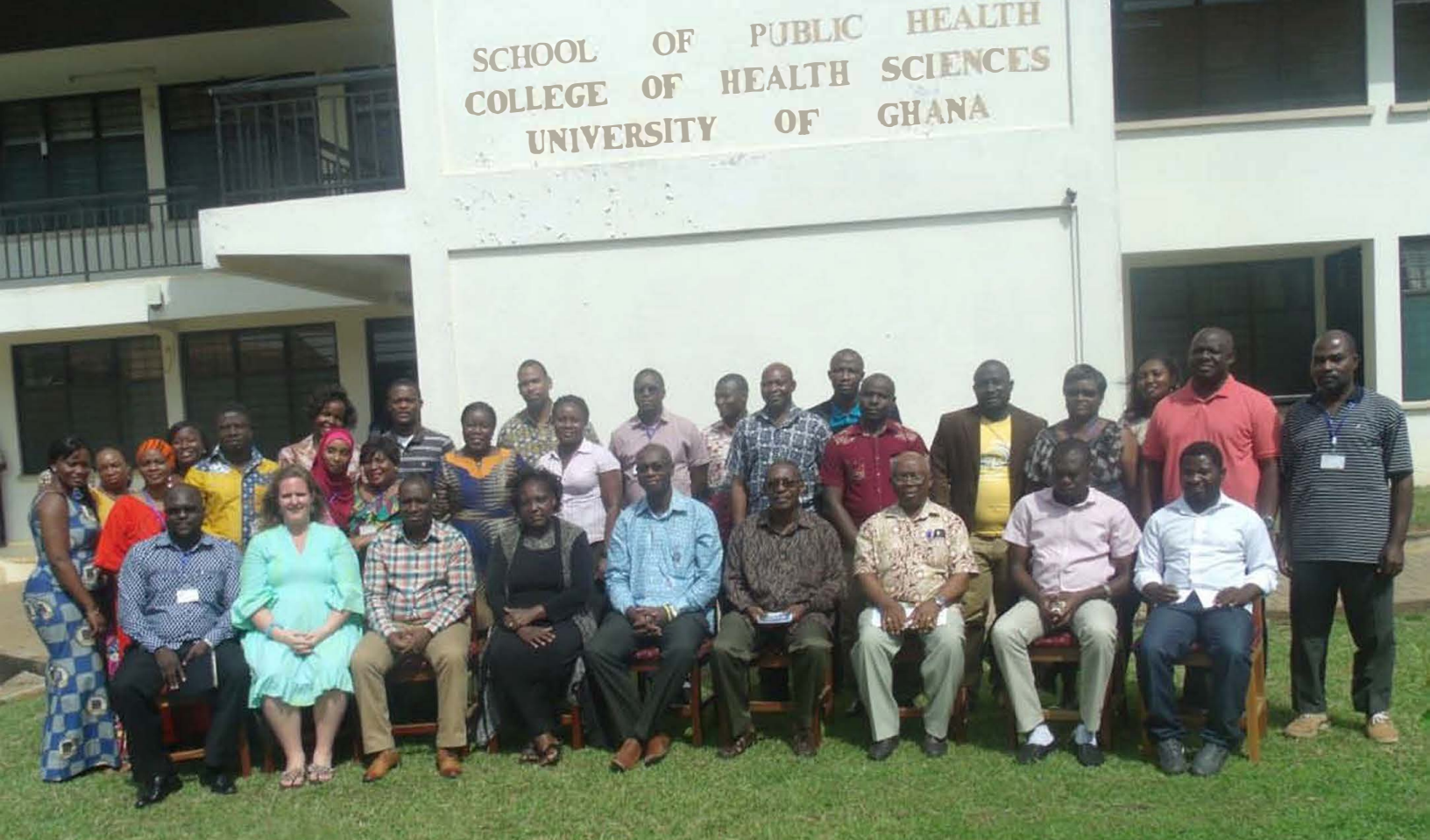




# Regional Workshop on **Monitoring** and **Evaluation** of **Malaria** **Programs**

## Activity Report

Accra, Ghana • June 8–19, 2015

**October 2015**

TR-15-122



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### **MEASURE** Evaluation

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## Abbreviations

|          |                                                             |
|----------|-------------------------------------------------------------|
| ASTMH    | American Society of Tropical Medicine and Hygiene           |
| CRSN     | <i>Centre de Recherche en Santé de Nouna</i>                |
| GHS      | Ghana Health Service                                        |
| HMIS     | health management and information system                    |
| M&E      | monitoring and evaluation                                   |
| NMCP     | National Malaria Control Program                            |
| PHN      | Population/Health/Nutrition                                 |
| RBM MERG | Roll Back Malaria Monitoring and Evaluation Reference Group |
| SWOT     | strengths, weaknesses, opportunities, and threats           |
| UGSPH    | University of Ghana, School of Public Health                |
| USAID    | U.S. Agency for International Development                   |
| WHO      | World Health Organization                                   |

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## 1. OVERVIEW AND BACKGROUND

The sixth Regional Workshop on Monitoring and Evaluation (M&E) of Malaria Programs brought together 17 M&E professionals from seven countries to explore concepts and practical approaches to M&E in malaria programs, discuss the application of tools and data systems, experience hands-on development of M&E plans, and share best practices and lessons learned. The workshop, held in Accra, Ghana, June 8–19, 2015, at the University of Ghana, School of Public Health (UGSPH), Legon, had these objectives:

- To provide training on fundamental concepts and practical approaches to M&E in malaria programs
- To discuss the application of tools and data systems used to monitor and evaluate malaria programs
- To provide participants with hands-on experience in developing M&E plans
- To share M&E experiences from other countries

The workshop originated in 2010, when MEASURE Evaluation partnered with UGSPH to design and implement an Anglophone workshop on M&E to build the capacity of professionals involved in malaria M&E programs in sub-Saharan Africa. Among MEASURE Evaluation's many far-reaching capacity-building activities, funded by USAID, are partnerships with universities and training and research centers in developing countries, which sponsor regional training workshops. The partnership between MEASURE Evaluation and UGSPH supports the UGSPH mission to produce skilled public health professionals who will be agents of change and help transform the health sector. These regional workshops on M&E for malaria programs have been conducted annually since 2010. Partners in the 2015 workshop were UGSPH, the primary contractor; Ghana Health Service (GHS), National Malaria Control Program (NMCP), and the World Health Organization (WHO) country office.

## 2. WORKSHOP PREPARATION

To prepare for the workshop, MEASURE Evaluation and UGSPH sought facilitators, set the date based on the availability of facilitators, revised the modules to incorporate previous participants' suggestions and lessons learned, held a facilitators' workshop, advertised the workshop, sent invitations, and selected participants.

UGSPH and MEASURE Evaluation used several means to advertise the 2015 workshop:

- Distributed routine messages to workshop alumni, previous applicants, funders, and other interested parties
- Advertised twice in *The Daily Graphic*, the most widely circulated newspaper in Ghana
- Sent notices to USAID/Washington, USAID field offices, and nongovernmental organization offices

- Distributed save-the-date cards at strategic malaria conferences and meetings, such as the American Society of Tropical Medicine and Hygiene (ASTMH) conference and Roll Back Malaria Monitoring and Evaluation Reference Group (RBM MERG) biannual meetings
- Promoted the workshop on list serves, such as those of USAID Population/Health/Nutrition (PHN), RBM MERG, and MEASURE Evaluation
- Advertised on MEASURE Evaluation and UGSPH Web sites

Every year, MEASURE Evaluation and UGSPH update the modules to improve the content and ensure that newly emerging issues on malaria M&E are covered. These revisions are informed by feedback and suggestions from previous workshops, as well as information from new publications, such as the annual World Malaria Report.

Workshop candidates must complete an application and submit it with a reference form. MEASURE Evaluation and UGSPH use a rigorous scoring method (Table 1) to select participants.

| Table 1: Participant Selection Criteria           |                                                                                 |
|---------------------------------------------------|---------------------------------------------------------------------------------|
| Category                                          | Criteria                                                                        |
| <b>Academic background</b>                        | Related to workshop topic                                                       |
| <b>Work</b>                                       | Institution that works in malaria control                                       |
| <b>Malaria M&amp;E program experience</b>         | Malaria M&E work experience                                                     |
| <b>Previous M&amp;E experience</b>                | M&E experience of less than five years preferred                                |
| <b>Likelihood of using learned M&amp;E skills</b> | Evidence of an immediate need to apply workshop concepts to existing occupation |
| <b>Gender diversity</b>                           | Workshop participation must be gender-diverse                                   |
| <b>Country and team</b>                           | Number of applicants from country, country's malaria burden, demographics       |

A facilitators' meeting, held June 3–4 at the Maa Sankofa Hotel, Aburi, provided an opportunity for facilitators (Table 2) to review previous workshops and offer ideas for improvement. During the meeting, facilitators reviewed comments and suggestions from 2014 participants, updated the 2015 workshop schedule, introduced new facilitators for 2015, and reviewed modules. Table 3 lists the topics and resulting changes.



Table 2: 2015 Facilitators

| Organization | Facilitators                                                                                                                                                                                                                     |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UGSPH        | Mr. Seth Afagbedzi<br>Prof. Edwin Afari<br>Mrs. Cynthia Afetsi<br>Prof. Moses Aikins<br>Dr. Genevieve Aryeetey<br>Mr. Samuel Dery<br>Dr. Adolphina Larrey<br>Mr. Saviour Nenyonyoge<br>Dr. Justice Nonvignon<br>Ms. Edith Tetteh |
| NMCP         | Dr. Keziah Malm                                                                                                                                                                                                                  |
| WHO          | Dr. Maame Pokuah Amo-Addae                                                                                                                                                                                                       |

Dr. Keziah Malm announced she has stepped down as academic coordinator and introduced Dr. Maame Pokuah Amo-Addae as her replacement.

Table 3: Changes in Workshop Content for 2015

| 2014 Participant Concerns                                                 | Changes in 2015                                                                                                                                                                                  |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Need visits to organizations or institutions with a functional M&E system | Maintained one morning for fieldwork. Academic coordinator prepared by visiting selected sites.                                                                                                  |
| More hands-on assistance from facilitators                                | Ensured facilitators available to support teaching and facilitation by having at least five facilitators in the classroom. Limited participants to a maximum of five in the classroom at a time. |
| What constituted performance in pre- and post-tests                       | Participants received reports of pre- and post-test results                                                                                                                                      |

### 3. WORKSHOP IMPLEMENTATION

**Participants:** MEASURE Evaluation and UGSPH received applications from 38 professionals from 15 countries and accepted 17 applications from candidates in 7 countries (Kenya, 5; Tanzania, 3; Malawi, 1; Ghana, 3; Benin/USA, 1; Angola, 1; and Liberia, 3). Of these participants, 7 were female and 10 male. Appendix B lists the participants. Of the 38 applicants, 17 indicated they had full funding from non-MEASURE Evaluation sources, a decrease in applicants with non-MEASURE Evaluation funding from 50 percent in 2014 to 44.7 percent in 2015. MEASURE Evaluation provides a few fellowships each year to cover full or partial funding. Six participants were



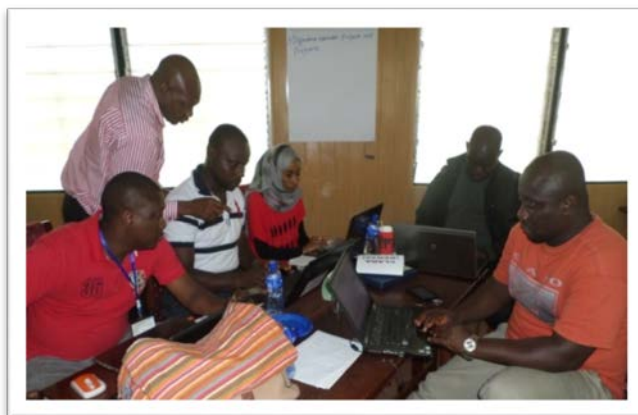


awarded the highly competitive fellowships from MEASURE Evaluation USA (four), MEASURE Evaluation Liberia (one), and NMCP Ghana (one).

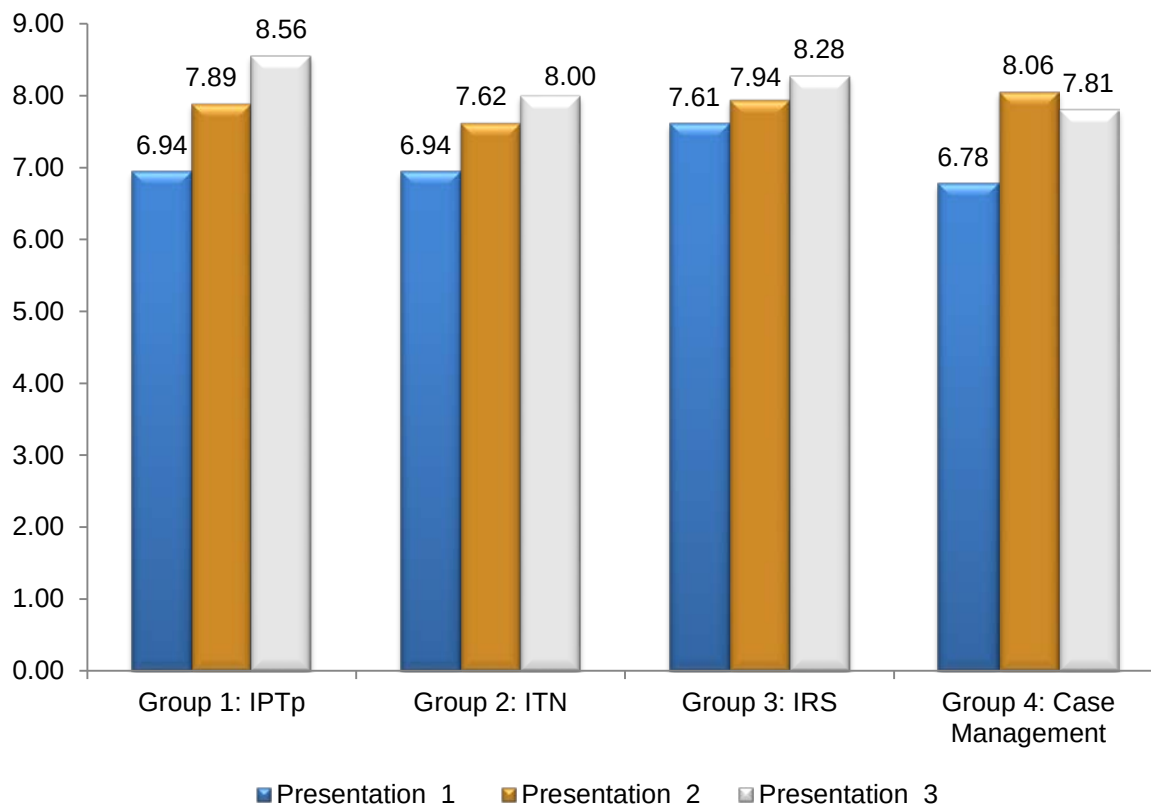
**Content:** Course modules were taught as didactic lessons, plenary sessions, and group discussions. Facilitators led individual and group exercises, such as cases studies, hands-on data analysis, and data presentation exercises. Facilitators introduced a new activity to help participants understand indicators. Table 4 lists course modules and facilitators.

| Table 4: Course Modules and Facilitators                            |                                                                        |
|---------------------------------------------------------------------|------------------------------------------------------------------------|
| Course Module                                                       | Facilitators                                                           |
| <b>Introduction</b>                                                 | Dr. Keziah Malm, NMCP                                                  |
| <b>Regional Overview of Malaria</b>                                 | Dr. Felecia Owusu-Antwi, WHO                                           |
| <b>Basic Concepts in Monitoring and Evaluation</b>                  | Dr. Ernest Kenu, UGSPH                                                 |
| <b>Role of Data in Decision Making</b>                              | Dr. Adolphina Addo-Lartey, UGSPH                                       |
| <b>Designing and Implementing an M&amp;E Plan</b>                   | Dr. Ernest Kenu, UGSPH                                                 |
| <b>Frameworks</b>                                                   | Prof. Edwin Afari<br>Dr. Ernest Kenu, UGSPH                            |
| <b>Calculating and Interpreting Indicators, Coverage Indicators</b> | Mr. Sam Dery, UGSPH<br>Dr. Kofi Nyarko                                 |
| <b>Data Sources and Systems</b>                                     | Dr. Samuel Sackey, UGSPH                                               |
| <b>Data Quality</b>                                                 | Dr. Yazoume Yé, MEASURE Evaluation                                     |
| <b>Evaluation Designs</b>                                           | Dr. Omar Ahmad, UGSPH<br>Dr. Yazoume Yé, MEASURE Evaluation            |
| <b>Data Management and Analysis</b>                                 | Mr. Seth Afagbedzi, UGSPH                                              |
| <b>Data Presentation, Demand, and Use</b>                           | Dr. Genevieve Aryeetey, UGSPH<br>Ms. Ashley Garley, MEASURE Evaluation |

**Group work:** Participants divided into four groups, and each group was assigned an M&E plan with a focus on a specific malaria control intervention, listed in Table 5. Groups wrote goals and objectives; designed a conceptual framework; conducted a strengths, weaknesses, opportunities, and threats (SWOT) analysis; chose relevant indicators for the intervention; selected an evaluation method; and budgeted for the plan. The groups presented two progress reports and received feedback from peers and facilitators. The groups presented their M&E plans on the final day of the workshop and the other groups assessed the presentations on quality of form, content, explanation, responses to questions, and teamwork and group organization. Scores were weighted progressively, so that the first presentation was worth the least and the final presentation was worth the most.



Peers assessed the group work three times: after the first progress report, after the second progress report, and after the final presentation. Exhibit 1 charts the results. After the average scores were calculated, the winning group received recognition.

**Exhibit 1: Group Score by Progress Report, 2015****Table 5: Group Work: Malaria Control Interventions**

|                |                                   |
|----------------|-----------------------------------|
| <b>Group 1</b> | Intermittent preventive treatment |
| <b>Group 2</b> | Indoor residual spraying          |
| <b>Group 3</b> | Insecticide-treated nets          |
| <b>Group 4</b> | Malaria case management           |



**Field work:** To assess real-life M&E processes, participants visited three health facilities: (1) the Regional Health Directorate, (2) La-Dadekotopon Municipal Health Directorate, and (3) Ledjokuku Krowor Municipal Health Directorate. Participants were encouraged to assess the programs on the following aspects:

1. Does the program or project have a plan of action or work plan?
2. What are the components of the M&E plan? Can the components be developed into an M&E logical framework or model?
3. Does the program implementation monitor progress during the past three to six months?
4. Has the program been evaluated during the past one to two years?
5. In questions 3 and 4,
  - a. Who were the stakeholders engaged?
  - b. Was the M&E logical framework followed?
  - c. Were the objectives and indicators clearly defined?
  - d. Were the sources and methods used to gather data credible?
  - e. Were the results used and shared? If so, how?
  - f. Was there any action taken as the result of the M&E plan?

*The course met its objectives in me, because I have key ideas and basic principles of the entire M&E system as a result of the course.*

—2015 participant

After the field trips, participants presented their key findings, discussed challenges, and proposed recommendations for M&E strengthening.

## 4. WORKSHOP EVALUATION

MEASURE Evaluation used several evaluation tools to assess the workshop and receive feedback to improve future courses. Participants were asked to complete an overall workshop assessment that provided feedback on module content, quality of facilitation, workshop materials, workshop environment, relationship between participants, and group work. The overall 2015 workshop mean score was 8.94 on a scale of 1 (poor) to 10 (excellent).

**Table 6: Overall Scores of Ghana Workshops, 2010–2015**

| Year | Mean | Median |
|------|------|--------|
| 2010 | 7.70 | 8      |
| 2011 | 8.60 | 9      |
| 2012 | 8.90 | 9      |
| 2013 | 8.80 | 9      |
| 2014 | 8.20 | 8      |
| 2015 | 8.94 | 9      |

Participants rated workshop content at an average 9.12; quality of instruction, 9.18; and participant materials, 9.00. Under logistics and administration, participants rated the training environment at 9.12; meals, 8.35; and lodging, 8.00. According to some participants, meals needed more variety and recommended consideration of special diet needs. A couple of participants expressed displeasure with the hotel surroundings, although they were content with the warm reception from its staff. Participants rated the work experience at 8.71. Participants remarked that developing an M&E plan as a group was a rigorous exercise that was invaluable to their work. When asked how they intended to apply the knowledge learned to their work over the next six months, participants mentioned that they would design and revise their program M&E plans and share their acquired knowledge and

skills with relevant work colleagues. Many participants said time was not sufficient to absorb all of the information presented in the course and suggested more time for hands-on skill development and practice.

After each module, participants were asked to assess the quality of content and instruction to ensure the workshop met participants' expectations. Facilitators reviewed the evaluations at the end of the day and made adjustments to respond to suggestions. Participants also were asked for feedback on the usefulness of individual workshop sessions. The measurement scale was 1 (less useful) to 10 (very useful). Participants rated course content at an average of 8.75 and facilitation at 8.75.

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*The workshop met its objective. As a program officer, it provided me the opportunity to understand components of the M&E plan, which were the principles and practices as needed for an effective system. Prior to the workshop, I had used these principles but did not understand them.*

*The workshop met my objective and I believe I now have some skills and knowledge on developing an M&E plan.*

*It met the objectives, but time was not enough to go through the materials in detail.*

2015 participants

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Pre- and post-tests given on the first and last days of the workshop measured participants' knowledge gained. These tests had a series of 20 multiple choice questions on malaria M&E, based on content in the workshop modules. The average scores for 2015 participants at pre-test was 51.6 percent and at post-test, 68.8 percent—a relative improvement of 44.4 percent.

## 5. CONCLUSIONS

MEASURE Evaluation and UGSPH reviewed workshop results and evaluations and concluded that despite the success of the workshops, a number of challenges remain:

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*I would like to systematically improve our M&E operations by following the M&E plan, which I couldn't understand before.*

*I will be using it to evaluate some vector control programmes in our country.*

*To develop a work plan. Assist facilities to understand their data and use it in decision making at their level.*

*Firstly, developing/ revising my current M&E plan.*

*To begin working on our new M&E plan and to conduct in-house training with NMCP staff.*

—2015 participants

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- **Participant funding:** The workshop generates a lot of interest, but it is expensive: about \$3,000, plus travel. MEASURE Evaluation can provide funding for only a few participants every year.
- **Effect in the M&E field:** The workshop's effectiveness on the malaria information system is difficult to assess. After participants return to their countries to do various M&E tasks, measuring changes in applied skills is challenging. MEASURE Evaluation has documented

anecdotes from previous participants that certain aspects or tools from the course have been helpful in their work; however, no indication is available on the degree of overall improvement in malaria information systems. A post-workshop assessment by an independent consultant in 2015 is expected to help shed light on how participants apply their skills.

- **Workshop content is not demand driven:** The original plan for M&E malaria workshops, as initiated by MEASURE Evaluation, was not based on requests or needs that countries specified. Now, as the number of participants who have completed a workshop increases, MEASURE Evaluation and UGSPH can gain an understanding of country-specific knowledge and the skills that are needed. This type of adjustment has already been done in Kenya and the Democratic Republic of Congo and is under discussion in other countries.
- **Sustainability of future workshops:** For these workshops to be sustainable, partners will need alternative funding sources and in-country leadership to take on more responsibility.

A post-workshop assessment meeting in Ouagadougou, Burkina Faso, July 13–14, brought together academic and training coordinators from the two implementing partners—UGSPH and *Centre de Recherche en Santé de Nouna* (CRSN), our Francophone partner—and MEASURE Evaluation staff to review the assessment findings and define strategies to redesign the current curriculum.

MEASURE Evaluation and implementing partners are discussing options to restructure workshop content to adapt to participants' varied backgrounds. The new curriculum will address the rapidly changing landscape of malaria epidemiology and control and address country needs. One option is to teach malaria M&E fundamentals the first week and provide specialized tracks in the second week. Another option is to choose new topics every year. MEASURE Evaluation will also continue to organize in-country workshops on demand. MEASURE Evaluation also is helping to develop UGSPH curricula for an Anglophone master's degree program in M&E.

## APPENDIX A. WORKSHOP SCHEDULE

| Week 1           |                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                                                    |                                                                                                                                                                         |                                                       |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                  | Monday                                                                                                                                   | Tuesday                                                                                                                                                            | Wednesday                                                                                                                                                              | Thursday                                                                                                                                           | Friday                                                                                                                                                                  | Saturday                                              |
| <b>BREAKFAST</b> | <b>7:00–8:00 AM</b>                                                                                                                      |                                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                                                    |                                                                                                                                                                         |                                                       |
|                  | 9:00 Registration<br>9:30 Introductions,<br>Opening Ceremony<br>Overview of<br>Workshop,<br>Pre-test<br>Dr. Keziah Malm<br>Dr. Amo-Addae | <b>The Role of Data<br/>in Decision<br/>Making</b><br>8:30–10:30 AM<br><br>Dr. Ernest Kenu<br>Dr. Kofi Nyarko                                                      | <b>Frameworks:<br/>Goals and<br/>Objectives,<br/>Conceptual<br/>Framework</b><br>8:30–10:30 AM<br><br>Prof. E. Afari<br>Dr. Kofi Nyarko<br>Dr. G. Aryeetey             | <b>Indicators-<br/>Calculating and<br/>Interpreting<br/>Coverage<br/>Indicators</b><br>8:30–10:30 AM<br><br>Mr. Sam Dery<br>Dr. Kofi Nyarko        | <b>Data Sources and<br/>Systems: Overview</b><br>8:30–10:30 AM<br><br>Dr. Sackey<br>Dr. Frank Baiden                                                                    | <b>Excursion</b><br>5:00 AM<br>Kakum National<br>Park |
| <b>BREAK</b>     | <b>10:30–11:00 AM</b>                                                                                                                    | <b>10:30–11:00 AM</b>                                                                                                                                              | <b>10:30–11:00 AM</b>                                                                                                                                                  | <b>10:30–11:00 AM</b>                                                                                                                              | <b>10:30–11:00 AM</b>                                                                                                                                                   | <b>10:30–11:00 AM</b>                                 |
|                  | <b>Intro to M&amp;E</b><br>11:30 AM–1:30 PM<br><br>Dr. Keziah Malm<br>Dr. F Owusu-Antwi                                                  | <b>Designing and<br/>implementing<br/>an M&amp;E Plan</b><br>11:00 AM–1:00 PM<br><br>Dr. Ernest Kenu<br>Dr. Addo-Lartey                                            | <b>Frameworks:<br/>Logic models,<br/>Logframes, and<br/>Results<br/>Frameworks</b><br>11:30 AM–<br>1:00 PM<br><br>Prof. E. Afari<br>Dr. Kofi Nyarko<br>Dr. G. Aryeetey | <b>Indicators-<br/>Calculating and<br/>Interpreting<br/>Coverage<br/>Indicators</b><br>11:30 AM–<br>1:00 PM<br><br>Dr. Kofi Nyarko<br>Mr. Sam Dery | <b>Data Sources and<br/>Systems: Overview</b><br>11:00 AM–1:00 PM<br><br>Dr. Frank Baiden<br>Mr. Sam Dery                                                               |                                                       |
| <b>LUNCH</b>     | <b>1:30–2:30 PM</b>                                                                                                                      | <b>1:00–2:00 PM</b>                                                                                                                                                | <b>1:00–2:00 PM</b>                                                                                                                                                    | <b>1:00–2:00 PM</b>                                                                                                                                | <b>1:00–2:00 PM</b>                                                                                                                                                     | <b>1:00–2:00 PM</b>                                   |
|                  | <b>Regional<br/>Overview of<br/>Malaria</b><br>2:30–5:30 PM<br><br>Dr. F Owusu-Antwi<br>Dr. Ernest Kenu<br>Dr. Amo-Addae                 | <b>Introduction to<br/>Group Work</b><br>2:00–3:00 PM<br><br>Dr. Ernest Kenu<br>Dr. Kofi Nyarko<br><br>Group Work<br>3:00–5:30 PM<br>Dr. Addo-Lartey<br>Dr. Sackey | <b>Group Work</b><br>2:00–5:30 PM<br><br>Prof. E. Afari<br>Dr. K. Nyarko<br>Dr. G. Aryeetey<br>Mr. Sam Dery<br>Mr. Seth Afa                                            | <b>Group Work</b><br>2:00–5:30 PM<br><br>Dr. J. Nonvignon<br>Dr. Sackey<br>Mr. Seth Afa<br>Dr. Ernest Kenu                                         | <b>Data Sources and<br/>Systems: Overview</b><br>2:00–3:30 PM<br><br>Progress Report and<br>Q&A<br>3:30–5:30 PM<br>Dr. J. Nonvignon<br>Mr. Seth Afa<br>All facilitators |                                                       |



| Week 2           |                                                                                                                                      |                                                                                                                                                   |                                                                                                                                                                               |                                                                                                                                            |                                                                                     |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                  | Monday                                                                                                                               | Tuesday                                                                                                                                           | Wednesday                                                                                                                                                                     | Thursday                                                                                                                                   | Friday                                                                              |
| <b>BREAKFAST</b> | <b>7:00–8:00 AM</b>                                                                                                                  |                                                                                                                                                   |                                                                                                                                                                               |                                                                                                                                            |                                                                                     |
|                  | <b>Evaluation Designs</b><br>8:30–10:30 AM<br><br>Dr. Omar Ahmad<br>Dr. Yazoume Ye<br>Mr. Seth Afa<br>Mr. Dwomoh                     | <b>Field Visit</b><br>8:30–10:30 AM<br>Dr. Amo-Addae<br>Mr. Sam Dery<br>Dr. Addo-Lartey<br>Dr. G. Aryeetey                                        | <b>Data Management and Data Analysis</b><br>8:30–10:30 PM<br><br>Dr. Yazoume Ye<br>Mr. Seth Afa<br>Mr. Sam Dery<br>Dr. Addo-Lartey                                            | <b>Data Presentation</b><br>8:30–10:30 AM<br><br>Mrs. Ashley Garley<br>Dr. J. Nonvignon<br>Dr. Addo-Lartey<br>Dr. G. Aryeetey              | <b>Group presentations</b><br>8:30–10:30 AM<br>Dr. Amo-Addae<br>All facilitators    |
| <b>BREAK</b>     | <b>10:30–11:00 AM</b>                                                                                                                | <b>10:30–11:00 AM</b>                                                                                                                             | <b>10:30–11:00 AM</b>                                                                                                                                                         | <b>10:30–11:00 AM</b>                                                                                                                      | <b>10:30–11:00 AM</b>                                                               |
|                  | <b>Evaluation Designs</b><br>11:00 AM–1:00 PM<br><br>Dr. Omar Ahmad<br>Dr. Yazoume Ye<br>Mr. Dwomoh                                  | <b>Field Visit</b><br>11:00 AM–1:00 PM<br>Dr. Amo-Addae<br>Mr. Sam Dery<br>Dr. Addo-Lartey<br>Dr. G. Aryeetey                                     | <b>Data Management and Data Analysis</b><br>11:00 AM–1:00 PM<br><br>Dr. Yazoume Ye<br>Mr. Sam. Dery<br>Mr. Seth Afa<br>Dr. Addo-Lartey                                        | <b>Data Interpretation and Use</b><br>11:00 AM–1:00 PM<br><br>Dr. J. Nonvignon<br>Mrs. Ashley Garley<br>Dr. G. Aryeetey<br>Dr. Addo-Lartey | <b>Group presentations</b><br>11:00 AM–1:00 PM<br>Dr. Amo-Addae<br>All facilitators |
| <b>LUNCH</b>     | <b>1:30–2:30 PM</b>                                                                                                                  | <b>1:00–2:00 PM</b>                                                                                                                               | <b>1:00–2:00 PM</b>                                                                                                                                                           | <b>1:00–2:00 PM</b>                                                                                                                        | <b>1:00–2:00 PM</b>                                                                 |
|                  | <b>Evaluation Designs</b><br>2:00–3:00 PM<br><br><b>Group Work</b><br>3:00–5:30 PM<br>Dr. Omar Ahmad<br>Dr. Yazoume Ye<br>Mr. Dwomoh | <b>Data Quality</b><br>2:00–4:00 PM<br>Dr. Yezoume Ye<br>Mr. Seth Afa<br><br><b>Updates from the field visit</b><br>4:00–5:30 PM<br>Dr. Amo-Addae | <b>Progress Report</b><br>2:00–4:00 PM<br><br>Mr. Sam Dery<br>Dr. Ernest Kenu<br>All facilitators<br><br><b>Group Work</b><br>4:00–5:30 PM<br>Mr. Seth Afa<br>Dr. Addo-Lartey | <b>Group work</b><br>2:00–5:30 PM<br><br>Mr. Seth Afa<br>Dr. Ernest Kenu<br>Dr. Kofi Nyarko<br>All facilitators                            | Workshop Evaluation<br>2:00–2:30 PM<br>Closing Ceremony<br>2:30–3:00 PM             |

**APPENDIX B. APPLICATION MATERIALS**

|

# Workshop on Monitoring and Evaluation of Malaria Programs

Legon, Ghana, 8-19 June 2015

## Rationale

Currently, national malaria control programs in sub-Saharan Africa have a shortage of capacity for monitoring and evaluation (M&E). In recent years, funding has greatly increased for malaria control. This influx of funding has created a tremendous need for monitoring and evaluation of programs, yet national program staff remain undertrained in the area of M&E. In order to build the capacity of professionals in Africa, this two-week non-degreed course will provide training in current tools and techniques used to monitor and evaluate malaria control programs.

## Workshop Objectives

The objectives of this workshop are:

- ❑ To train national malaria control program managers and other professionals working in the area of M&E of malaria programs in sub-Saharan Africa in fundamental concepts and practical approaches to M&E of malaria programs;
- ❑ To discuss programmatic applications of the main tools and data systems used to monitor and evaluate malaria programs.
- ❑ To provide a venue for participants to share and learn from other country experiences to strengthen their M&E systems.

## Course Content

The course will provide participants with M&E tools, techniques and resources needed for planning, organizing, and managing malaria programs and projects. The course will include modules on: Using Data for Decision-Making; Developing Monitoring and Evaluation Plans; Frameworks and Indicators; Data/Information Sources & Systems; E (including surveillance, surveys, and HMIS); Programmatic applications: LLIN, IPT, Case Management, IRS, etc.; Evaluation Designs; Data Management; Data Analysis; Data Presentation; and Data Dissemination and Use.

Throughout the course of the workshop, time will be allotted for practical exercises, group work and discussion around common M&E issues. Resources for further study and research in the M&E field will be provided.

Participants are expected to attend the full two weeks. This course will be offered in English.

## Eligibility

This workshop targets individuals with approximately 0-5 years of experience working in M&E, who currently work as National Malaria Control Program staff at either the national or subnational level; NGO and donor personnel responsible for oversight of malaria programs, especially in the areas of reporting, monitoring and evaluation; and other individuals with a professional interest in monitoring and evaluation of malaria control programs. Applicants should be proficient in English, have some analytic skills, and have current responsibilities for developing program M&E evaluation plans. Computer literacy and experience with data systems is desired. Country teams are encouraged to apply.

## Faculty

The course will be taught by faculty members of the School of Public Health, University of Ghana with additional instructional support from experts from Ghana National Malaria Control Program and the MEASURE Evaluation project, ICF International.

## Application Procedures and Deadline

Persons who wish to take part in the workshop should send the completed application and reference forms documents by email as soon as possible to:

**Edith Tetteh**  
**School of Public Health**  
**P. O. Box LG 13**  
**University of Ghana**  
**Legon – Accra**

**E-mail: M.E.Malaria@gmail.com**

**Phone: + 233 249 410336/ 233 410336**

Application materials should arrive in Legon, Ghana  
**no later than 30 April 2015 (final deadline).**

## Fees

The course fee (including tuition, course materials, housing, and breakfast and lunch for the duration of the workshop) is U.S. \$3000. This does not include airfare, health insurance (required), visa fees, dinner or other travel expenses.

Prospective applicants are advised to seek funding from their home organizations or from national or international agencies. Applicants who have requested funding should submit their application forms to meet the deadline, and copies of application materials should be submitted directly to those funding agencies. When funding is confirmed, the applicant should contact the School of Public Health as soon as possible. Full sponsorship from the USAID's MEASURE Evaluation project is available for a very limited number of qualified applicants from USAID assisted developing countries.

Interested candidates who obtain funding after the 3 April 2015 deadline should submit a statement or notify the coordinators that they have secured funding, as space may still be available for participants who are fully funded.

Due to the great demand for this workshop (maximum 25 participants), please note that preference will be given to those candidates who submit their applications by the 3 April 2015 deadline.

## Teaching Materials

All course materials will be provided as part of tuition. It is advisable to bring a laptop; however, arrangements will be made to accommodate participants who do not have access to one.

## Accommodation

Accommodation is available near campus in East Legon. The cost of this accommodation is included in tuition.

## School of Public Health, University of Ghana

The School of Public Health (SPH) was established in 1994 to respond to a growing demand for a cadre of Public Health Practitioners to provide leadership in Public Health reforms in the country. The mission of the school is to train public health practitioners to be leaders and change agents of health development in Africa. The School emphasizes cross disciplinary

approaches to teaching and learning and has experience in running international short courses in "Occupational Health and Safety", "Social Mobilization for Health and Development", "Scientific Communication", "Improving Management of Public Health Interventions", "Malaria and Planning its Control" and "Epidemiology and Health Systems Management for District Health Managers".

Visit the School's website on: [www.ug.edu.gh/sph](http://www.ug.edu.gh/sph)

## National Malaria Control Program, Ghana

The National Malaria Control Programme is the main institution in the country that formulates policies and strategies for control malaria and translating these into interventions. It is also responsible for coordinating, supervising and monitoring the implementation of these interventions. The overall goal of the malaria control programme in Ghana is to facilitate human development by reducing the malaria disease burden by 75% by 2015 using 2006 as a baseline. This goal is to be achieved through overall health sector development, improved strategic investments in malaria control, and increased coverage towards universal access to malaria treatment and prevention interventions, including the community level.

## The MEASURE Evaluation Project

**MEASURE Evaluation** is one of five USAID-funded MEASURE projects that examine the impact of a wide range of activities, with the goal of improving human health and well-being.

MEASURE Evaluation works with USAID and its country missions and collaborating agencies, as well as governments and NGOs worldwide, to help countries measure their progress in confronting disease, population issues, and poverty. The project's technical leadership and training programs build the capacity of policymakers and public health leaders to improve public policy and health programs.

Visit MEASURE Evaluation online at:  
<http://www.cpc.unc.edu/measure>

MEASURE Evaluation is supported by the U.S. Agency for International Development (USAID) under terms of Cooperative Agreement AID-OAA-L-14-00004.



School of Public Health  
University of Ghana



National Malaria Control  
Program, Ghana



MEASURE Evaluation  
ICF International



US Agency for  
International Development

**WORKSHOP ON MONITORING AND EVALUATION OF MALARIA PROGRAMS**  
**8-19 June 2015**

**APPLICATION FORM**

**Instructions**

Please type information directly into this form. Completed applications in PDF form, including required completed supplemental statements, should be received by **April 3, 2015**. Send the completed application by e-mail directly to:

Edith Tetteh, Workshop Coordinator  
School of Public Health  
University of Ghana  
Legon, Accra  
E-mail: M.E.Malaria@gmail.com  
Phone: +233 249 410336, +233 233 6410336

Please be certain that the following materials are sent:

Application with funding form and statement

Reference

**Incomplete applications will not be considered. Brochure and all application forms are available at:**  
**<http://www.cpc.unc.edu/measure/events/monitoring-and-evaluation-of-malaria-control-programs>**

**Title**                      Mr.                      Mrs                      Ms.                      Dr.

**Surname (Family Name)** \_\_\_\_\_

**First and other name** \_\_\_\_\_

**Gender**                      Female                                              Male

**Current position/job title** \_\_\_\_\_

**Institutional affiliation** \_\_\_\_\_

**Institutional mailing address** \_\_\_\_\_  
\_\_\_\_\_

**Business telephone** \_\_\_\_\_ **Home telephone** \_\_\_\_\_

**Facsimile no.** \_\_\_\_\_ **E-mail address** \_\_\_\_\_

**Nearest airport** \_\_\_\_\_

**Country of citizenship** \_\_\_\_\_ **City & country of birth** \_\_\_\_\_

**Country of legal permanent residence** \_\_\_\_\_ **Date of birth** \_\_\_\_\_

**Country of passport** \_\_\_\_\_ **Passport number** \_\_\_\_\_  
(if different than country of citizenship)

**Post-Secondary Education** *(Begin with most recent and include relevant short-term technical or professional training.)*

| <u>Dates</u> | <u>Institution attended</u> | <u>Major subject</u> | <u>Degree completed</u> |
|--------------|-----------------------------|----------------------|-------------------------|
|              |                             |                      |                         |
|              |                             |                      |                         |
|              |                             |                      |                         |
|              |                             |                      |                         |
|              |                             |                      |                         |
|              |                             |                      |                         |

**Relevant work experience** *(Begin with most recent employment, and include all current jobs. Attach additional information on a separate page if necessary.)*

| <u>Dates</u> | <u>Position/title</u> | <u>Employer</u> | <u>City/country</u> |
|--------------|-----------------------|-----------------|---------------------|
|              |                       |                 |                     |
|              |                       |                 |                     |
|              |                       |                 |                     |
|              |                       |                 |                     |
|              |                       |                 |                     |

Describe your present duties and responsibilities, including both teaching and research, with specific emphasis on work-related monitoring and evaluation activities:

List all program monitoring and evaluation experience (both job and non-job related consultancies)

Name of program      Funding source      Applicant's role in M&E effort      Date      Location

|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |

Does the organization where you currently work receive any funding from USAID for the project that you work on?

Yes

No

Are you primarily involved in monitoring and evaluation at the (check one):

1. National level
2. Provincial / regional level
3. District level
4. Sub-district level
5. Other(i.e., project level)

In which type of organization do you currently work?

1. Donor organization
2. Non-governmental organization
3. Governmental organization
4. Other (i.e. Private consultancy, Research organization)

How many years in total have you been working professionally?

No. of years working professionally: \_\_\_\_\_

Have you ever prepared an M&E plan, alone or with colleagues, before attending this workshop?

Yes      No      Other comment: \_\_\_\_\_

Have you been involved with actual implementation of *monitoring* activities before attending this workshop?

Yes      No      Other comment: \_\_\_\_\_

Have you ever worked on an *impact evaluation*, in other words, an evaluation to measure “cause and effect” of the program?

Yes      No      Other comment: \_\_\_\_\_

For how many years have you been doing M&E in your work?

No. years of M&E experience: \_\_\_\_\_



What knowledge and skills do you hope to gain from this training?  
(Please list at least three objectives)

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

List up to four of your publications, particularly in field relevant to the workshop.

| <b><u>Title of publication</u></b> | <b><u>Date, where published</u></b> |
|------------------------------------|-------------------------------------|
|                                    |                                     |
|                                    |                                     |
|                                    |                                     |
|                                    |                                     |

List below any scholarships, fellowships, grants, contracts, or other awards you have received, including grants to attend international conferences, workshops, or seminars. Please specify which if any awards are current, and indicate expiration dates.

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For our records, please tell us how you heard about this workshop:

1. School of Public Health, University of Ghana
2. Communication/brochure from School of Public Health, University of Ghana
3. School of Public Health, University of Ghana Website
4. MEASURE Evaluation website
5. Communication/ brochure from MEASURE Evaluation
6. Monitoring and Evaluation of malaria listserv
7. AIMENet listserv
8. Your employer or colleagues at your workplace
9. Other (please specify) \_\_\_\_\_

One reference (separate form) must be submitted in support of your application. The reference form should be filled in by your current or previous supervisor at your place of work, or your academic supervisor. Please list below the name of the referee you have selected. **Reference should be received by April 3, 2015.**

| <b>Name</b> | <b>Position/Institution</b> | <b>Date you requested reference</b> |
|-------------|-----------------------------|-------------------------------------|
|             |                             |                                     |

**WORKSHOP ON MONITORING AND EVALUATION OF MALARIA PROGRAMS**  
**8-19 June 2015**

**FUNDING FORM**

**Note:** All applicants are expected to seek funding from their home organizations or governments or from outside funding agencies. Available funding for participant costs is limited.

**PLEASE TYPE**

**Name of applicant**\_\_\_\_\_

I will be funded by the following sponsoring agency:

I contact person/Title\_\_\_\_\_

Name of funding organization\_\_\_\_\_

Mailing address\_\_\_\_\_

Telephone\_\_\_\_\_Facsimile no.\_\_\_\_\_

E-mail address\_\_\_\_\_

I have applied for funding from\_\_\_\_\_

(Name of funding agency-list all agencies to which you have applied)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am still seeking sponsorship and would like my application to be considered.  
(Please forward confirmation of funding to SPH upon notification from sponsor.)

I would like to apply for full funding (Tuition and fees, Travel, Insurance, Visa, etc.) from the MEASURE Evaluation project (These funds are only available to professionals in USAID-supported countries).

I will be funded by family or friends or self-funded.

**ESTIMATED WORKSHOP EXPENSES;**

Tuition and fees (including room, board, but **not including airfare, travel and accident insurance (required) and visa fees**)      US    **\$3,000**

**WORKSHOP ON MONITORING AND EVALUATION OF MALARIA PROGRAMS**  
**8-19 June 2015**

**Workshop Statement**

**Name of Applicant** \_\_\_\_\_

Please describe your relevant education, research, and/or work experience, and indicate how participation in the workshop will benefit your future work. (250 word maximum).

**PLEASE TYPE**

I (Name)\_\_\_\_\_certify that the above information is true and complete to the best of my knowledge and belief, and understand that any willfully false statement is sufficient cause for rejection of this application, withdrawal of offer of admission or, if a fellowship has been awarded, for the termination of the fellowship.

Date: \_\_\_\_\_  
(Day/Month/Year)

**WORKSHOP ON MONITORING AND EVALUATION OF MALARIA PROGRAMS**  
**8-19 June 2015**

**REFERENCE FORM**

**CONFIDENTIAL**

**TO BE COMPLETED BY APPLICANT**

**Name of applicant** \_\_\_\_\_

The candidate named above has applied for the *Regional Workshop on Monitoring and Evaluation of Malaria Programs*. The workshop has been designed to build the capacity of professionals with skills on monitoring and evaluation of malaria programs. It would be helpful to us in selecting candidates to have your evaluation of the applicant on the questions listed below. **Under no circumstances should the completed form be returned to the applicant.** References should be received by **April 3, 2015** at the following email address:

**Edith Tetteh, Workshop Coordinator**  
**School of Public Health**  
**University of Ghana**  
**E-mail: [M.E.Malaria@gmail.com](mailto:M.E.Malaria@gmail.com)**  
**Phone: +233 249 410336, +233 233 410336**

**TO BE COMPLETED BY REFEREE**

1. How long have you known the applicant? \_\_\_\_\_

2. How well and in what capacity do you know the applicant?

3. Please rate the applicant in terms of each of the following (*one checkmark for each row*):

|                                                                        | Exceptional | Well above<br>Average | Above<br>average | Average | Below<br>average | Unable<br>to<br>judge |
|------------------------------------------------------------------------|-------------|-----------------------|------------------|---------|------------------|-----------------------|
| Leadership                                                             |             |                       |                  |         |                  |                       |
| Creativity                                                             |             |                       |                  |         |                  |                       |
| Initiative                                                             |             |                       |                  |         |                  |                       |
| Professional<br>Experience                                             |             |                       |                  |         |                  |                       |
| English language<br>ability (if not a<br>native speaker of<br>English) |             |                       |                  |         |                  |                       |
| Self-expression                                                        |             |                       |                  |         |                  |                       |
| Overall<br>intellectual ability                                        |             |                       |                  |         |                  |                       |

4. What are the applicant's special academic/professional strengths and weaknesses?
5. What opportunities will the applicant have to apply workshop experience to ongoing activities in his or her current institution?
6. Has the applicant shown noteworthy qualities of leadership in the organization and execution of research projects or other work? If so, please cite examples.
7. Please describe one or two projects relevant to the workshop in which the applicant has participated and indicate his or her role in those projects.
8. Do you recommend the applicant for this workshop on Monitoring and Evaluation of Malaria Programs?
- |                            |                  |
|----------------------------|------------------|
| Recommend highly           | Recommend        |
| Recommend with reservation | Do not recommend |
9. Any additional comments?

I (Name)\_\_\_\_\_certify that the above information is true and complete to the best of my knowledge and belief, and understand that any willfully false statement is sufficient cause for rejection of this application, withdrawal of offer of admission or, if a fellowship has been awarded, for the termination of the fellowship.

Date \_\_\_\_\_

**Position/Title** (*Please print.*)\_\_\_\_\_

**Complete Mailing Address** (*Please include fax number and e-mail.*)\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

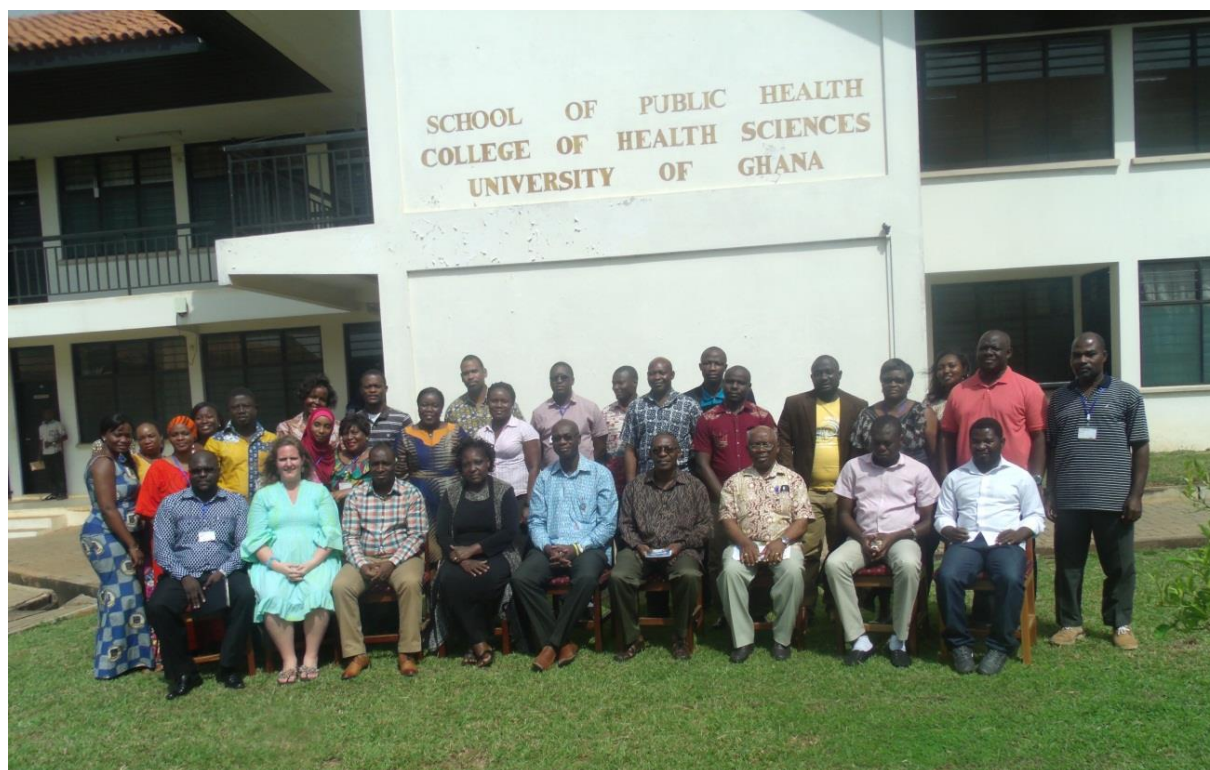
## APPENDIX C. PARTICIPANT ALBUM

**UNIVERSITY OF GHANA, SCHOOL OF PUBLIC HEALTH  
WORKSHOP ON MONITORING AND EVALUATION  
OF MALARIA PROGRAMS**

*Date: 8th-19th June 2015*

*Venue: School of Public Health, University of Ghana*

**Album of the Participants and Facilitators**



School of Public Health  
University of Ghana



National Malaria Control  
Program, Ghana



MEASURE Evaluation  
ICF International



U.S. Agency for  
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# Participants

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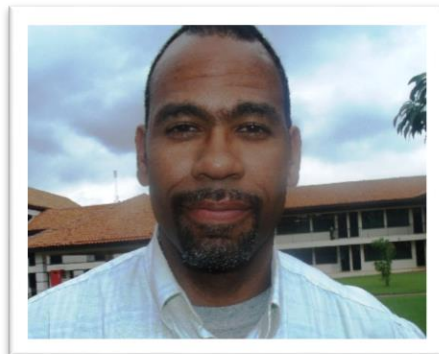


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# Facilitators

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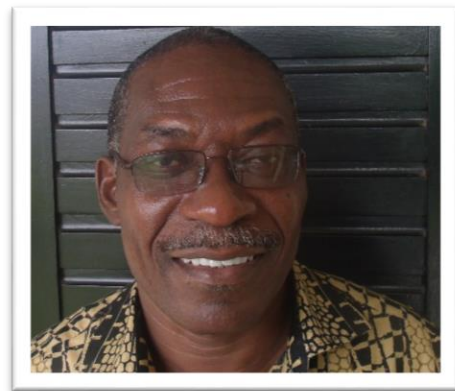


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**Ghana**



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**Ghana**



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**Ghana**



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**Ghana**

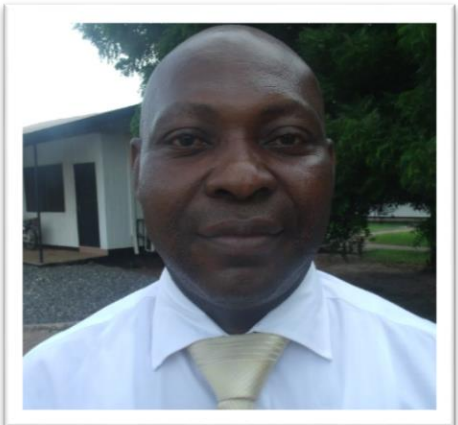


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**Ghana**



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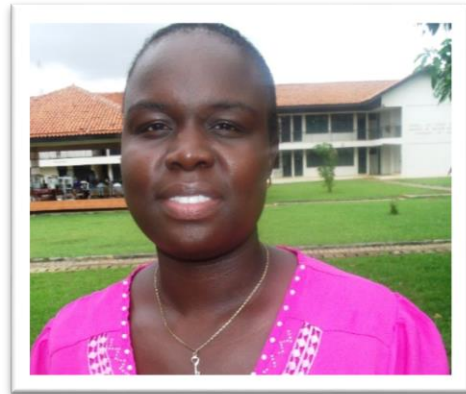


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## **APPENDIX D. OVERALL COURSE AND MODULE EVALUATION RESULTS**

| Overall Workshop Rating |             |
|-------------------------|-------------|
| <b>Average</b>          | <b>8.94</b> |
| Median                  | 9.00        |
| Mode                    | 9.00        |

| Summary Ratings                    |                |               |             |
|------------------------------------|----------------|---------------|-------------|
|                                    | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Overall Course Content             | 9.12           | 9.00          | 9.00        |
| Quality of Instruction             | 9.18           | 9.00          | 9.00        |
| Quality of Student Materials       | 9.00           | 9.00          | 9.00        |
| Relationships between participants | 9.29           | 9.00          | 9.00        |
| Group Work                         | 8.71           | 9.00          | 9.00        |

| Overview of Malaria in sub-Saharan Africa |                |               |             |
|-------------------------------------------|----------------|---------------|-------------|
|                                           | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of Content                        | 8.35           | 8.00          | 8.00        |
| Quality of Instruction                    | 8.65           | 9.00          | 9.00        |

| Introduction to M&E    |                |               |             |
|------------------------|----------------|---------------|-------------|
|                        | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content     | 8.80           | 9.00          | 9.00        |
| Quality of instruction | 9.00           | 9.00          | 9.00        |

| Role of Data in Decision Making |                |               |             |
|---------------------------------|----------------|---------------|-------------|
|                                 | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content              | 8.47           | 8.00          | 8.00        |
| Quality of instruction          | 8.65           | 9.00          | 8.00        |

| Developing a Monitoring and Evaluation Plan |                |               |             |
|---------------------------------------------|----------------|---------------|-------------|
|                                             | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content                          | 8.65           | 9.00          | 8.00        |
| Quality of instruction                      | 8.41           | 8.00          | 8.00        |

| Frameworks             |                |               |             |
|------------------------|----------------|---------------|-------------|
|                        | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content     | 9.00           | 9.00          | 9.00        |
| Quality of instruction | 9.29           | 9.00          | 9.00        |

| Indicators |  |  |  |
|------------|--|--|--|
|------------|--|--|--|

|                        | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
|------------------------|----------------|---------------|-------------|
| Quality of content     | 8.65           | 9.00          | 10.00       |
| Quality of instruction | 8.71           | 9.00          | 9.00        |

| <b>Calculation and Interpretation of Indicators</b> |                |               |             |
|-----------------------------------------------------|----------------|---------------|-------------|
|                                                     | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content                                  | 8.88           | 9.00          | 9.00        |
| Quality of instruction                              | 8.65           | 9.00          | 9.00        |

| <b>Data Sources and Systems</b> |                |               |             |
|---------------------------------|----------------|---------------|-------------|
|                                 | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content              | 8.82           | 9.00          | 9.00        |
| Quality of instruction          | 8.47           | 8.00          | 8.00        |

| <b>Data Quality</b>    |                |               |             |
|------------------------|----------------|---------------|-------------|
|                        | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content     | 8.94           | 9.00          | 8.00        |
| Quality of Instruction | 9.00           | 9.00          | 9.00        |

| <b>Evaluation Design</b> |                |               |             |
|--------------------------|----------------|---------------|-------------|
|                          | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content       | 8.67           | 9.00          | 9.00        |
| Quality of instruction   | 8.60           | 9.00          | 9.00        |

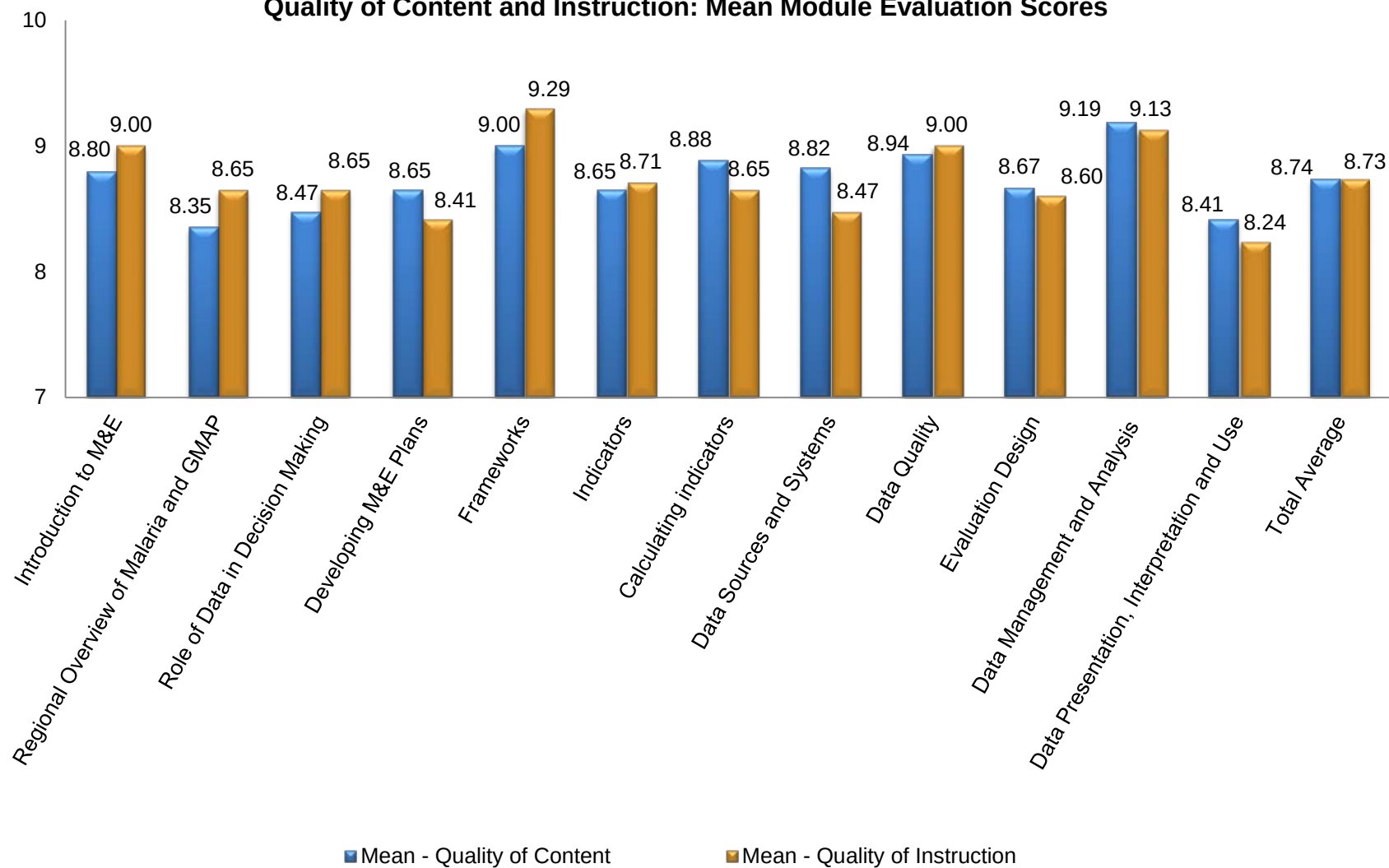
| <b>Data Management, Analysis, and Quality</b> |                |               |             |
|-----------------------------------------------|----------------|---------------|-------------|
|                                               | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content                            | 9.19           | 9.00          | 10.00       |
| Quality of instruction                        | 9.13           | 9.00          | 10.00       |

| <b>Data Presentation, Interpretation, and Use</b> |                |               |             |
|---------------------------------------------------|----------------|---------------|-------------|
|                                                   | <b>Average</b> | <b>Median</b> | <b>Mode</b> |
| Quality of content                                | 8.41           | 9.00          | 9.00        |
| Quality of instruction                            | 8.24           | 8.00          | 9.00        |



## **APPENDIX E. QUALITY OF CONTENT AND INSTRUCTION EVALUATION SCORES**

**Quality of Content and Instruction: Mean Module Evaluation Scores**



## APPENDIX F. PRE- AND POST-TESTS

**Participant Code:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***Please read the following questions and answer them. This pre-test is for evaluation of the workshop only.***

**1. Name two environmental factors that influence the life cycle of malaria vectors:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**2. In the decision-making process which of the following is/are NOT true?**

- a. It is only evidence-based information that affects decision making.
- b. Different decision makers need different information to make decisions.
- c. Decision makers are high powered individuals with influence over others.
- d. Monitoring and evaluation should play a major role in the public health decision-making process.

**3. True or false: Monitoring involves attributing program outcomes to their causes.**

- a. True
- b. False

**4. Name three components or elements of an M&E plan:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**5. Ideally, when should an evaluation be planned?**

- a. After programme/project implementation
- b. During programme/project implementation
- c. Before programme/project implementation

**6. What is a logical framework?**

- a. A diagram that identifies and illustrates the linear relationships flowing from programme inputs, processes, outputs, outcomes and impacts
- b. A table which presents a standardized summary of the project and its logic
- c. It is a diagram that identifies steps or levels of results and illustrates the causal relationships linking all levels of a programme's objectives
- d. A diagram that identifies and illustrates the relationships between all relevant systemic, organizational, individual, or other salient factors that may influence program/project operation and the successful achievement of program or project goals

**7. What is a logic model?**

- a. A diagram that identifies and illustrates the linear relationships flowing from programme inputs, processes, outputs, outcomes, and impacts
- b. A table that presents a standardized summary of the project and its logic

- c. A diagram that identifies steps or levels of results and illustrates the causal relationships linking all levels of a programme's objectives
- d. A diagram that identifies and illustrates the relationships between all relevant systemic, organizational, individual, or other salient factors that may influence program/project operation and the successful achievement of program or project goals

**8. True or false: Objectives are broad statements of desired, long-term outcomes of programmes.**

- a. True
- b. False

**9. Which of the following is/are true? (Circle all that apply)**

- a. In undertaking surveillance, there is a need to analyze the data in a timely fashion.
- b. Surveillance gives the same information as surveys.
- c. Data from surveillance are usually from a randomized sample.
- d. Surveillance data are representative of the underlying population.
- e. Surveillance data can be easily generalized to the larger population.

**10. You are interested in finding out the number of malaria cases treated in the first half of 2011 by the health care system in a given district. What is the most relevant data source for this purpose among the following?**

- a. National survey data
- b. National population census data
- c. Health management and information system (HMIS) data
- d. Sentinel surveillance data

**11. Which of the following evaluation impact design is most appropriate/strongest for attributing causality (attribute change in outcome of interest to the intervention)**

- a. Experimental design
- b. Quasi experimental design
- c. Non-experimental design

**12. Which of the following is NOT a disadvantage of population-based survey coverage data?**

- a. Larger standard errors at subnational levels
- b. Irregular and expensive
- c. Timing may affect coverage rates
- d. Survey data are not representative of the underlying population
- e. Cannot detect small changes or changes over short periods of time without large sample sizes

**13. Which type of chart or graph should be used to display the number of malaria cases over time in one country?**

- a. Bar chart
- b. Line graph
- c. Pie chart

**14. Which of the following tools can be used to assess data flow?**

- a. Assessment of Data Use Constraints
- b. Prism Tools
- c. Information Use Mapping
- d. MESST

**15. Name two characteristics of good indicators:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**16. Which of the following measures of central tendency is most sensitive to variation?**

- a. Mode
- b. Mean
- c. Median

**17. True or false: The female anopheles mosquito can infect humans immediately after ingesting the malaria parasite.**

- a. True
- b. False

**18. When disseminating results, which of the following should you do?**

- a. Make sure that your materials are as colorful and eye-catching as possible.
- b. Provide as much information as possible.
- c. Create different materials for different users.
- d. Keep the data to yourself so that you can publish as many publications as possible.

**19. In which situation should you use sentinel, rather than the routine, health information system?**

- a. When you need to save money by having fewer sites to maintain.
- b. When you need quarterly data.
- c. When you need information that is representative of the population.
- d. When you need high-quality data to monitor trends in mortality.

**20. Name two dimensions or components of data quality:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

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