

# MEASURE Evaluation

## Working Paper Series

### Institutional Capacity Building in Nigeria Sustainability Assessment Report

Obafemi Awolowo University  
Ahmadu Bello University

Molly Cannon  
Susan Post  
Samson Bamidele

August 2014

WP-14-152



This paper has been supported by the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) through the U.S. Agency for International Development (USAID) under the terms of MEASURE Evaluation cooperative agreement GHA-A-00-08-00003-00, which is implemented by the Carolina Population Center at the University of North Carolina at Chapel Hill, with Futures Group, ICF International, John Snow, Inc., Management Sciences for Health, and Tulane University. The views expressed in this publication do not necessarily reflect the views of PEPFAR, USAID or the United States government. .

Carolina Population Center  
University of North Carolina at Chapel Hill  
400 Meadowmont Village Circle, 3rd Floor  
Chapel Hill, North Carolina 27517  
Phone: 919-445-9350  
measure@unc.edu  
[www.cpc.unc.edu/measure](http://www.cpc.unc.edu/measure)



This working paper series is produced by MEASURE Evaluation in order to speed the dissemination of information from research studies. Working papers may be under review or awaiting journal publication, and are distributed as received from the authors with minor editing and formatting adjustments.

The series and other publications are available from the MEASURE Evaluation at:

<http://www.cpc.unc.edu/measure>



**Contents**

Executive Summary..... 3

Introduction ..... 7

Background ..... 7

The Case for Sustainability..... 8

    Governance, Leadership and People ..... 9

    Financial sustainability..... 9

    Environment..... 10

    Technical Capacity..... 10

Methodology..... 10

    Phase I – Protocol Development..... 10

    Phase II – Data Collection ..... 10

Findings: OAU..... 11

    Governance, Leadership, and People ..... 11

    Financial Management..... 12

    Environment..... 15

    Technical Capacity..... 16

Recommendations and OAU’s Response..... 19

Findings: ABU ..... 28

    Governance, Leadership, and People ..... 28

    Financial Management..... 29

    Environment..... 31

    Technical Capacity..... 32

Recommendations and ABU’s Response ..... 34

Conclusion..... 47

Sources Consulted for Literature Review ..... 48

Appendix A. Detailed Framework Definitions..... 50

Appendix B. Data Collection Instruments ..... 52



## Executive Summary

In 2012, MEASURE Evaluation conducted a sustainability assessment of its two M&E training partners, Ahmadu Bello University (ABU) and Obafemi Awolowo University (OAU). The assessment evaluated the capacity at ABU and OAU to offer workshops that meet M&E workforce needs, develop other M&E products including relevant higher education coursework and certification, and generally serve as Nigeria's key M&E training and resource institutions.

Since 2009-2010, MEASURE Evaluation has worked to build the capacity of M&E teams at each institution to offer fee-based M&E public health workshops and develop M&E courses and tracks as part of their residential Master of Public Health (MPH) programs. The expectation was that this approach to capacity building would result in a sustainable, country-owned model for M&E training by cultivating in-country capacity to manage the workshops, by charging fees as needed to ensure the workshops are a viable enterprise, and by ensuring continuity of in-country capacity through commensurate course offerings as part of their pre-service program in public health at the institutions.

Throughout 2013-2014, each institution developed and finalized sustainability plans, realizing some of the following accomplishments:

- OAU has completed seven workshops and ABU five. A total of 307 individuals participated in the workshops – 63 percent male, 37 percent female.
- OAU has instituted a pre-workshop review session and started rolling admissions to allow those admitted to access training funds in a more timely manner.
- The university senate has approved the two credit M&E course at ABU as a required course for their MPH program.
- The Advanced M&E Diploma course at OAU has been approved.
- ABU has pilot tested pre-service nurse training materials with Community Health Officers.
- ABU has participated in a Leadership Development Program.
- OAU has completed a Business Plan for use in garnering support for further development of their Advanced Diploma and other courses.

## Methodology

This sustainability assessment was conducted from October to December 2012 in two phases and focused on the Population and Reproductive Health Programme (PRHP) and Department of Community Health at OAU and the Department of Community Medicine at ABU. Phase I included a literature review on sustainability factors in institutions of higher learning, from small US-based colleges to large international universities. Based on the literature review, a protocol was developed for interviewing key staff from the two Nigerian institutions involved in managing and implementing the workshops. Questions focused on factors influencing sustainability of the workshops, such as financial sustainability, technical capacity, and systems to ensure quality products.

Phase II included interviews and a document review. Two sets of interviews were conducted at each institution, one related to organizational development factors, and the other related to technical and

administrative functions. In addition, a document review (workshop reports, summaries of workshop observations and recommendations, budgets) was conducted that helped inform assessment findings.

The following framework was developed to guide the sustainability assessment:

- **Governance, Leadership and People**—focuses on good governance, effective leadership, effective delegation of roles and responsibilities, and innovation.
- **Financial Sustainability**—focuses on financial management systems, cash flow management, and risk management.
- **Environment**—focuses on both the university hierarchy and security conditions in Nigeria.
- **Technical Capacity**—focuses on delivery of M&E workshop sessions.

## Findings

### **Governance, Leadership, and People**

Both ABU and OAU respondents could articulate their vision and mission with respect to the role of M&E in their work as public health professionals at their organizations. Both universities have successfully implemented workshops, and OAU has well-developed and clear roles and responsibilities related to the M&E workshops. However, ABU has experienced challenges in effectively planning and organizing the workshops. The ABU assessment found that contributing factors to barriers in effective planning and implementation may include turnover of personnel on the M&E team, unclear roles and responsibilities, and lack of a work plan and regular team and departmental meetings.

While OAU has strong workshop leadership in place, other M&E activities, particularly its Advanced Certificate course and development of other course offerings, have had implementation challenges.

### **Financial Management**

Both OAU and ABU respondents indicated that financial transactions are transparent and accountability is good. Some of the financial challenges revealed include complaints of high workshop fees and timely collection of fees from sponsoring agencies. In addition, at ABU they have had to work to address faculty demands for higher honorarium for workshop facilitation. Currently there is no policy that guides facilitation fees, leaving it to the M&E team to negotiate with the facilitator for each workshop.

ABU respondents noted that the tendency to delay announcing workshops leads to delays in many other aspects of workshop administration, including selection of participants and fellows, informing participants and fellows, planning the technical content, and ultimately the cancellation of participants because they have not had adequate time to obtain funding from their organizations.

For both institutions, there is a delicate balance between the university breaking even and being able to offer the workshop at a rate affordable to key stakeholders in Nigeria, particularly government workers. If either institution were to reduce the workshop fee, they would need to increase the number of paying participants. The relationship with government is important, as the ultimate goal is to improve the M&E system and use of information to improve public health programs in Nigeria so the institutions have been considering ways to address this issue.

## **Environment**

While OAU is located in a relatively safe area of the country, ABU respondents have found that security issues are having an impact on their workshops, with the presence of militants and the frequency of their attacks preventing participants from other countries and even the southern parts of Nigeria from applying to and participating. Nonetheless, the team feels that the market in the north could be adequate to keep the workshops viable. Instability does affect OAU to the extent that the perception of instability among prospective workshop participants from overseas may discourage their participation.

All of the ABU respondents indicated that they are keeping up on the state-of-the-art in M&E through consultancies and research projects, though they pointed out that the security situation limits their opportunities to go to training courses or to have international experts come to them.

OAU respondents noted that professional development is largely left up to each individual due to lack of funds for trainings. While the course itself requires the faculty to keep abreast of the latest thinking in M&E, there is limited opportunity to train new faculty members to expand the number of facilitators for the M&E courses, and this is a high priority.

## **Technical Capacity**

Respondents at each institution rated the department's capacity for delivering 16 workshop sessions. ABU's most highly rated sessions were Indicators, Data Sources, Evaluation, Leadership in Public Health, the disease-specific M&E sessions, and Ethics. The lowest rated sessions (and in some cases unrated) were GIS in M&E of Public Health, Data Demand and Use, UNAIDS 12 Components Framework, and Communicating and Reporting Findings. OAU respondents rated most sessions highly, particularly the "core" M&E sessions of M&E Frameworks, Indicators, Data Sources, and Data Quality. Sessions that were rated lower included GIS, Data Demand and Use, and the 12 Components Framework. The lower rated sessions for both ABU and OAU is likely due to the fact that most were newer sessions or sessions that MEASURE Evaluation has primarily taken in the past.

Both ABU and OAU respondents feel that for the most part, student satisfaction with workshops is high, sessions respond to identified needs of students and are aligned with programs, and that workshops provide relevant theoretical and practical information.

To ensure workshop quality, when workshops first began in 2010, ABU instituted procedures including planning meetings to discuss logistic and administrative aspects of the workshops, mock presentations with facilitators to provide feedback, and technical review of presentations by team members to ensure high quality workshop slides and sessions. However, these systems have not been fully functional over time. Similarly at OAU, the practice of reviewing presentations has not been maintained, though the team does consistently send out facilitator slides and session feedback from the previous workshop to the facilitator for the next workshop to be updated as needed.

MEASURE Evaluation created several opportunities to promote networking and information-sharing, including supporting one participant from each institution to attend the others' workshop to co-facilitate sessions, observe additional sessions, and discuss workshop administration and logistics for exchange of information and collaboration. Respondents at both institutions recognize the value in

these collaborative efforts and indicated they would like to see the relationship expand to more coordination, or sharing ideas and aligning plans.

Additionally, both institutions are working to broaden their prospective audience base for M&E workshops and to develop relevant M&E courses toward a post-graduate degree, and both are open to co-facilitation between the universities.

### **Recommendations**

While both ABU and OAU have many of the components needed to be able to operate and maintain M&E programs and support, this assessment highlights a number of areas that, if addressed, will strengthen this effort. These recommendations follow the format of the sustainability assessment, broken into the four broad categories of governance, leadership, and people; financial management; environment; and technical capacity.

Based on the recommendations, both ABU and OAU have come up with a plan to ensure sustainability of the M&E workshops and continued efforts toward establishing themselves as nationally recognized institutions with M&E expertise.

### **Conclusion**

The two Nigerian universities identified by MEASURE Evaluation as having the greatest potential to serve as national resources for M&E work related to public health, OAU and ABU, have achieved significant progress toward institutionalizing both M&E training workshops and their own M&E academic programs. Key factors to ensuring sustainability for both universities will be maintaining a market for the training workshops for financial viability, strong leadership and management practices, and ensuring high quality workshop delivery.



## Introduction

International development organizations and donors increasingly are recognizing that the success of any intervention is dependent on both yielding positive results and on whether it can be sustained without the implementer's technical and financial assistance. Two effective approaches to ensuring both of these outcomes are monitoring and evaluating program work for efficiency and effectiveness, and adapting programs as needed; and cultivating in-country capacity to continue any given development effort on departure of external support.

In 2012, MEASURE Evaluation conducted a sustainability assessment of its two M&E training partners, Ahmadu Bello University (ABU) and Obafemi Awolowo University (OAU). The assessment evaluated the capacity at ABU and OAU to offer workshops that meet M&E workforce needs, develop other M&E products including relevant higher education coursework and certification, and generally serve as Nigeria's key M&E training and resource institutions.

Since then, MEASURE Evaluation has worked to build the capacity of M&E teams at each institution to offer fee-based M&E public health workshops and develop M&E courses and tracks as part of their residential Master of Public Health (MPH) programs. The expectation was that this approach to capacity building would result in a sustainable, country-owned model for M&E training by cultivating in-country capacity to manage the workshops, by charging fees as needed to ensure the workshops are a viable enterprise, and by ensuring continuity of in-country capacity through commensurate course offerings as part of their pre-service program in public health at the institutions.

After providing a more in-depth background to MEASURE Evaluation's M&E capacity-building work with the two Nigerian institutions, this report describes the approach selected to design the sustainability assessment and the assessment's methodology, findings, and conclusions. The report concludes with a set of recommendations for ABU and OAU, along with each institution's proposed sustainability plans that address and expand upon these recommendations.

## Background

At the request of the Nigerian government and USAID, MEASURE Evaluation began an M&E institutional capacity building project in Nigeria. The purpose was to build the capacity of two Nigerian universities, one in the north and one in the south, to become the country's key M&E training and resource institutions. Following initial support and technical assistance, the institutions would be able to offer fee-based M&E workshops and continue offering workshops on their own – resulting in a sustainable, country-owned model for M&E training. After an institutional assessment and selection process conducted by MEASURE Evaluation, the Department of Community Medicine, Ahmadu Bello University (ABU), Zaria, and the Population and Reproductive Health Programme, Obafemi Awolowo University (OAU), Ile Ife, signed Memoranda of Understanding (MOU) with MEASURE Evaluation in 2010. The purpose of the MOU was for each institution to conduct two-week long M&E in Public Health workshops at their respective institutions, and to develop M&E courses and tracks as part of their residential Master of Public Health (MPH) programs.

At the time the assessment was conducted, , approximately 183 individuals had been trained at seven different workshops (three at ABU and four at OAU). For these initial workshops, MEASURE Evaluation with funding from USAID Nigeria, supported the universities through sending team members to M&E training at University of Pretoria, South Africa and Addis Continental, Ethiopia; conducting a curriculum development workshop and training of trainers; conducting select workshop sessions; providing technical assistance and mentoring on administrative and technical aspects of the workshop; and providing start up fees for materials and books, partial salary support for three staff members (project director, course coordinator, and administrative officer), and five fully funded fellowships per workshop. With each subsequent workshop, salary support has reduced.

To ensure the universities are able to continue offering the workshops and create additional M&E courses to meet the M&E workforce needs in Nigeria MEASURE Evaluation conducted a sustainability assessment in 2012. Findings from the assessment led to the development of recommendations. In April 2013, MEASURE Evaluation presented sustainability assessment findings and recommendations with each university via webinar to facilitate the development of a sustainability plan.

### **The Case for Sustainability**

In international development literature, sustainability typically is defined as the perpetuation of programs beyond the termination of donor funding and technical assistance support. This definition has been linked directly to organizational and stakeholder engagement and country ownership (Gruen et al. 2008).

The literature review completed for this study revealed many approaches to sustainability that ranged from the static through the relational to the dynamic. For the purposes of this study and in the context of international development, the most appropriate approach is the “systems” approach which views sustainability in a more “ecological” sense. This approach sees this same group or organization as a single system with processes, procedures, people, and structures operating within an ever-changing environment. The results of any activity are therefore shaped by the culture of the organization, how it sees itself, and the components that make up the organizational system, as well as by the external environment of national/regional culture, politics, regulation, economy, and diversity, and other factors.

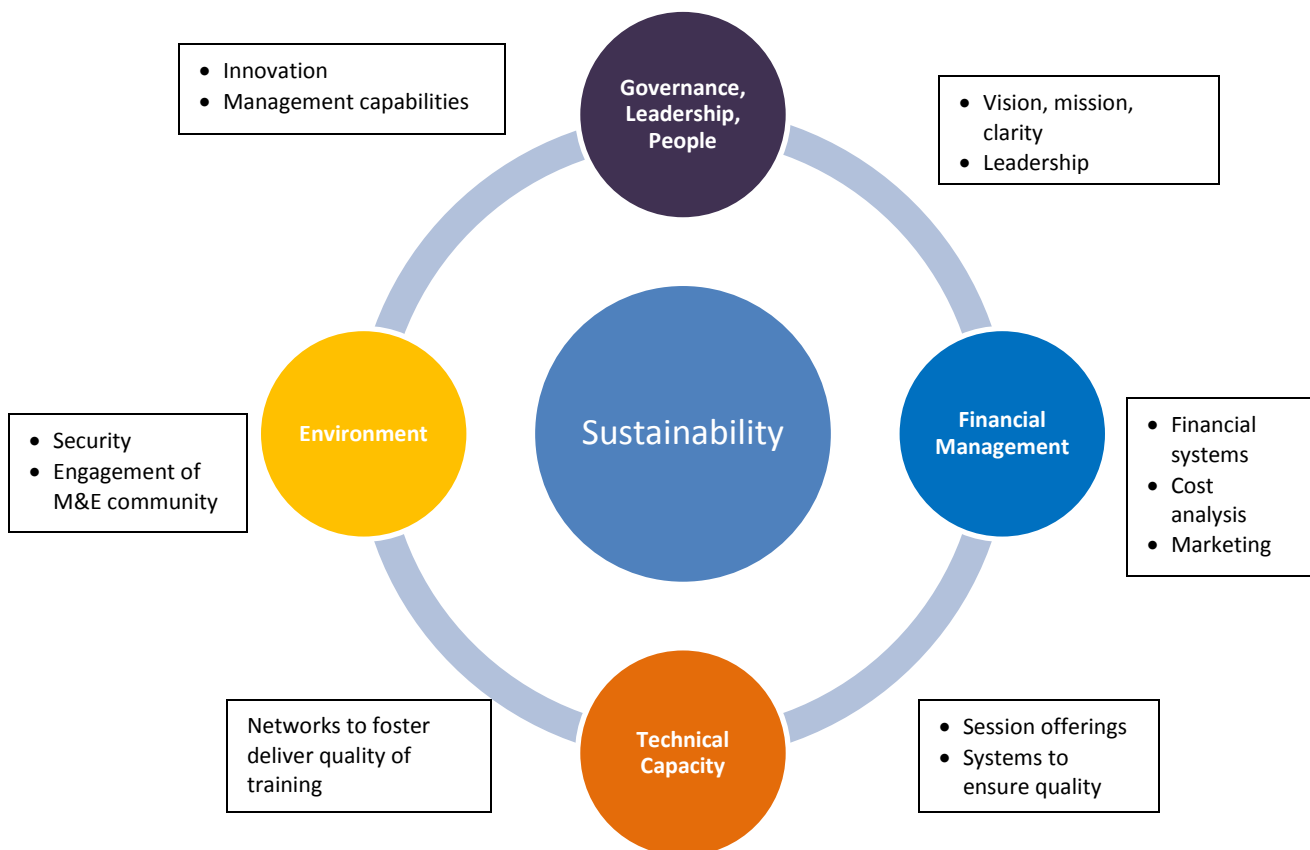
Using the systems approach for the purposes of developing a conceptual and practical framework for MEASURE Evaluation’s training partners builds on Eric Sarriot’s work in which he “emphasizes sustainability as a process taking place in a local system” in which outcomes, quality, institutional strength, and socio-ecological strengths matter (Sarriot et al 2009). This means that there are certain aspects of organization and functionality that must be ever-present in order to create sustainability of the courses and other functions of the M&E programs departments. The working framework used in this study to develop the interview guides and inform understanding of results is:

*Sustainability exists where good governance, leadership and management work effectively in a dynamic relationship with strong institutional systems and the external environment, and with well-designed and implemented programs. Among the values espoused by a sustainable*

*organization are communication, continuous action learning (assessment, action, results, reflection, modification), positive intent, and alignment among the stakeholders.*

Even though the pieces are always in dynamic relationship with each other, it is important to look at the individual elements of the sustainability framework (Figure 1) which was developed for this assessment based on a comprehensive literature review.

**Figure 1. OAU/ABU Sustainability Framework**



Framework elements include:

### **Governance, Leadership and People**

In order to have a sustainable effort, it is critical for an institution to have good governance, effective leadership, and people performing the necessary tasks that lead to the anticipated results. Creating innovative initiatives also falls under this category.

### **Financial sustainability**

An assumption of the sustainability assessment is that it is critical to have well-articulated and implemented financial management processes, procedures, and systems as well as revenue, expense,

and cash flow management, in addition to risk management, including diversification of revenue sources.

### **Environment**

In keeping with the systems approach, the study also addressed how the M&E team operate in an external environment which includes both the university hierarchy and the instability of the political, regulatory and security conditions in Nigeria and, specifically, in their regions.

### **Technical Capacity**

Technical capacity in this sustainability assessment was defined as the capacity of the M&E team and other facilitators to effectively deliver M&E workshop sessions, particularly in the core M&E competency areas such as M&E Frameworks, Indicators, Data Sources, Data Demand and Use, Data Quality, and Evaluation.

See Appendix A for more details on each of the framework elements.

### **Methodology**

This sustainability assessment was conducted from October to December 2012 and included several key components, conducted in two phases.

#### **Phase I – Protocol Development**

MEASURE Evaluation conducted an extensive literature review on sustainability factors in institutions of higher learning, from US-based community colleges to large universities in international locations that share some environmental factors with the universities in Nigeria, and in diverse economic sectors, but especially in international development.

Based on the literature review, an interview protocol was developed. Questions focused on the sustainability factors mentioned in section two of this report (governance, leadership and people; financial sustainability; environment; technical capacity; systems to ensure quality products; networks and marketing; and innovation). The interview protocol was submitted to the Futures Group Internal Research Review committee and determined to be exempt from IRB review.

#### **Phase II – Data Collection**

Two sets of interviews were conducted at OAU and ABU (See Appendix B) – one set related to the organizational development factors and the other related to technical and administrative functions. At OAU we conducted telephone and Skype interviews the former Head of the Department of Community Health, the Project Director, and the Course Coordinator. At ABU we conducted telephone and in-person interviews with the Head of the Department, the Project Director, and the former Course Coordinator at ABU. . In addition, we conducted a document review (i.e., workshop reports, summaries of workshop observations and recommendations, budgets) that helped inform assessment findings for both OAU and ABU.

## Findings: OAU

### Governance, Leadership, and People

***Vision and mission clarity*** - Although the Institute of Public Health has a clear **vision** published on its website, there is no direct reference in this vision or in their stated mission to their specific vision for M&E. However the M&E Team is absolutely clear about their vision and mission. As a next step, some of the respondents said that they would like to document these and share them more broadly among the faculty to expand their enthusiasm for M&E in general and, as a result, their knowledge of the course and their interest in becoming trained to facilitate the course thereby creating more facilitation capacity within the department.

Two of the respondents shared their highly aligned personal visions for M&E at OAU. One of them offered the following simple and compelling vision. “OAU is a powerhouse. ... People think of OAU first when they think of M&E in Africa.” His vision comprises the expansion of OAU’s M&E offerings beyond courses to services and consulting thereby breaking out of the typical ivory tower image of a university. He believes that M&E has to be applied in a practical manner in order to make a difference in health care. The other respondent’s vision was slightly more circumscribed stating, “Our university will become a regional center of excellence in the organization and delivery of M&E course curriculum and contents.”

***Leadership capabilities*** – OAU has strong leadership, in the sense of support and promotion, related to the M&E workshops. The explanation offered for this is that it is a collaborative effort between several university divisions – the Population and Reproductive Health Programme, Department of Community Health, Institute of Public Health, and the Department of Demography. The Department of Nursing Science is now also engaged in M&E work, broadening the scope of M&E within the university. The M&E team draws its core faculty from all of these departments. Most of the faculty members have proven leadership ability, as evidenced by their university responsibilities, and have had leadership training.

In addition, one respondent characterized their leadership style as “generally consultative among all relevant personnel, staff and faculty” and adds that they support each other in working toward and attaining organizational goals and objectives.

However, beyond the structure for the M&E workshops, there is no indication that roles and responsibilities are as clearly defined. Specifically, this question was raised about leadership related to the Advanced Certificate course. However, there is an effort underway to improve the commitment of the faculty to this program and a team from OAU applied for and was accepted to participate in a Virtual Leadership Development Program sponsored by USAID’s Leadership, Management and Governance Project targeted to universities and other institutions of higher education that wish to develop their own leadership capabilities and integrate leadership and management into their pre-service offerings.

***Management capabilities*** – For the M&E workshops there are well-developed and clear roles and responsibilities at all levels. At the university level, there is an institutional entity with its own Director and Board of Managers who support the M&E activities of the department. At the program level, each staff member has a clearly communicated job description regarding their role in the M & E course. For

example, there are both a coordinator and an assistant coordinator, supported by a training officer, who is responsible for the logistics, and each faculty member has lecture topic(s) assigned to him/her to deliver. There are regular team meetings and the team does an assessment after each course to review their results.

There is agreement that this structure is working very well. Communications with MEASURE Evaluation are good and the logistics continue to improve from cycle to cycle.

Regarding management capabilities, one of the respondents summarized well the shared perspective. “There are many people who perform these activities, but I see the need for these capabilities to be strengthened because they work under many pressures. We could use help with managerial structures. Part of the issue is prioritization and time management, but a larger part is that there are a limited number of people with expertise and many demands. It is more of a structural/ human resources management problem.” While there are some challenges related to the administration of the course – timing of announcements and deliverables primarily – generally the program is being well-administered.

***Innovation*** – OAU has discussed potential ways to expand their M&E products and services with additional workshops geared for specific client groups (e.g., state level workshops, Primary Health Care Development Association, other countries), creating an M&E track as part of the MPH program, offering two phases of an Advanced Certificate in M&E course culminating in a post graduate Diploma in M&E, and engaging with state and local public health officials to ensure research meets the needs of state and local health officials. In addition to what has been done regarding the workshops and M&E courses, the Department of Nursing Science is currently working to develop an M&E course for the BNSc program with practical application for field postings. Expanding the M&E course portfolio of the team could help the university become known as a center of M&E expertise not only in Nigeria, but also throughout West Africa and sub-Saharan Africa.

## **Financial Management**

### ***Financial Systems***

Finances are all handled by the university’s central finance department and they keep a separate account for the project (that keeps both MEASURE Evaluation funds and workshop fees). Although the processes can be cumbersome and slow (e.g., the M&E team frequently has to follow up with the bursary to access funds that were deposited and tracking the finances may require several visits), the respondents are confident that the accounting procedures are good as the finances of the university are audited on a regular basis.

Since the workshops are fee-based and have received MEASURE Evaluation support, there has been no need for OAU to diversify funding. However, as the university seeks to expand its M&E course offerings and services related to M&E, it will also have to diversify its funding sources. Sources under consideration include income from consultancies, research grants and training programs.

### Cost Analysis

With MEASURE Evaluation reducing workshop support in 2013 to only cover Fellowships, OAU needs to ensure that workshop fees will cover workshop costs and generate some additional funds to be used for quality improvements and capacity building of staff. With this in mind, MEASURE Evaluation has done a cost analysis to determine: 1) the comparative cost of sending Nigerian participants to in-country MEASURE Evaluation training vs. an out of country MEASURE Evaluation training; and 2) the “break even” point for the universities (that is...how many paying participants they need in order to recover their costs).

- 1) Comparative Cost. Of the 183 workshop participants that the institutions have trained since 2010, 71 of them have come from government agencies<sup>1</sup> (39%). Thirty-six of the government participants were funded by government and the other 35 were funded by MEASURE Evaluation through Fellowships. Table 1 presents the costs associated with sending participants to a workshop in Nigeria, South Africa, and Ethiopia. The total cost to attend a two-week workshop in Nigeria is approximately \$3,725 compared to \$6,749 in South Africa and \$6,166 in Ethiopia.

Table 1. Workshop Fees for Nigeria, U.Pretoria, and Addis Continental Trainings.

	Nigeria	Pretoria	Addis Continental
Fee	240,000 (1,500 USD)	2,600	2,500
MIE	97,500 (7,500*13 days)	1,982 (optional add on or participants can bring their own funds)	1,500*
Lodging	175,550 (12,000*14 nights)		
Average Transport	68,000	\$2,166 (from Abuja to Pretoria) – all included	\$2,166 (from Abuja to Addis) – all included
Total	581,000 (\$3,725 USD based on 156 naira exchange rate)	\$6,748	\$6,166
Savings		\$3,024	\$2,441

\*estimate

- 2) Actual Cost. In recent communication with the Project Director he indicated that require 20 paying participants to participate to participate in a workshop to break even. Table 2 illustrates that at the last workshop, there were 16 paying participants (outside of the MEASURE Evaluation and university sponsored Fellowships), leaving them four paying participants shy of their breaking even number.

Table 2. Number of Training Participants by Payment Category.

Workshop	Total # participants	# Nigeria govt. sponsored	# Nigeria NGO sponsored	# self-paying	# MEASURE sponsored <sup>1</sup>	# other sponsored <sup>2</sup>	# intntl. paying participants <sup>3</sup>
1	29	0	9	2	5	6	7

<sup>1</sup> This does NOT include university or teaching hospital participants.

Workshop	Total # participants	# Nigeria govt. sponsored	# Nigeria NGO sponsored	# self-paying	# MEASURE sponsored <sup>1</sup>	# other sponsored <sup>2</sup>	# intntl. paying participants <sup>3</sup>
2	33	3	6	5	4	7	8
3	20	0	8	3	5	4	0
4	26	5	2	1	6	4	8
Total	108	8 (7%)	25 (23%)	11 (10%)	20 (19%)	21 (19%)	23 (21%)

<sup>1</sup>Most MEASURE Evaluation fellowships were given to government representatives

<sup>2</sup>The university/PRHP/teaching hospital provided fellowship

<sup>3</sup>does not include under government or NGO sponsored.

There is a delicate balance between the university breaking even and being able to offer the workshop at a rate affordable to key stakeholders in Nigeria. In recent meetings with the Government of Nigeria, they have indicated the workshop fee is too high. Reducing workshop fees would likely require OAU to increase the number of paying participants to “break even”<sup>2</sup>. However, the relationship with government is also important as the ultimate goal is to improve the M&E system and use of information to improve public health programs in Nigeria. On that note, 26% of the total participants trained at OAU were from the government sector, with 7% funded by Nigerian government and 19% funded by MEASURE Evaluation [Table 2, total number of participants by payee category]. This compares to ABU where 57% were from government (37% government funded, 20% MEASURE Evaluation funded).

It is important to note that at the March 2013 workshop, OAU offered the course for 210,000 naira and participants will be responsible for their own lunch. They also at times offer special rates (i.e., residents pay 75% of the course fee and the rate for the hospital is 150,000 naira to reflect the hospital’s training budget), but these rates are not advertised. One respondent indicated that they would be willing to offer a discount if there were several participants from one organization attending.

It was noted that in the south, there are many training opportunities so OAU is competing against other training institutions for government, NGO, and other training dollars. Announcing the workshops well in advance and keeping a consistent training schedule were two suggestions offered for addressing this issue.

### **Marketing**

Cost analysis and fees tie directly into marketing the workshops, and those interviewed described the various marketing approaches they have used to date including reaching out to personal contacts; sending handbills to ministries, commissioners of health, and medical officers at the LGA level in the southern states; emailing past MPH students and workshop participants; reaching out to agencies such as UNFPA, UNICEF, NACA, Society for Family Health, and the national Malaria and TB programs;

<sup>2</sup> MEASURE Evaluation does not recommend holding workshops with more than 30 participants to maintain quality and adequate application of workshop materials.



advertisements in newspapers; and posting on websites including PRHP and MEASURE Evaluation sites. The Team also sends information out to the HIV Forum – African Network.

The most successful marketing has been through personal contacts and former students. The least useful appears to be newspaper advertisements, as few workshop participants indicate they learned about the workshop this way. However, one interviewee noted that the newspaper advertisements bring attention to the program.

The M&E team described some new approaches to marketing such as advertising the cultural and environmental advantages of coming to Ife. These changes were most recently reflected in the announcement for the March 2013 workshop.

Ideally, workshop participants have ample M&E experience and are currently engaged in M&E. This allows for sharing of experiences among participants, and practical application of concepts and skills learned in the workshop. One interviewee indicated that much of the applicant pool includes those who do not yet work in M&E. They would like to increase the number of experienced M&E officers in the workshops. OAU has also offered slots to registrars in the department. MEASURE Evaluation has acknowledged the value of training registrars who may be able to teach future sessions; however, they have also cautioned against offering too many slots to registrars as opposed to practicing M&E officers. The Project Director noted that this “classification of academia is artificial, resident doctors classified as academia, but really they want to go into M&E when they finish and may have opportunities as consultants.”

Continuing to market the workshops and increasing the number of applicants will be critical to sustaining the workshops. Over the past four workshops at OAU, of 183 applicants, 80% were accepted (n=146). Of the 146 who were accepted, 75% (n=109) actually attended. To compensate for the difference between those accepted and those attending, OAU typically accepts more participants than desired. The two M&E team members interviewed believe there is ample market to continue offering two workshops per year.

## **Environment**

### ***Security***

The greatest external threat to OAU’s program is perception that the security situation in some parts of Nigeria applies to Ile Ife. However, OAU is located in a safe area in Ile Ife, especially as compared with ABU in Zaria, Kaduna State.

To offset the perceived security risks, OAU leverages its good reputation for organizing and implementing training programs built up over many years. They also have contingency plans and are vigilant about the security of their students.

### ***Engagement in the M&E Community***

Respondents indicated that they have open and direct communications with the government, and that they are well aware of changes in the governmental health/legislative sector. They report that they are

also proactive helping the government envision and provide support on issues of health sector development.

OAU also monitors changes in international donor demands through their existing partnerships and scanning events in the US, Europe and Africa. Since this is a broad scope, they feel that there is always room for improvement.

Professional development appears to be largely an individual matter as there are not significant funds available for trainings. While the course itself requires the faculty to keep abreast of the latest thinking in M&E, there is limited opportunity to train new faculty members to expand the number of facilitators for the M&E courses and this is a high priority.

Respondents were asked about how they plan to engage with the M&E community and stakeholders as they move forward with their M&E activities. They described consultancies they have had at the national and state levels. They consider that their catchment area for trainings should be the states close to Osun, and currently they have a good relationship with Ondo State. There are not M&E officers at the LGA level, but there is a need for M&E training among those in the planning, research, and development positions. This is currently an untapped market for M&E training and they are considering ways to enhance their relationship.

## **Technical Capacity**

### *Session Offerings*

On a five point scale of 1 – very low capacity to 5 – very high capacity, respondents rated the department’s capacity for delivering 16 workshop sessions (Table 3). “Department’s capacity” was defined as having several people who could take the session and effectively lead it. Most of the sessions were rated highly and in particular the “core” M&E sessions of M&E Frameworks, Indicators, Data Sources, and Data Quality. Sessions that were rated lower included GIS, Data Demand and Use, and the 12 Components Framework. The GIS sessions have been offered by the geography department and as a result have not been applicable to public health M&E. MEASURE Evaluation facilitated a TOT webinar on GIS that OAU participated in and they may use some of these materials for future presentations. OAU indicated they may have someone from their team take the session in the future. Data Demand and Use was rated lower mostly because MEASURE Evaluation has typically taken these sessions – in the future, it is anticipated that OAU will offer the sessions. In December, MEASURE Evaluation offered an overview of DDU training materials to all regional training partners and OAU and ABU – and provided materials that can be used/adapted for future workshops. The M&E team anticipates that capacity for the 12 Components Framework will improve as they continue to offer the session at future workshops.

While the disease-specific M&E sessions were rated highly, both interviewees noted that the quality of the presentations depends on who from the agency actually gives the presentation. Some of the presenters have more experience than others. Both indicated that these sessions are very important as it keeps the “linkage with the national programs strong”. There is an excellent facilitator for STATA, but the team would like to expand the number of individuals who can offer this session for purpose of sustainability.

Table 3. Session Ratings for Facilitation Competency.

Workshop Session	Combined Score out of 10
1. M&E Frameworks	9.5
2. Indicators	9.5
3. Data Sources	10
4. Surveillance systems	9
5. Data demand and use	7.5
6. Communicating and reporting findings	9
7. Gender in M&E	9
8. GIS in M&E of public health	4
9. Evaluation	4 (out of 5)
10. Leadership in Public Health	8
11. 12 Components Framework	6.5
12. Disease specific M&E sessions (TB, Malaria, HIV, Nutrition)	4.5 (out of 5)
13. Statistical analysis (STATA)	9
14. Data Quality	9.5
15. Ethics	4.5 (out of 5)
16. Costing	8

Respondents agreed that student satisfaction with the technical quality of workshops is very high, sessions respond to identified needs of students and are aligned with programs, and that workshops provide relevant theoretical and practical information. In the past, participants have complained about the accommodation at the campus guest house, which has not responded to concerns. As a result, participants are now housed at one of three locations in Ife. Satisfaction with accommodation has improved, but poses some challenges as it does not allow for evening group work.

### *Systems to Ensure Quality Products*

When workshops first began in 2010, MEASURE Evaluation held a TOT and presentations were practiced and rehearsed to ensure quality and effective delivery. This practice of reviewing presentations has not been maintained over time, but one respondent acknowledged he would like to institutionalize such reviews through review meetings with core team members. He suggested holding such meetings prior to the workshop when team members can review presentations and activities and summarize feedback to provide facilitators. He also suggested holding such a meeting following the workshop to discuss how the workshop went, what went wrong/right and major changes that need to be made for subsequent workshops. One thing that the team does do on a consistent basis is send out facilitator slides and session feedback from the previous workshop to the facilitator for the next workshop, asking the facilitator to update slides and resubmit to the coordinator.

In course evaluations, workshop participants often write in additional topics they would like future workshops to cover. The M&E team needs to strike a balance between meeting those demands and maintaining workshop quality and ensuring there is adequate time for group work activities and report

back. Currently there are many sessions beyond the “core” M&E sessions [M&E Frameworks, Indicators, Data Sources, Data Quality Data Demand and Use, Evaluation]. When asked which sessions are of lower priority, one respondent noted that in the past when they have cut sessions, participants request for more sessions, so he believes that all of the sessions are important. In fact, OAU now offers an option to workshop participants whereby they can stay on longer to take two extra STATA classes. The other respondent noted that from workshop evaluations, Gender, Ethics, and Leadership in M&E receive lower ratings, but they are not sure if it is because of the content, the applicability, or the presenter.

One of the respondents indicated that the participants do not always take the time to go through the group work instructions (which are detailed), so at the last two workshops they have outlined the daily components of the group work and provided a summary of the group work instructions with expectations.

### *Networks to Foster Delivery of Quality Trainings*

#### *Between ABU and OAU*

MEASURE Evaluation has created several opportunities for exchange of information and collaboration including joint meetings, TOT, phone calls, webinars, and for the first few workshops, supporting one participant from each institution to attend the others’ workshop to co-facilitate sessions, observe additional sessions, and discuss workshop administration and logistics. For the last workshop at ABU, OAU did not send someone to participate. However, both institutions are open to co-facilitation between the universities, particularly engaging faculty who have not yet visited (e.g., Drs. Sambo and Ibrahim have not yet been to OAU for the workshops). Though MEASURE Evaluation has spearheaded much of the interconnectivity, ABU recently organized and paid for Dr. Bamiwuye from OAU to travel to ABU to co-facilitate a STATA workshop for faculty and staff in the Department of Community Medicine in collaboration with MEASURE Evaluation.

Respondents indicated they would like to see the relationship expand to more coordination, or sharing ideas and aligning plans. This type of coordination does not exist now mostly because they are busy and it hasn’t been prioritized. They suggested creating an agreed-upon structure for collaboration that would involve quarterly meetings (phone calls) occurring after a training report has been written and shared. The agenda items might include – 1. workshop announcements, 2. Technical updates, 3. New materials, 4. Lessons learned, 5. Sharing information –websites/database.

#### *Between ABU and Past Participants*

As a deliverable, ABU has conducted 6-month follow up surveys with workshop participants. The response rates for such follow-up have been fairly low and not yielded as much useful information as they could. During the interviews, project staff indicated they would like to follow up in a more meaningful way, such as through phone calls, with past participants to learn about how they have applied what they learned at the workshop. They would like to measure the impact of these trainings and establish an alumni network that they can collaborate with on future work/consultancies.

OAU has set up a yahoo group that links participants with resource people, but it is not as active as they might have expected. MEASURE Evaluation is currently working with both ABU and OAU on developing

a Nigerian M&E training community of practice and piloting a discussion forum with past trainees that will occur in March 2013. Conceivably, this community of practice could be built upon and enhanced with shared responsibility between the two training institutions.

## Recommendations and OAU's Response

Table 4 presents the recommendations by factor area. While each recommendation can be addressed independently, MEASURE Evaluation suggests that addressing multiple recommendations in each factor area to achieve optimal results. Table 5 presents OAU's proposed steps and timeframe to address these recommendations.

Table 4. Recommendations Made by MEASURE Evaluation Based on Assessment Findings

Factor	Sub-Factor	Recommendation
Governance, Leadership, People	Leadership	<ul style="list-style-type: none"> <li>- Consider participating in the Virtual Leadership Development Program</li> <li>- Consider adding M&amp;E to Mission Statement of IPH, align M&amp;E Mission with other departments/programs (e.g., Department of Community Health, Department of Nursing Science)</li> </ul>
	Management	<ul style="list-style-type: none"> <li>- Pre-set workshop dates one year in advance (completed)</li> <li>- Remain firm on application deadlines and identification and notification of participants and MEASURE Evaluation Fellowships.</li> </ul>
	Innovation	<ul style="list-style-type: none"> <li>- Complete approval processes and finalize curricula for MPH M&amp;E Track.</li> <li>- Complete curriculum development for Advanced Certificate Course. Participate in business planning activity.</li> <li>- Consider expanding M&amp;E workshop offerings by offering workshops to organizations/agencies at off-site locations.</li> <li>- Expand M&amp;E consultancies among key M&amp;E team members. Expand relationships with state/LGA practitioners (e.g., those participating in High Impact Research workshop)</li> </ul>
Financial Management	Financial Systems	<ul style="list-style-type: none"> <li>- Work with university financial system to improve access to workshop fees.</li> </ul>
	Cost Analysis	<ul style="list-style-type: none"> <li>- Continue to monitor income and expenditures from workshops.</li> <li>- Consider stakeholder feedback on tuition fees and consider offering sliding scale, reduced rate for government or self-pay applicants, or discounts for multiple applicants from one location <i>and/or</i> look for cost saving opportunities – e.g., consider cutting sessions by removing “nice to have” versus “must have” sessions.</li> <li>- Apply skills learned in business planning activity and apply to M&amp;E workshops.</li> </ul>
	Marketing	<ul style="list-style-type: none"> <li>- Enhance marketing strategy to increase number of funded applicants/participants - engage more groups of stakeholders, donors in the workshop announcements, advocating for them to send staff to their workshops (e.g., UN agencies, Irish Aid,</li> </ul>

Factor	Sub-Factor	Recommendation
		<p>other donors).</p> <ul style="list-style-type: none"> <li>- Continue to monitor number of applicants over time, adjusting marketing strategies as needed.</li> <li>- Build listserv of former participants as a way to expand marketing of workshops and other M&amp;E services (being addressed)</li> </ul>
Environment	Engagement in M&E Community	<ul style="list-style-type: none"> <li>- Invite other stakeholder groups to participate at the workshops and in some cases serve as external facilitators.</li> <li>- Consider joining the Nigeria Evaluation Association Network and participating as active members.</li> <li>- Consider bidding for government program evaluation contracts. Market the M&amp;E expertise of faculty members to government agencies and NGOs (consulting opportunities).</li> <li>- Keep websites updated and ensure announcements are kept on other national websites such as NACA and with international partners such as MEASURE Evaluation.</li> <li>- Create and maintain community of practice of M&amp;E trainees and professionals in country. Consider periodic discussion forums and other activities to engage the community of practice (planned for April 2013)</li> </ul>
Technical Capacity	Session Offerings	<ul style="list-style-type: none"> <li>- Continue to expose other faculty to M&amp;E sessions and encourage co-facilitation to broaden the number of faculty who can take sessions.</li> <li>- Engage with other training partners worldwide, possibly through GEMNet or through existing contacts at University of Pretoria and Addis Continental.</li> <li>- Address gaps in facilitator capacity, particularly related to GIS, DDU, and 12 Components Framework.</li> <li>- Consider other professional development opportunities in M&amp;E.</li> <li>- Follow recommendations under “System to Ensure Quality”</li> </ul>
	System to Ensure Quality	<ul style="list-style-type: none"> <li>- Set a schedule for presentation submission and assign reviewers as needed.</li> <li>- Hold regular team meetings prior to and just after workshops.</li> <li>- Hold a facilitator meeting prior to workshops and consider providing facilitator guidance to facilitators.</li> <li>- Consider exposing new facilitators to TOT video recorded.</li> <li>- Actively review workshop reports and evaluation findings and make adjustments to future workshops as needed.</li> </ul>

Factor	Sub-Factor	Recommendation
<p>Networks to Foster Delivery of Quality Trainings</p>	<p>Between OAU and ABU</p>	<ul style="list-style-type: none"> <li>- Consider developing an MOU between the two universities outlining collaboration strategies such as regular meetings (virtual), review of curriculum, fee issues, co-presenting, community of practice.</li> <li>- Build roles and responsibilities of this collaboration into course coordinator, director, or administrator responsibilities.</li> </ul>
	<p>Between ABU and Past Participants</p>	<ul style="list-style-type: none"> <li>- Create listserv of all past MEASURE/university training participants.</li> <li>- Follow-up with past participants by phone rather than survey to assess application of skills.</li> <li>- <i>As previously mentioned...</i> Consider creating a community of practice in conjunction with ABU that reaches past training participants and engages them in rich discussion about pressing M&amp;E needs in Nigeria.</li> </ul>

Table 5. OAU Sustainability Plan

Thematic Area	Activity	Steps Involved	Person Responsible	Timeline	Who Monitors
<b>Governance, Leadership and People</b>	Remain firm on application deadlines and identification and notification of participants and MEASURE Evaluation Fellowships	<ul style="list-style-type: none"> <li>• Sending out adverts electronically and on paper at least 6 months prior to training</li> <li>• Set deadline for application submission to and a half months prior to start of course</li> <li>• Participants should be notified of admission at least 2 months prior to start of course to enable them secure funding and make travel arrangements</li> <li>• MEASURE Evaluation to be informed of proposed fellows 2 months prior to start of course</li> <li>• PRHP to be informed of selected fellows at least 6 weeks to start of course</li> <li>• Fellows to be informed at least 5 weeks to start of course</li> </ul>	Program Officer	Sept/ March annually  Feb/Aug annually  Jan/June annually  Jan/June annually  Jan–Feb/ June–July annually  Feb/July annually	Course Director/ Director PRHP
	Assign responsibility for the M&E track and follow up on progress	<ul style="list-style-type: none"> <li>• Constant follow up of the progress of the application of the M&amp;E track with the Head of Department of Community Health</li> <li>• Submission of the proposal for the M&amp;E track to the Provost, College of Health Sciences and to the College academic review board.</li> <li>• Submission of the proposal for the M&amp;E track to the Post Graduate college academic review board and provost.</li> <li>• Follow up of the approved proposal to the Senate level</li> </ul>	Course Director	October 2013 – October 2014	Director PRHP



Thematic Area	Activity	Steps Involved	Person Responsible	Timeline	Who Monitors
		<ul style="list-style-type: none"> <li>Start off of proposed M&amp;E course</li> </ul>			
	Consider adding M&E to Mission Statement of PRHP, align M&E Mission with other departments/programs (e.g., Dept of Community Health, Dept of Nursing Science)	<ul style="list-style-type: none"> <li>Re-drafting of PRHP mission and vision statement to include building of M&amp;E professionals</li> <li>Inform departments with whom PRHP works in close tandem about the inclusion and align mission with theirs</li> </ul>	<p>Program officer</p> <p>Course Director</p>	<p>Oct 2013 – Nov 2013</p> <p>Nov 2013 – Dec 2013</p>	Director PRHP
<b>Program planning for course expansion</b>	Finalize Business Plan and Advanced Certificate Curriculum	<ul style="list-style-type: none"> <li>Drafting of a complete business plan</li> <li>Finalization of advanced certificate curriculum</li> <li>Development of draft timetable for advanced certificate course</li> </ul>	Course Director and Key stakeholders	July 2013 – Sept 2013	Director PRHP
<b>Financial sustainability</b>	Work with university financial system to improve access to workshop fees	<ul style="list-style-type: none"> <li>Discuss with Bursar of the University to explore new ways of fast-tracking release of funds from University system</li> <li>Implementation of procedures explored into the financial arm of the program in conjunction with the Bursary unit of the University</li> </ul>	<p>Director PRHP</p> <p>Financial officer</p>	<p>Oct–Jan 2014</p> <p>Nov- Jan 2014</p>	Director PRHP
	Continue to monitor income and expenditures from workshops	<ul style="list-style-type: none"> <li>Produce explicit budgets for each segment of the workshop</li> <li>Expense statement at the end of each period</li> <li>Income and expense accounts for each workshop should be developed</li> </ul>	<p>Program officer, Training</p> <p>Financial Officer</p>	<p>Feb/July annually</p> <p>April/Sep annually</p> <p>April/Sep Annually</p>	Director PRHP
	Increase # of funded applicants/participants - engage more	Letters to be written to prospective donors and stakeholders in Nigeria outlining the mission of the program and requesting sponsorship of participants	Program officer, Training/	Sept/Mar annually	Director PRHP

<b>Thematic Area</b>	<b>Activity</b>	<b>Steps Involved</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Who Monitors</b>
	stakeholders, donors in announcements for the workshop	Advocacy visits to be paid to interested stakeholders, government arms and other prospective donors	Course Director  Course Director/ Director PRHP	Annually	
<b>Environment</b>	Invite other stakeholder groups to participate at the workshops and in some cases serve as external facilitators	Letters of invitation outlining the vision and mission of the University and program to be sent out to stakeholder groups and where necessary, letters inviting relevant stakeholders to facilitate lecture sessions to be sent out to stakeholders	Program officer, Training	Jan/June annually	Course Director
	Consider joining the Nigeria Evaluation Association Network and participating as active members	<ul style="list-style-type: none"> <li>• Prospect of joining the association to be discussed and concluded upon</li> <li>• Apply for and join the Nigeria Evaluation Association Network (NEAN)</li> </ul>	Course Director	October 2013	Director PRHP
	Keep websites updated and ensure announcements are kept on other national websites such as NACA	<ul style="list-style-type: none"> <li>• Send out regular advertisements of the course on relevant websites</li> <li>• Liaise with NACA and NEAN as well as other professional bodies to post regular advertisements of the courses on their websites</li> <li>• Constant updating of PRHP website with upcoming courses</li> </ul>	Program officer, Training  Course Director  Program officer, Training	September/March annually  October 2013  Sept/Mar annually	Director PRHP
	Consider bidding for government program evaluation contracts.	<ul style="list-style-type: none"> <li>• Search National dailies for adverts for contracts on program evaluation by government and other non-governmental organizations</li> </ul>	Program officer, Training	Daily	Director PRHP

<b>Thematic Area</b>	<b>Activity</b>	<b>Steps Involved</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Who Monitors</b>
	Market the M&E expertise of faculty members	<ul style="list-style-type: none"> <li>• Bid for relevant contracts and when necessary, employ the services of previously trained M&amp;E course attendees</li> </ul>	Senior Program officer, Research	As needed	
	Work with MEASURE and ABU to develop TOR for listserv	<ul style="list-style-type: none"> <li>• Discuss with Dr. Ejembi to develop TOR for listserv</li> <li>• Send conclusions back to MEASURE for ratification</li> </ul>	Course Director Program Officer, Training	Nov 2013 Dec 2013	Director PRHP
<b>Technical Capacity</b>	Standardize quality control processes for the workshops – set regular schedule of meetings before and immediately following workshops, review of presentations – particularly for new facilitators	<ul style="list-style-type: none"> <li>• Organize bi-monthly meetings for all relevant facilitators and stakeholders</li> <li>• Dry run of facilitations to be done at least two months prior to workshop</li> <li>• Reminders to be sent out to all proposed facilitators for submission of reviewed slides a month prior to workshop</li> </ul>	Course Director/ Program Officer, Training  Course Director  Program officer, Training	May/November annually  Jan/June annually  Feb/July annually	Course Director
	Actively review workshop reports and evaluation findings and make adjustments to future workshops as needed	<ul style="list-style-type: none"> <li>• Workshop reports to be prepared and submitted one month post workshop</li> <li>• Review workshop reports at bi-annual meetings and suggestions to be made and implemented on issues raised by participants</li> </ul>	Program Officer  Course Director	April/September annually May/November annually	Course Director
	Seek professional	<ul style="list-style-type: none"> <li>• Search National dailies and relevant websites for capacity</li> </ul>	Program	Weekly	Course

Thematic Area	Activity	Steps Involved	Person Responsible	Timeline	Who Monitors
	development and training opportunities for M&E faculty.	<ul style="list-style-type: none"> <li>building opportunities for M&amp;E faculty</li> <li>Disseminate relevant information found among M&amp;E faculty</li> </ul>	officer		Director
	Address gaps in facilitator capacity, particularly related to GIS, DDU, and 12 Components Framework.	<ul style="list-style-type: none"> <li>Capacity building in GIS, DDU and 12 components framework for facilitators</li> <li>Recruiting if necessary experts in GIS, DDU and 12 components in M&amp;E for workshops until internal capacity is built to satisfactory level</li> </ul>	Course Director	Bi-annually	Director PRHP
	Workshops have many sessions, with several beyond the core M&E topics. Given the new Advanced Certificate course – consider whether to keep all of the current sessions	<ul style="list-style-type: none"> <li>Hold pre-course meeting to determine whether to keep all core M&amp;E courses.</li> <li>Proposed courses to be taught during the Advanced Certificate course to be sent to MEASURE for input</li> <li>Finalized course timetable to be sent out to all facilitators and MEASURE</li> </ul>	Course Director  Program Officer, Training  Program officer, Training	Nov 2013  Dec 2013  January 2013	Director PRHP
	Engage with other training partners worldwide	<ul style="list-style-type: none"> <li>Liaise with other training partners on Monitoring and Evaluation trainings for facilitators and trainees</li> </ul>	Course Director	Nov 2013`	Director PRHP
<b>Networks</b>	Enhance coordination with ABU - Build roles/responsibilities of this collaboration into course coordinator, director, or administrator position	<ul style="list-style-type: none"> <li>Liaise with ABU team to run bi-annual courses and Advanced certificate course.</li> <li>Explore options of exchange of faculty from both institutions to address issues arising in course facilitation</li> <li>Roles of course coordinator, Director of PRHP and program officer should be clearly defined in coordination effort</li> </ul>	Course Director	Dec 2013	Director PRHP
	Consider additional discussion forum topics	<ul style="list-style-type: none"> <li>Liaise with ABU to discuss topics for Monitoring and Evaluation discussion forums to address issues arising on</li> </ul>	Course Director/ Dr.	Dec 2013	Director PRHP

<b>Thematic Area</b>	<b>Activity</b>	<b>Steps Involved</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Who Monitors</b>
	and dates for discussions	the field with trainees as brought up during last forum	Segun Afolabi		
	Expand relationships with state/LGA practitioners (e.g., those participating in High Impact Research workshop)	<ul style="list-style-type: none"> <li>• Regular correspondence and occasion trainings of state/ LGA practitioners of M&amp;E</li> <li>• Inform practitioners of M&amp;E on state and LGA level regularly about workshops coming up and reminders to be sent to the various Ministries of Health in neighboring states concerning M&amp;E workshops</li> </ul>	Course Director	Dec 2013	Director PRHP

## Findings: ABU

### Governance, Leadership, and People

**Vision and mission clarity** - Whether related to the project itself or to the future of M&E in the department, the respondents all described their vision and mission and that they were clear. For example, one participant noted,

*For a university to be relevant, it should be seen to be responsive to societal needs in terms of its human resource development efforts and knowledge generation. Gaps in M&E in the health sector in Nigeria are huge, so ABU is contributing to bridging this gap. Secondly, through this collaboration, ABU is leveraging external resources (financial and technical) to fulfill this mandate as well as build capacity of its faculty to conduct training and research in this area.*

Another respondent sees the M&E team carrying the M&E “message” to other departments within ABU to address data requirements in other sectors. The Department of Nursing Science is now also engaged in M&E work, broadening the scope of M&E within the university. However, the mission and vision of the various individuals within the Department of Community Medicine M&E Team are not written or shared, and consensus not reached on their existence and use in guiding the program forward. At this point, it would also be beneficial to develop a strategic plan that includes a compelling shared vision and guidelines to help the M&E team move forward. This was also a recommendation by the Deputy Vice Chancellor.

**Leadership capabilities** – It is clear from the responses that this is a critical challenge in the department as it relates to the M&E activities. At times there has been a lack of alignment between the Department and M&E team. Some interviewees think the M&E team needs departmental oversight, but others consider the departmental oversight as a barrier to making decisions and meeting deliverables. The tension that exists can lead to delays in project implementation, as the Project Director often must wait for the Head of the Department to make decisions. Further, roles and responsibilities are not always well delineated. Two of the participants specifically requested technical assistance in the area of leadership development.

**Management capabilities** – While ABU has successfully implemented three workshops so far, they have also experienced challenges in effectively planning and organizing the workshops. Contributing factors to barriers in effective planning and implementation may be include : turnover of personnel on the M&E team<sup>3</sup>; unclear roles and responsibilities; the use of residents to do tasks they may not be equipped for/interested in; and lack of a work plan and regular team and departmental meetings.

**Innovation** - ABU has discussed potential ways to expand their M&E products and services with additional workshops geared for specific client groups (e.g., state level workshops) and a required pre-service MPH Fundamentals of M&E course. Expanding the M&E course portfolio of the team could help

---

<sup>3</sup> M&E Team is defined here as the core faculty responsible for administering the workshop, this includes the Project Director, the Course Coordinator, and the Course Administrator. Other faculty/facilitators/staff who work on the workshop may be included in the M&E team.

the university become known as a center of M&E expertise not only in Nigeria, but also throughout West Africa and sub-Saharan Africa.

## Financial Management

### Financial Systems

Finances are all handled by the university’s central finance department and they keep a separate account for the project (that keeps both MEASURE Evaluation funds and workshop fees). Respondents indicated that the financial transactions are transparent and there is good accountability. However, respondents also noted that the procedures associated with the system are cumbersome and delay their ability to make purchases, and access funds. For example, the M&E team frequently has to follow up with the bursary to access funds that were deposited and tracking the finances may require several visits. In some cases, the Project Director uses her own funds to cover workshop costs until she can be reimbursed. One participant noted the need for more up-to-date financial systems that would give them better tools for budgeting and management.

### Cost Analysis

While ABU has calculated their workshop costs, they have not necessarily tracked it with regard to income from fees, nor have they re-calculated their figures to see if they could cover the costs without the MEASURE Evaluation support received, including covering workshop fees for five Fellowships. With MEASURE Evaluation reducing workshop support in 2013 to only cover Fellowships, ABU needs to ensure that workshop fees will cover workshop costs and generate some additional funds to be used for quality improvements and capacity building of staff.

With this in mind, MEASURE Evaluation has done a cost analysis to determine: 1) the comparative cost of sending Nigerian participants to in-country MEASURE Evaluation training vs. an out of country MEASURE Evaluation training; and 2) the “break even” point for the universities (that is...how many paying participants they need in order to recover their costs).

- 1) Comparative Cost. Of the 183 workshop participants that the institutions have trained since 2010, 71 of them have come from government agencies<sup>4</sup> (39%). Thirty-six of the government participants were funded by government and the other 35 were funded by MEASURE Evaluation through Fellowships. Table 6 presents the costs associated with sending participants to a workshop in Nigeria, South Africa, and Ethiopia. The total cost to attend a two-week workshop in Nigeria is approximately \$3,725 compared to \$6,749 in South Africa and \$6,166 in Ethiopia.

Table 6. Workshop Fees for Nigeria, U.Pretoria, and Addis Continental Trainings.

	Nigeria	Pretoria	Addis Continental
Fee	240,000 (1,500 USD)	2,600	2,500
MIE	97,500 (7,500*13 days)	1,982 (optional add on	1,500*
Lodging	175,550 (12,000*14 nights)	or participants can bring their own funds)	

<sup>4</sup> This does NOT include university or teaching hospital participants.

Average Transport	68,000	\$2,166 (from Abuja to Pretoria) – all included	\$2,166 (from Abuja to Addis) – all included
Total	581,000 (\$3,725 USD based on 156 naira exchange rate)	\$6,748	\$6,166
Savings		\$3,024	\$2,441

\*estimate

- 2) Actual Cost. In recent communication with the Project Director it was discussed that the total workshop cost is 4,982,055 naira and at the current fee of 240,000 naira, they would require 20 to 21 paying participants to participate (4,982,055/240,000)<sup>5</sup>. Table 7 illustrates that at the last workshop, there were 14 paying participants outside of the MEASURE Evaluation and university sponsored Fellowships leading to 3,360,000 in fees. Without MEASURE Evaluation support, ABU would have been short 1,622,055 naira in covering the workshop costs.

Table 7. Number of Training Participants by Payment Category.

Workshop	Total # participants	# Nigeria govt. sponsored	# Nigeria NGO sponsored	# self-paying	# MEASURE sponsored <sup>1</sup>	# other sponsored <sup>2</sup>	# intl. paying participants <sup>3</sup>
July 2011	27	13	2	2	5	6	0
May 2012	23	4	4	1	5	8	0
November 2012	25	11	2	1	5	6	0
Total	75	28 (37%)	8 (11%)	4 (5%)	15 (20%)	20 (27%)	0 (-)

<sup>1</sup>Most MEASURE Evaluation fellowships were given to government representatives

<sup>2</sup>The university/PRHP/teaching hospital provided fellowship

<sup>3</sup>does not include under government or NGO sponsored.

There is a delicate balance between the university breaking even and being able to offer the workshop at a rate affordable to key stakeholders in Nigeria. In recent meetings with the Government of Nigeria, they have indicated the workshop fee is too high. While ABU has considered reducing the workshop fee, this would require them to increase the number of paying participants to “break even”<sup>6</sup>. However, the relationship with government is important as the ultimate goal is to improve the M&E system and use of information to improve public health programs in Nigeria. Further, 57% of the total participants trained at ABU were from the government sector, with 37% funded by Nigerian government and 20% funded by MEASURE Evaluation [Table 7, total number of participants by payee category]. Moving forward, it would be useful to see where ABU can cut workshop costs *without* having to increase the number of

<sup>5</sup> This cut off point is at the high end of the range of other regional training partners who set the “break even” number of participants at 18 or 20. This is to minimize risk of losing funds.

<sup>6</sup> MEASURE Evaluation does not recommend holding workshops with more than 30 participants to maintain quality and adequate application of workshop materials.



participants. Also, it would be beneficial if the university opened up valuable training spots to paying participants rather than sponsoring so many internal fellows.

In addition to the complaints of high workshop fees, other financial challenges include timely collection of fees from sponsoring agencies, and addressing faculty demands for higher honorarium for workshop facilitation. Currently there is no policy that guides facilitation fees requiring the M&E team to negotiate every presentation as a contract with the facilitators<sup>7</sup>.

### *Marketing*

Cost analysis and fees tie directly into marketing the workshops, and those interviewed described the various marketing approaches they have used to date. In addition to reaching out to personal contacts, the team also publishes workshop announcements in newspapers, handbills that are sent via post to various state and LGA offices, posting on websites (e.g., university, MEASURE Evaluation), flyers, and posters. They acknowledged that the most effective marketing strategy has been through personal relationships they have with government and implementing partners and the least effective are the handbills and posters, particularly because of the time it takes for the post to reach recipients. Currently ABU has not created a listserv and does not post workshops on any other listservs. One participant thought it could be beneficial to post on other websites in Nigeria such as professional websites like the Association of Public Health Physicians and NACA. There may also be a role for enhanced advocacy to national programs and international donors.

While the universities use many different types of marketing strategies, one of the challenges has been the delay in announcing workshops. This delay in the announcements leads to delays in many other aspects of workshop administration, including selection of participants and fellows, informing participants and fellows, planning the technical content, and ultimately the cancellation of participants once informed as they have not had adequate time to obtain funding from their organizations.

### *Environment*

#### *Security*

Respondents noted that the presence of militants in Kaduna State and the frequency of their attacks have prevented participants from other countries and even the southern parts of Nigeria from applying to and participating in workshops. This security situation restricts the market for the course, but the team also thinks the market in the north could be adequate.

#### *Engagement in the M&E Community*

The ABU respondents report being aware of changes in the international arena, especially those pertaining to international donors and their ability and willingness to fund activities and the demands that they are likely to make if they do agree to fund activities. While they see funding for health-related activities decreasing, they also see an opportunity to increase their M&E programs and services to meet the demands of international donors for greater accountability from the activities donors are funding.

---

<sup>7</sup> Such policies exist at Obafemi Awolowo University and University of Pretoria, South Africa.

All of the ABU respondents felt that they were keeping up on the state-of-the-art in M&E through consultancies and research projects, but that it was sometimes challenging because they tend to be limited to internet research and books and don't have as much opportunity to go to training courses or to have international experts come to them because of the security situation.

Respondents were asked about how they plan to engage with the M&E community and stakeholders as they move forward with their M&E activities. With regard to the training workshops, one respondent indicated they conduct field visits to the LGA and state hospital, as well as reach out to personal contacts at all levels to encourage them to send participants to the workshop. Another suggested that it would be helpful if they could continue to or increase attendance at national meetings (e.g., NACA) and suggested that MEASURE provide some guidance on what support the government partners may require from the training institutions.

## Technical Capacity

### Session Offerings

On a five point scale of 1 – very low capacity to 5 – very high capacity, respondents rated the department's capacity for delivering 16 workshop sessions (Table 8). "Department's capacity" was defined as having several people who could take the session and effectively lead it. For some ratings, participants also defined it as having an interest in doing the session, as there are times when there are people who can take the session, but are not interested in doing it (e.g., Gender). The most highly rated sessions were Indicators, Data Sources, Evaluation, Leadership in Public Health, the disease specific M&E sessions, and Ethics. The lowest rated sessions (and in some cases unrated) were GIS in M&E of Public Health, Data Demand and Use, UNAIDS 12 Components Framework, and Communicating and Reporting Findings. The reason these sessions was rated lower were because most of them were newer sessions or sessions that MEASURE Evaluation has primarily taken in the past. MEASURE Evaluation has recently offered capacity building activities that the M&E team has participated in such as STATA, Data Quality, and Data Demand and Use and it is expected that at the next M&E workshop, ABU will lead all of these sessions.

Table 8. Session Ratings for Facilitation Competency.

Workshop Session	Combined Score out of 10
1. M&E Frameworks	7
2. Indicators	9
3. Data Sources	10
4. Surveillance systems	7
5. Data demand and use	4
6. Communicating and reporting findings	6
7. Gender in M&E	8.5
8. GIS in M&E of public health	New
9. Evaluation	9
10. Leadership in Public Health	9

Workshop Session	Combined Score out of 10
11. 12 Components Framework	New
12. Disease specific M&E sessions (TB, Malaria, HIV, Nutrition)	10
13. Statistical analysis (STATA)	8.5
14. Data Quality	7.5
15. Ethics	5
16. Costing	New

Respondents agreed that for the most part, student satisfaction with workshops is high, sessions respond to identified needs of students and are aligned with programs, and that workshops provide relevant theoretical and practical information. Now that the new hotel on campus is complete, participants will be able to stay together on campus, fostering more cohesive end of day group work.

### *Systems to Ensure Quality Products*

When workshops first began in 2010, ABU had procedures in place for assuring workshop quality: planning meetings were held to discuss logistic and administrative aspects of the workshops, mock presentations conducted with facilitators to provide feedback, and technical review of presentations by team members to ensure high quality workshop slides and sessions. As time has progressed, these systems have not been fully functional as described by those interviewed.

Some of the sessions (e.g., Gender, Surveillance, GIS) have been adapted to reflect the Nigerian context, whereas others have not (e.g., Indicators, M & E of Maternal and Child Health Nutrition). It may be beneficial to adapt other technical sessions to reflect the Nigerian context, making it more relevant for participants.

In course evaluations, workshop participants often write in additional topics they would like future workshops to cover. The M&E team needs to strike a balance between meeting those demands and maintaining workshop quality and ensuring there is adequate time for group work activities and report back. Currently there are many sessions beyond the “core” M&E sessions [M&E Frameworks, Indicators, Data Sources, Data Quality, Data Demand and Use, Evaluation]. When asked which sessions are of lower priority, respondents had a difficult time responding, but when pressed they were able to identify a few (Table 9).

Table 9. Lower Priority Workshop Sessions.

Session	Reason
STATA	One does not need STATA to be an M&E officer, and most do not have the opportunity to use it when they return to their sites.
Strategic Information	Because decision making is included in the DDU modules.
GIS	It is not a skill they currently use in their jobs and many do not have access to software.

Costing	M&E and program officers are already required to develop budgets – often participants may know more than facilitators do. “What new thing are we contributing in this session?”
Ethics	Overlap with training M&E officers receive as part of their orientation as a public officer.
Leadership	No reason provided

### *Networks to Foster Delivery of Quality Trainings*

#### **Between ABU and OAU**

For the first few workshops, MEASURE Evaluation supported one participant from each institution to attend the others’ workshop to co-facilitate sessions, observe additional sessions, and discuss workshop administration and logistics. For the last workshop at OAU, ABU did not send someone to participate. Interviewees expressed interest in continuing to have ABU representatives travel to OAU to participate and likely ABU could fund this directly. It may be useful to send individuals who have not previously participated in an external M&E course (e.g., Dr. Sunday Asuke, Dr. Oyefabi Adegboyega and Dr. Bilkisu Nwankwo).

Participants acknowledged that it is a good time to institutionalize the relationship between the universities and collaborate on setting workshop dates, reviewing workshop materials as needed/requested, sharing lessons learned and workshop reports, communicating about upcoming workshops and other M&E related activities, and on sharing applicant and participant lists.

Though MEASURE has spearheaded much of the interconnectivity, recently ABU organized and paid for Dr. Bamiwuye from OAU to travel to ABU to co-facilitate a STATA workshop for faculty and staff in the Department of Community Medicine in collaboration with MEASURE Evaluation.

#### **Between ABU and Past Participants**

As a sub-contract deliverable, ABU has conducted 6-month follow-up surveys with workshop participants. The response rates for these surveys have been fairly low and not yielded as much useful information as they could. During the interviews, project staff indicated they would like to follow up in a more meaningful way with past participants. Currently there is no listserv or community of practice to facilitate communication with past participants.

### **Recommendations and ABU’s Response**

Table 10 presents the recommendations by factor area. While each recommendation can be addressed independently, MEASURE Evaluation suggests that addressing multiple recommendations in each factor area to achieve optimal results. Table 11 presents ABU’s proposed steps and timeframe to address these recommendations.

Table 10. Recommendations Made by MEASURE Evaluation Based on Assessment Findings.

Factor	Sub-Factor	Recommendation
Governance, Leadership, People	Leadership	<ul style="list-style-type: none"> <li>- Develop mission/vision and long term strategy</li> <li>- Hold a departmental leadership program - The curriculum should emphasize responsibility/decision sharing and team work as well as communications and planning</li> </ul>
	Management	<ul style="list-style-type: none"> <li>- Pre-set workshop dates one year in advance (completed)</li> <li>- Develop work plan for 2013 trainings – plans should include adequate time for announcement (minimum of four months prior to workshop), application, and selection procedures.</li> <li>- Remain firm on application deadlines and identification and notification of participants and MEASURE Evaluation Fellowships.</li> <li>- Create a core team for day-to-day implementation and a technical working group at the departmental level for guidance and input. Clarify roles and responsibilities.</li> <li>- Designate a full time administrative coordinator for workshops.</li> </ul>
	Innovation	<ul style="list-style-type: none"> <li>- Complete approval processes and finalize curricula of “Fundamentals of M&amp;E” course.</li> <li>- Consider offering organization-based workshops where facilitators travel to locations to offer workshops.</li> <li>- Consider expanding M&amp;E offerings beyond focus area of public health.</li> </ul>
Financial Management	Financial Systems	<ul style="list-style-type: none"> <li>- Establish facilitation fee policy for workshop facilitators</li> <li>- Work with university financial system to improve access to workshop fees.</li> </ul>
	Cost Analysis	<ul style="list-style-type: none"> <li>- Conduct complete cost analysis – review budgets and determine with certainty absolute costs required for workshop offering and number of paying participants required to “break even”.</li> <li>- During cost analysis, look for cost saving opportunities – e.g., consider cutting sessions by removing “nice to have” versus “must have”; establish guidelines for paying workshop facilitators; negotiate further discounts.</li> <li>- Take into account stakeholder feedback on tuition fees and consider offering sliding scale, reduced rate for government or self-pay applicants, or discounts for multiple applicants from one location.</li> </ul>
	Marketing	<ul style="list-style-type: none"> <li>- Increase number of funded applicants/participants - engage more groups of stakeholders, donors in the workshop announcements, advocating for them to send staff to their workshops (e.g., UN agencies, Irish Aid, other donors).</li> <li>- Diversify marketing strategy relying more heavily on state and LGA contacts and finding more streamlined ways to inform them of workshop offerings.</li> <li>- Build listserv of former participants as a way to expand marketing of workshops and other M&amp;E services. (being</li> </ul>

Factor	Sub-Factor	Recommendation
		addressed)
Environment	Security	<ul style="list-style-type: none"> <li>- Continue to scan security environment and have guidelines in place for how to ensure safety of workshop participants.</li> </ul>
	Engagement in M&E Community	<ul style="list-style-type: none"> <li>- Participate in national level meetings, M&amp;E work groups if possible.</li> <li>- Consider joining the Nigeria Evaluation Association Network and participating as active members.</li> <li>- Consider bidding for government program evaluation contracts. Market the M&amp;E expertise of faculty members to government agencies and NGOs (consulting opportunities).</li> <li>- MEASURE Evaluation to inform universities of key M&amp;E updates/activities in country.</li> <li>- Invite other stakeholder groups to participate at the workshops and in some cases serve as external facilitators.</li> <li>- Keep websites updated and ensure announcements are kept on other national websites such as NACA.</li> </ul>
Technical Capacity	Session Offerings	<ul style="list-style-type: none"> <li>- Enhance M&amp;E team exposure to M&amp;E practice and M&amp;E training opportunities (e.g., participate in MEASURE Evaluation webinars such as the DDU one hosted on December 19, have newer team members be understudies to veteran facilitators, Drs. Ejembi, Tukur, Ibrahim and others) .</li> <li>- Engage with other training partners worldwide, possibly through GEMNet or through existing contacts at University of Pretoria and Addis Continental.</li> <li>- Consider other professional development opportunities in M&amp;E.</li> <li>- Follow recommendations under “System to Ensure Quality”</li> </ul>
	System to Ensure Quality	<ul style="list-style-type: none"> <li>- Identify and confirm early on facilitators for workshops.</li> <li>- Set a schedule for presentation submission and assign reviewers as needed – 1) for technical content and 2) for grammatical areas, consistency of headers/footers.</li> <li>- For new facilitators or facilitator who have had challenges in the past, set up a mock presentation and provide mentoring and feedback for how to improve sessions.</li> <li>- Create a guidance document for facilitators that includes recommendations: 1. Review slides from previous workshop, 2. Review daily and overall evaluation findings relevant to that session, 3. Get input from project director and course coordinator on what to change, do background research, infuse local context and examples if not done already, and consider adult learning principles to adequately engage participants, be sure presentation answers the question, “How does this relate to M&amp;E?”.</li> </ul>

Factor	Sub-Factor	Recommendation
<p>Networks to Foster Delivery of Quality Trainings</p>	<p>Between OAU and ABU</p>	<ul style="list-style-type: none"> <li>- Consider developing an MOU between the two universities outlining collaboration strategies such as regular meetings (virtual), review of curriculum, fee issues, co-presenting, and other areas.</li> <li>- Build roles and responsibilities of this collaboration into course coordinator, director, or administrator responsibilities.</li> </ul>
	<p>Between ABU and Past Participants</p>	<ul style="list-style-type: none"> <li>- Create listserv of all past MEASURE/university training participants</li> <li>- Consider creating a community of practice in conjunction with OAU that reaches past training participants and engages them in rich discussion about pressing M&amp;E needs in Nigeria.</li> </ul>

Table 11. ABU Sustainability Plan

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
Governance Leadership, People	Develop Mission/ Vision	<ul style="list-style-type: none"> <li>Discuss with members of Department and key stakeholders to understand their perspectives on this Project, who exactly stands to benefit from it, and why the Department of Community Medicine in ABU should continue to be involved in M&amp;E</li> <li>Harmonize the various perspectives gathered to come up with a common vision and mission for the project</li> <li>Produce draft mission and vision</li> <li>Share with staff members and relevant stakeholders to get input</li> <li>Finalize mission and vision for project</li> </ul>	Project Director  Course Coordinator  Administrative Officer  Aisha A Abubakar	14 <sup>th</sup> April-14 <sup>th</sup> July, 2014	Aisha A. Abubakar	<ul style="list-style-type: none"> <li>Discussions held with various members of the department and other key stakeholders held</li> <li>Finalized written mission and vision for project</li> </ul>
	Preset workshop dates 6 months in advance	Hold planning meeting to select dates for workshop	Course Coordinator	7 <sup>th</sup> -21 <sup>st</sup> April, and within 1 month of completing future workshops	Mairo Mu'azu	<ul style="list-style-type: none"> <li>Planning Meeting to select workshop dates held</li> <li>Dates for November 2014 workshop decided</li> </ul>
	Develop operational guidelines for conducting workshops	<ul style="list-style-type: none"> <li>Secure working documents</li> <li>Develop draft operational guideline</li> <li>Circulate operational guideline for input</li> </ul>	Project Director  Course Coordinator Admin Officer	21 <sup>st</sup> April-7 <sup>th</sup> May 7 <sup>th</sup> May- 7 <sup>th</sup> June 7 <sup>th</sup> June - 21 <sup>st</sup> June	Course Coordinator  Project Director Course	<ul style="list-style-type: none"> <li>Working document available to the team</li> <li>Finalized operational</li> </ul>



Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
		by Departmental staff input <ul style="list-style-type: none"> <li>• Collate inputs</li> <li>• Finalize operational guidelines</li> <li>• Produce and disseminate operational guideline to Departmental staff and concerned stakeholders</li> </ul>	Project Director/ Course Coordinator  Admin officer	21 <sup>st</sup> June – 7 <sup>th</sup> July  7 <sup>th</sup> July- 14 <sup>th</sup> July	Coordinator  Project Director  Course Coordinator	guideline produced
	Secure approval for integrating the finalized curriculum of fundamentals of M&E course into existing MPH curriculum	Work closely with the Directorate of Academic planning and monitoring of university to secure written approval of integration	Project Director	15 <sup>th</sup> May	Course Coordinator	Written approval for integration of finalized curriculum of fundamentals of M&E course obtained
	Start offering organization-based workshops	<ul style="list-style-type: none"> <li>• Develop materials for advocacy to key stakeholders within the government of Kaduna state</li> <li>• Conduct advocacy visits to stakeholders within the government of Kaduna state to create demand for M&amp;E training</li> <li>• Respond to demands for organization based workshops</li> </ul>	Project Director  Project Director  All Team Members	April 14- May 7  Aug 2014  To be decided based on the timing of demand	Course Coordinator  Course Coordinator  Project Director	<ul style="list-style-type: none"> <li>• Advocacy materials developed</li> <li>• Advocacy visits to identified relevant stakeholders completed</li> <li>• At least one organization-based workshop offered</li> </ul>

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
Technical Capacity	<ul style="list-style-type: none"> <li>• Training of team members</li> <li>• Understudy veteran M &amp; E facilitators</li> <li>• Engaging with partners nationally and internationally</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous training of M&amp;E team/facilitators (webinars and on site TOTs) both nationally and internationally</li> <li>• Improve preparation of materials, interaction and facilitation of sessions between veteran facilitators and co-facilitators</li> </ul>	Project Director  Course Coordinator  Facilitators	Annual	Course Coordinator	# of M&E facilitators who attended a TOT annually  # of co-facilitators involved in preparing for & co-facilitating sessions with main facilitators in every workshop
	Developing linkages between ABU and OAU	Scheduling meetings between ABU & OAU M&E teams	Administrative Officer	Biannually	Project Director	Number of meetings held annually
	Developing linkages between ABU & past participants	<ul style="list-style-type: none"> <li>• Create and update listserve of past participants</li> <li>• Making regular contact with past participants</li> </ul>	Administrative Officer	Within 2 weeks after every workshop  Last week of every quarter	Course Coordinator	Proportion of past participants contacted biannually
	Create a guideline document for facilitators & circulating to all facilitators	<ul style="list-style-type: none"> <li>• Review daily &amp; overall evaluation findings from past workshops</li> <li>• Compile the guideline for facilitators</li> <li>• Distribute guideline document to facilitators</li> </ul>	Course coordinator	At least two months before every workshop	Mairo Mu'azu	<ul style="list-style-type: none"> <li>• Guidelines for facilitators available</li> <li>• Proportion of facilitators for each workshop who have</li> </ul>

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
						received facilitators guidelines
	Identifying and confirming facilitators early before workshops	<ul style="list-style-type: none"> <li>• Early planning meetings to identify facilitators</li> <li>• Early notification of facilitators and follow up to confirm availability of facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• Course coordinator</li> </ul>	Two months before each workshop	Course Coordinator	<p>Number of facilitators receiving notifications at least two months before workshop</p> <p>Proportion of facilitators confirming availability to facilitate workshops</p>
	Setting a schedule for submission and review of presentation	<ul style="list-style-type: none"> <li>• Communicate to facilitators deadline for submission of presentation</li> <li>• Review of presentations for technical content &amp; format</li> </ul>	<ul style="list-style-type: none"> <li>• Project director</li> <li>• Course coordinator</li> </ul>	At least one month before workshop date	Course coordinator	Proportion of all presentations that have been received & reviewed at least one month before the workshop date
	Arranging mock presentations for new facilitators or facilitators that had challenges in the past	Schedule mock presentations with feedback for facilitators	<ul style="list-style-type: none"> <li>• Project director</li> <li>• Course Coordinator</li> <li>• Veteran facilitators</li> </ul>	At least three weeks before workshop date	Course Coordinator	Proportion of new facilitators and those who had challenges in the past who do a mock presentation

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
						before the workshop
Financial sustainability	Improve marketing strategy	<ul style="list-style-type: none"> <li>• Announce workshops at least 6 months ahead</li> <li>• Engage more stakeholders in the workshop announcement</li> <li>• Create a record of all relevant stakeholders</li> <li>• Create a record of all past applicants and their employers, including email addresses and telephone numbers</li> <li>• Open accounts on facebook, yahoo group, linked in, twitter</li> <li>• Keep a record of contact of anyone who made enquiry or showed interest in M&amp;E training</li> </ul>	Administrative Officer	April 7-28	Project Director	<ul style="list-style-type: none"> <li>• Workshop announcement to all relevant stakeholders at least 6 months before workshop date</li> <li>• All relevant stakeholders are engaged in every workshop announcement</li> <li>• List of all past applicants and their employers (where applicable) is available in both printed and electronic forms</li> <li>• Project has accounts on facebook, yahoo group, linked in, twitter &amp; are updated at least every two weeks</li> </ul>
	Outline cost saving opportunities	<ul style="list-style-type: none"> <li>• Identify sessions to be dropped e.g. those that are duplicate sessions or only 'nice to have', while considering</li> </ul>	Course Coordinator	April 7 - 21	Project Director	<ul style="list-style-type: none"> <li>• List of sessions to be dropped or added, with</li> </ul>

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
		participants' comments <ul style="list-style-type: none"> <li>• Discuss this at the Departmental meeting, for "note"</li> <li>• Work out the minimum number of support staff required to effectively conduct a workshop, without redundancy</li> </ul>				cogent reasons <ul style="list-style-type: none"> <li>• # of support staff (with role of each clearly stated)required to effectively deliver a workshop, apart from Project Director, Course Coordinator and Administrative Officer</li> </ul>
	Do a detailed cost analysis, considering the cost saving measures outlined above	<ul style="list-style-type: none"> <li>• Review expenditure of past workshops to determine the exact cost of a workshop, and minimum number of participants required to break even, at N210,000 per participant</li> <li>• Period review of cost analysis to respond to any change in the economic situation of the country</li> </ul>	Course Coordinator	April 21 to May 5 and periodically as required	A.A Gobir	<ul style="list-style-type: none"> <li>• A detailed cost analysis is available and shows:               <ol style="list-style-type: none"> <li>1.Exact amount required to conduct a workshop</li> <li>2.Minimum # of participants needed to break even</li> </ol> </li> </ul>
	Hold project team meeting to agree on facilitation fee policy, taking into consideration	<ul style="list-style-type: none"> <li>• Invite Project Team Members</li> <li>• Hold meeting to decide</li> <li>• Circulate decision reached to all regular facilitators</li> </ul>	All Team members	May 1 to May 31	Project Director	A written facilitation fee policy that is acceptable to team members & communicated to all regular

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
	the cost analysis done					facilitors
	Work with university financial system to improve access to workshop fee	<ul style="list-style-type: none"> <li>Discuss with all officers involved in the financial system of M&amp;E project to identify reasons for 'delay'</li> <li>Discuss with all officers involved in the financial system of MacArthur project to learn lessons on how to avoid 'delay'</li> </ul>	AA Gobir	May 1 - 31	Project Director	A list of reasons identified for 'delay' in access to funds in the M&E Project
Environment	<ul style="list-style-type: none"> <li>Continue to scan security of environment and have a guideline available on how to ensure safety of workshop participants</li> </ul>	<ul style="list-style-type: none"> <li>Create a committee of three Departmental staff and draft a guideline on how to ensure safety of workshop participants by liaising with the Security Office</li> <li>Nominate staff to head the committee and be responsible for collating and supplying information on security of the environment by liaising with the university Security Office</li> </ul>	A.A Gobir	1 <sup>st</sup> - 14 <sup>th</sup> Sept	Project Director	Availability of security guideline on or before 14 <sup>th</sup> September
	Participate in national level meetings, M&E work groups	The M&E Project Team to decide in collaboration with MEASURE Evaluation which national level & other stakeholder meetings and/or M&E work groups to be attended by M&E Project Team Members	Project Director	1 <sup>st</sup> - 14 <sup>th</sup> May 2014	Mairo Mu'azu	Participation in identified relevant national meetings and M&E work groups
	Consider joining the Nigeria Evaluation	The M&E Project Team to register the department as active members of the	Aisha Abubakar	1 <sup>st</sup> - 14 <sup>th</sup> May, 2014	Project Director	Registration with the Nigerian Evaluation

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
	Association Network and participating as active members	Nigeria Evaluation Association Network.				Association Network, and participate in its activities on or before 14 May, 2014
	Start bidding for government program evaluation contracts	<ul style="list-style-type: none"> <li>• Market the M&amp;E expertise of Departmental M&amp;E Management Team to government agencies and NGOs</li> <li>• Annually Bid for and execute, at least, one Program Evaluation Contract from Government and/or NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• S.S. Bashir (Chair)</li> <li>• Aisha Abubakar</li> <li>• Lawal Amadu</li> </ul>	Jan- Dec of each year, starting January 2015	Administrative Officer	Execute at least one Program Evaluation contract every year, starting from 2015
	Reach an understanding w/MEASURE Evaluation to inform universities of key M&E updates/activities nationally and internationally	A desk officer for this activity will be selected by the M&E Project Team who will liaise with MEASURE Evaluation to be seeking and receiving key M&E updates /activities in the country	Course Coordinator	Last week of every month	A.A Gobir	Receive monthly update from MEASURE Evaluation by the end of each month
	Invite other stakeholder groups to participate at ABU workshops and in some	<ul style="list-style-type: none"> <li>• Establish partnerships</li> <li>• For each scheduled workshop, relevant stakeholders should be invited to participate in it, and given a defined role</li> <li>• Establish partnership/MoU</li> </ul>	M&E Project Team	3 months before every scheduled workshop	Project Director	Participation of Stakeholder groups (either as participants or external)

Thematic Area	Activity	Steps Involved	Person Responsible	General Timeline	Who Monitors	Measurement Indicator
	cases serve as external facilitators			date		facilitators) in each scheduled workshop
	Keep ABU website updated and ensure announcements are kept on websites of other stakeholders such as NACA and MEASURE Evaluation	<ul style="list-style-type: none"> <li>• Work with ICT Unit to update ABU website regularly</li> <li>• Ensure announcements are kept and updated on other websites such as NACA and MEASURE Evaluation</li> </ul>	Administrative Officer	First two weeks of every quarter	Project Coordinator	All identified websites are updated within first two weeks of every quarter



## Conclusion

The two Nigerian universities identified by MEASURE Evaluation as having the greatest potential to serve as national resources for M&E work related to public health, OAU and ABU, have achieved significant progress toward institutionalizing both M&E training workshops and their own M&E academic programs. Since 2010, OAU has completed seven workshops and ABU five, with a total of 307 participants trained – 63 percent male, 37 percent female – and OAU has instituted pre-workshop review sessions. At ABU, the university senate has approved the two credit M&E course as a required course for their MPH program, and at OAU the Advanced M&E Diploma course has been approved. Additionally, ABU has pilot tested pre-service nurse training materials with community health officers.

Key factors to ensuring sustainability for both universities will be maintaining a market for the training workshops for financial viability, strong leadership and management practices, and ensuring high quality workshop delivery.

## Sources Consulted for Literature Review

- Ahmadu Bello University (ABU). "About Us: Historical Overview." Zaria, Nigeria. <http://abu.edu.ng/info/about.php> (accessed 12/10/12).
- Ali, Maryam and Savita Bailur. "The Challenge of 'Sustainability' in ICT4D – Is *Bricolage* the Answer?" Proceedings from the 9<sup>th</sup> International Conference on Social Implications of Computers in Developing Countries. São Paulo, Brazil. May 2007.
- Alterescu, Xavier and Eric Sarriot. "Sustainability and Health Systems Strengthening." Unpublished presentation to USAID and MEASURE Evaluation. Ronald Reagan Building, Washington, DC. November 2010.
- Best, Allen and Bev Holmes. "Systems thinking, knowledge and action: towards better models and methods." *Evidence & Policy* 6, no. 2 (May 2010): 145-159. DOI: 10.1332/174426410X502284.
- Cooperider, David and Lindsay Godwin. "Positive Organization Development: Innovation-Inspired Change in an Economy and Ecology of Strengths." Blog post (August 10, 2010), <http://www.davidcooperrider.com/2012/04/21/positive-organization-development> (accessed 8/13/12).
- Dehgan, Alex and Maura O'Neill. "Game Changing Innovations through New Relationships with Universities." *USAID Impact blog* (8 February 2012), <http://blog.usaid.gov/2012/02/game-changing-innovations-through-new-relationships-with-universities> (accessed 8/15/12).
- Gruen, Russell L., et al. "Sustainability science: an integrated approach for health-programme planning." *The Lancet* 372, no. 9649 (1 Nov 2008): 1579-1589. DOI: 10.1016/S0140-6736(08)61345-8.
- Hayward, Fred M. "Strategic Planning for Higher Education in Developing Countries: Challenges and Lessons." *Planning for Higher Education* 36, no. 3 (April – June 2008): 5-21, <http://www.scup.org/asset/49968/V36-N3-Hayward.pdf>.
- Humphries, Debra, Ligia Gomez and Kari Hartwig. "Sustainability of NGOs Capacity Building in Southern Africa : Successes and Opportunities." *The International Journal of Health Planning and Management* 26, no. 2 (April/June 2008): e85-e101. DOI: 10.1002/hpm.1029.
- James, Rick, Demystifying Organization Development: Practical Capacity-Building Experiences of African NGOs, INTRAC, NGO Management &Policy Series No.7, 1998.
- Johnson, Knowlton, et al. "Building capacity and sustainable prevention innovations: a sustainability planning model." *Evaluation and Program Planning* 27, no. 2 (May 2004): 135-149. DOI: 10.1016/j.evalprogplan.2004.01.002.
- Land, Tony, "Organism or Machine?" (Complex Adaptive Systems Thinking and Capacity Development), ECODM, SNV and UNDP, 2010, and Capacity.org, Issue 37 (September 2009), [www.capacity.org/en/layout/set/print/journal/practice\\_reports/organism\\_or\\_machine](http://www.capacity.org/en/layout/set/print/journal/practice_reports/organism_or_machine), accessed 20 August 2012
- Ogbogu, Christine. "Modes of Financing Nigerian Universities and the Implications on Performance." *Journal of International Education Research* (last modified 26 May 2011): 75-82. Published by The

Clute Institute for the 2011 Barcelona European Academic Conference,  
<http://conferences.cluteonline.com/index.php/IAC/2011SP/paper/viewFile/372/379> (accessed 8/10/12).

Sarriot, Eric, et al. "Measuring sustainability as a programming tool for health sector investments: report from a pilot sustainability assessment in five Nepalese health districts." *The International Journal of Health Planning and Management* 24, no. 4 (27 Nov 2009): 326-350. Published online by Wiley InterScience. DOI: 10.1002/hpm.1012.

Seltzer, Judith and Sarah Johnson. Management Sciences for Health. Internal documents. 2012.

"Building African NGO Capacity to Implement Large Scale HIV/AIDS Programmes." Presented at meeting sponsored by HIV/AIDS Alliance, DFID and the Global Fund. Johannesburg, South Africa. 5-7 December 2007 (Report dated February 2008).

Shediak-Rizkallah, Mona C. and Lee R. Bone. "Planning for the sustainability of community-based health programs: Conceptual frameworks and future directions of research, practice and policy." *Health Education Research* 13, no. 1 (March 1998): 89-108.  
<http://her.oxfordjournals.org/content/13/1/87.full.pdf>

Sheldon, Michael R., et al. "Improving Institutional Effectiveness: Description and Application of an Implementation Model." *Planning for Higher Education* 36, no. 2 (2008): 17-26.

Trasi, Reshma and La Rue Seims. "Conceptual Framework for the LMG Project Sustainability Studies." Unpublished internal document, Management Science for Health. Arlington, Virginia. 2012

USAID Press Release. "USAID Announces New University Engagement Partnership Program." Washington, DC. 9 February 2012. <http://transition.usaid.gov/press/releases/2012/pr120209.html> (accessed 8/20/12).

Varela-Petito, Gonzalo. "Evaluating public higher education in Mexico." Metropolitan Autonomous University, Mexico. *Higher education Management and Policy* 23, no. 2 (2011): 1-20. DOI: 10.1787/hemp-23-5kg6mmx7sz9q.

Wikström, Per-Arne. "Sustainability and Organizational Activities – Three Approaches." *Sustainable Development* 18, no. 2 (24 March 2010): 99-107. Published online by Wiley InterScience. DOI: 10.1002/sd.449.

Wikipedia contributors. "Boko Haram." *Wikipedia, The Free Encyclopedia* (last updated 2012 Dec 17, 21:25), [http://en.wikipedia.org/w/index.php?title=Boko\\_Haram&oldid=528533640](http://en.wikipedia.org/w/index.php?title=Boko_Haram&oldid=528533640) (accessed 12/12/12).

## Appendix A. Detailed Framework Definitions

### **Governance, Leadership and People**

In order to have a sustainable effort, it is critical for an institution to have good governance, effective leadership, and people performing the necessary tasks that lead to the anticipated results.

Good governance in this context was defined as the relationship between the project implementers and the larger department and the university as a whole as well as the structure of the department/project and its capacities.

Leadership was considered to be the ability to articulate an inspiring vision, a clear mission and foundational values with the result of aligning and mobilizing stakeholders to support the project/M&E program and service offerings. Management was considered to be the effective planning, organization, and implementation of the required tasks.

“People” includes the leadership and management capacities of the individuals who are most directly engaged in the project and those who facilitate their success. It also includes the job satisfaction of the members of the team and the quality of the product/instruction delivered. Job satisfaction and quality products could also be seen as proxies for motivation.

Innovation is an important consideration in sustainability, as it indicates that team members are creatively thinking about new strategies and approaches and engaging with the technical material in new and different ways. M&E workshops are one of many different M&E related activities the universities can undertake. In preliminary strategic plans developed with each university in 2010, ABU agreed to develop a required two-credit M&E course as part of its MPH program, and OAU planned to develop an Advanced M&E Certificate course as well as an M&E track to be offered as part of its MPH program. Additional ideas continue to be generated and these innovations were captured.

### **Financial sustainability**

An assumption of the sustainability assessment is that it is critical to have well-articulated and implemented financial management processes, procedures, and systems as well as revenue, expense, and cash flow management, in addition to risk management, including diversification of revenue sources. This means that it is important to look at how the income from workshop fees is paid and the process by which it is recorded and reported to the departmental M&E team members. It is equally important to look at costs and not only how expenses are incurred, but also how the aggregate of expenses compares to revenues and how that relationship might change if MEASURE Evaluation were no longer supporting the courses, either through fellowships or by the provision of staff and consultant time.

For the purposes of this sustainability assessment, we defined networks as relationships or interactions with government stakeholders (federal, state, local), the other key training institution, implementing partners, donors, past workshop participants, regional training partners, and others. These relationships

link to creating the demand for M&E training and on ensuring the M&E trainings meet the needs of M&E practitioners and organizations. Systems for marketing the workshops were also discussed.

### **Environment**

In keeping with the systems approach, the study also addressed how the M&E team operate in an external environment which includes both the university hierarchy and the instability of the political, regulatory and security conditions in Nigeria and, specifically, in their regions. The questions asked not only pertained to what the environment is, but also how it impacts the programs and what the program managers and faculty do to anticipate change and challenge.

### **Technical Capacity**

Technical capacity in this sustainability assessment was defined as the capacity of the M&E team and other facilitators to effectively deliver M&E workshop sessions, particularly in the core M&E competency areas such as M&E Frameworks, Indicators, Data Sources, Data Demand and Use, Data Quality, and Evaluation. Since training participants are often actively engaged M&E officers, it is imperative that workshop facilitators have command of the subject matter and experience applying it in the Nigerian context.

Underpinning MEASURE Evaluation training materials and methods is the application of adult learning principles and engaging learners in application of the theories and concepts presented to their real-world settings. This includes creating an optimal learning environment for participants and ensuring logistics meets the needs and demands of participants. A key tenet to sustainability is the extent to which the institution has quality processes in place to ensure high quality administrative, technical, and logistical procedures in place.

## Appendix B. Data Collection Instruments

### Interview Guide for Local and Regional Training Partners

#### *Introduction*

As a MEASURE Evaluation Local Training Partner, your university is a key player in the development of M&E capabilities among private, NGO, and government professionals in your country and region. For this reason the sustainability of your M&E programs is paramount for building and sustaining M&E capacity over time.

We are currently researching sustainability of our training partners' M&E programs to determine what additional support might be needed to ensure the long term sustainability of those programs. The purposes of this survey are as follows:

- Understand your perception of the current situation of your programs today in terms of organizational, financial and programmatic sustainability factors.
- Learn what additional supports you might need and want to ensure the on-going sustainability of your M&E programs.

The interview should take approximately one hour. Please know you do not have to participate in this interview and can stop the interview at any time. Your refusal or stopping the interview will not have an effect on your relationship with MEASURE Evaluation in any way. Your individual responses will be confidential, though university specific findings will be presented in the final sustainability plan.

Do I have your permission to proceed with the interview?

- Yes
- No

To begin the interview, please tell me what M&E programs (courses and services) you are implementing both with support of MEval and separately?

Could you please share with me what you think the significant **existing** factors are that will lead to the sustainability of your M&E program in your university?

- 1.
- 2.

3.

### **Governance, Leadership and People**

1. Does your department/unit have an inspiring vision, a clear mission and a set of values pertaining to your M&E programs and services?

Prompts:

- Which of these three do you have?
- Who developed them?
- Are these shared by faculty and staff throughout the department?
- Are they written or simply understood or implied by the work?
- What is your personal vision for the M&E programs?

2. Pertaining to the development and delivery of your M&E program, do the faculty and staff have clearly delineated roles and responsibilities with established lines of authority?

Prompts:

- Is this a formal or informal structure?
- Could you please explain how this works?
- Is this working well?
- What would be better?

3. How is the leadership in your department?

Prompts:

- What are the leadership behaviors you see among the faculty? The support staff?
- How do you know that they are leading well/ poorly? What evidence do you have?
- How would you like it to be better?

4. How well are planning, organizing and implementing processes being carried out by the faculty? The support staff?

Prompts:

- What are your expectations?
- Are they being met?
- What would you like to see the faculty/staff do more of or better?

### **Financial Management**

1. How are your financial transactions handled?

Prompts:

- Are these handled at the university level or at the departmental level?
- Do you have confidence in the way receipts and disbursements are made? Is there a strong accounting system? Are these transparent and accurate?

- Do you receive regular reports for your programs?
2. Do you receive regular reports of income from all sources as well as expenditures associated with your M&E activities? With the current funding structure is income equal to or exceeding costs?  
Prompts:
    - If yes, what do these reports tell you about the “profitability” of your programs?
    - If you were not receiving support from MEASURE Evaluation, would you at least be breaking even?
    - If not, do you have plans to pursue changes in either the tuition or funding sources to boost revenues so your M&E programs are sustainable? Funding sources might include government support, consulting fees, more international or local donors, etc.
  3. Do you have a strategic plan in place to achieve your vision for the future sustainability of M&E programs in your department? If so, could you please tell me about it?  
Prompts:
    - What period does it cover?
    - Who developed it?
    - Do you have an operating plan to implement it?
    - How has your department accomplished related to your strategic plan?
  4. Do you plan to expand your M&E course or services offerings? If so, do you have a Business Plan you can use to present to potential donors or other backers to do so? Could you please tell me about it?

### **Human Resources and Administration**

1. How is the administrative support handled for such things as student enrollment, classroom assignments, and maintenance of accurate student records? At the university level or at the departmental level?  
Prompts:
  - Are you getting the support you need?
  - What else do you need?
  - What would/could be better?
2. Who handles the logistics for the short courses – invitations, registrations, etc?
  - How is this working?
  - What else do you need?
  - What would/could be better?
3. How is job satisfaction in your department? Among the faculty? The staff?



- What contributes to their job satisfaction?
  - What would make them more satisfied with their jobs?
4. How would you characterize the communications between faculty members? And between faculty and staff?
- Prompts:
- What promotes communication?
  - What hinders or creates obstacles to communication?
  -

## **Environment**

1. What factors in the external environment nationally or regionally (political, legislative, cultural, etc) have the greatest impact on your M&E programs?
- Prompts:
- How do you currently deal with the risks? With the opportunities?
  - How do you plan to ensure the sustainability in light of these factors?
2. What factors in the international environment have the greatest impact on your M&E programs? (Donor funding and requirements, for example)
3. Do the faculty members keep up to date on the state of the art in M&E?
- Prompts:
- If so, how do they do that?
  - What opportunities do they have?
  - What challenges do they have?
  - What would/could be better?

## **Marketing**

- a. What are the various marketing strategies you have used? Which are most successful/least successful and why.
- b. How well are current marketing strategies working?
- c. What additional marketing strategies might be useful? How can you maximize the number of applicants?

## **Course Offerings/Programs**

- d. Moving forward, how frequently would you like to offer M&E workshops?
- e. Do you think there is ample market for that many workshops?

**Capacity** – Please rate your capacity in offering the following sessions and indicate any particular challenges/opportunities for improvement for each of these. Please provide a rating from 1 – very low capacity to 5 – very high capacity.

	Rating	Challenges	Opportunities for improvement
a. M&E Frameworks			
b. Indicators			
c. Data Sources			
d. Surveillance systems			
e. Data demand and use			
f. Communicating and reporting findings			
g. Gender in M&E			
h. GIS in public health			
i. Survey and Sampling			
j. Leadership in Public Health			
k. 12 Components Framework			
l. Disease specific M&E sessions (TB, Malaria, HIV, Nutrition)			
m. Statistical analysis (STATA)			

**Quality Assurance/Improvement** - Please rate your capacity in offering the following sessions and indicate any particular challenges/opportunities for improvement for each of these. Please provide a rating from 1 – very low capacity to 5 – very high capacity.

	Rating	Challenges	Opportunities for improvement
a. Student satisfaction with workshops is high			
b. Classes respond to identified needs of students and are aligned with programs			
c. Workshops provide relevant theoretical and practical information			

What measures do you plan to take to maintain **workshop** quality? (probe, keeping materials relevant and updated; keeping site visits engaging and interactive; ensuring the facilitators are trained in the materials and in adult learning principles)

What measures do you plan to take to maintain **course** quality? (for ABU who is developing the 2 credit course)

## **Collaboration with other institutions**

- a. Have you heard of GEMNet? Would you be interested in linking to GEMNet?
- b. How do you see moving forward/working with ABU on:
  - i. coordinating trainings
  - ii. sharing workshop reports/participants
  - iii. sharing lessons learned
- c. Outside of the training workshops, how do you plan to continue to engage with the M&E community in Nigeria? (probe: other universities, M&E consultancies, additional research).
- d. Describe your relationships with key stakeholders at the local, state, and national level and how you might continue to engage with them regarding the M&E workshops and other M&E related activities.

## **Engagement with past participants**

- e. How do you plan to engage with past participants?
- f. Is there a role for your university, or in collaboration with the other university, to actively support/engage past participants in sharing lessons learned and best practices in their work?
- g. Do you currently have an M&E workshop participant database? Or interest in creating one?
- h. Do you currently have an M&E website? Or interest in creating one?

## **Longer-term Strategies**

- i. Describe any longer-term M&E related activities (training, research, other) that your department might be interested in?
- j. How feasible/realistic is it to achieve those activities?
- k. In what areas do you need continued technical assistance/support from MEASURE Evaluation?