as well as the smaller behavioural goals in order to determine what they will monitor.
- Monitoring requires that only certain activities or processes are selected as it is unlikely that you will have the resources to monitor all your interventions at the same time.

Identification of Indicators



1. Explain that once program goals and activities are identified for monitoring then indicators for tracking progress towards achieving those goals must be defined. (PPT Slide 22)
2. Indicators are tools to measure the status of a program, they are used to track and monitor changes-both planned and unplanned.
3. Explain that there are many theories about how this process should be done, but for the purposes of this workshop we are going to focus on creating indicators that measure process (are activities being implemented as planned?) and that measure performance (have program activities made a difference to the behaviours we are trying to change?).
4. Take up to 5 minutes to briefly explain the following terms
 - **Process Indicators** track the progress of the program, all that is being done. They consist of inputs (all the resources, investments and contributions that go into a program) and outputs (activities, products and services that reach the target audience). These indicators are considered monitoring indicators and happen during the program. (PPT Slide 23)
 - **Performance Indicators** measure success of program activities at achieving the goals of the program and consist of outcomes (change in behaviour of target audience and other results). These indicators are considered evaluation indicators and happen near the end or after the end of a program. (PPT Slide 24)
5. Explain that indicators need to: (PPT Slide 25)
 - Be measurable
 - Have a clear time frame
 - Specifically indicate what is being measured
 - Easy and cost-effective to collect
6. Have participants return to their Panau groups. (PPT Slide 26)
7. Explain that they will have 20 minutes to note 1-2 process indicators for 3 of the activities their groups selected earlier. They are to write strong indicators using the four indicator criteria. (PPT Slide 27)
8. Have groups swap indicators and give them 10 minutes to review and suggest ways to strengthen the other group's indicators. Then return the indicators to their original groups. (PPT Slide 27, click)
9. Ask Panau groups to consider how they will collect the data for these indicators and how often data should be collected, to properly track the program's progress. (PPT Slide 28)
10. Explain that data can be collected before the program starts, during the program and once it is finished. Data collection during program delivery might be done at regular intervals depending how long the program runs.
11. For more information refer to section 4.2.2 'Develop data collection tools' in the monitoring section of the technical brief.

Review

1. Add understanding behaviour activities to workflow table on wall. (PPT Slide 29)

10 minutes

Review

1. Ask the participants to stand up, attach a piece of paper with a word to each participant's backs. (Use the words at the end of this lesson plan).
2. Tell the participants that they need to find out what word is on their back, but can only ask people "yes" or "no" (closed questions) questions.
3. Invite participants to walk around the room and ask each other questions about what they are. When responding to other people's questions, they are only allowed to say "yes" or "no".
4. The activity is over when everyone has figured out the word on their back.

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Trainer Copy

Handout

Dispelling Myths Exercise

Myth #7: It will be too difficult to get the information

Fact: Effective monitoring systems often incorporate opportunities to bring key stakeholders together, they create feedback loops between households, program planners, and those implementing the program.

Discussion Questions: What information can households provide that can help in program implementation, in the future? How can it be collected?

Myth #2: We already know what we're doing

Fact: Ongoing reflection can be helpful in determining whether delays or failures to achieve results are caused by flaws in design of the program or in its implementation. Good monitoring systems incorporate learning and problem solving opportunities to build the capacity, ownership and empowerment of any individual involved in the program – from program staff to household members.

Discussion Question: Even if your program is a success, why is it still important to monitor?

Myth #6: No one ever uses the information to make things better

Fact: Good monitoring systems will have ways of communicating results to key stakeholders. It is up to program designers to act on those findings. Effective monitoring will help to identify whether delays or failures to achieve results are caused by flaws in design of the program or in its implementation, and therefore, which areas need to be adapted. Real time information on progress can provide key stakeholders with the information needed to guide a program towards its goals.

Discussion Question: How can you make sure that the information collected can help in adapting a program's design?

Myth #4: It's too expensive

Fact: Effective monitoring will save money in the long run as it will highlight problems and successes of ongoing programs. Monitoring and evaluation should be included in any budget proposal and considered from the outset.

Discussion Question: Apart from the budget, why should monitoring be considered at the project proposal stage?

Myth #1: It takes too much time

Fact: Implementing corrective action early can save time in the long run. Effective monitoring shouldn't take extra time, it should be part of the plan initially. Well designed monitoring activities provide an early warning system that identifies problems that need corrective action.

Discussion Question: Why is it important to consider monitoring throughout the program design process?

Myth #5: There are too many things to monitor

Fact: Effective monitoring systems ask questions about inputs, activities and lower-level outcomes to identify appropriate indicators. There should be a plan for how the data collected on the selected indicators will be used. If there is no clear use, then they should not be measured.

Discussion Question: Can you identify one input, activity and lower-level outcome to monitor in your latrine program?

Myth #3: Donors don't even use this information

Fact: Donors need to see that their money is being used effectively, to justify investment to investors and to plan future investments.

Discussion Question: What arguments could you use to convince someone that donors should be provided this information?

Participant copy

Handout

Dispelling Myths Exercise**Myth #1: It takes too much time****Myth #2: We already know what we're doing****Myth #3: Donors don't even use this information****Myth #4: It's too expensive****Myth #5: There are too many things to monitor****Myth #6: No one ever uses the information to make things better****Myth #7: It will be too difficult to get the information**

- **Fact:** Implementing corrective action early can save time in the long run. Effective monitoring shouldn't take extra time, it should be part of the plan initially. Well designed monitoring activities provide an early warning system that identifies problems that need corrective action.
- **Fact:** Ongoing reflection can be helpful in determining whether delays or failures to achieve results are caused by flaws in design of the program or in its implementation. Good monitoring systems incorporate learning and problem solving opportunities to build the capacity, ownership and empowerment of any individual involved in the program – from program staff to household members.
- **Fact:** Donors need to see that their money is being used effectively, to justify investment to investors and to plan future investments.
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- **Fact:** Effective monitoring systems often incorporate opportunities to bring key stakeholders together, they create feedback loops between households, program planners, and those implementing the program.

Monitor

Outcome

Indicator

Goal

Real Time

Community

Survey

Target Audience

Capacity

Data Collection

Communication

Input

Observation

Accountability

Feedback

Stakeholders

Observation

Resources

Contribution

Success

Progress

Output

Activity

Transparency

Continuous

Funders

Interview

Investment

Time Frame

Results