UNODC
United Nations Office on Drugs and Crime

Monitoring and evaluation of **drug abuse prevention**

A UNODC Global Youth Network Training Workshop

UNITED NATIONS OFFICE ON DRUGS AND CRIME
Vienna

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Training Workshop

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Contents

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General requirements

Participants

- *Of course!*
- *This workshop is designed for a limited number of participants, 20-24 maximum. In addition, it is helpful if participants come in pairs from each organisation represented (i.e. the number of organisations represented in the training workshop would be 10-12).*

Facilitators

- *Also very necessary! ;-)*
- *The workshop has been and can be facilitated by one person alone, particularly if he/she is supported in the logistics by somebody else. However, two facilitators are definitely preferable.*

One big room

- *In this room, it should be possible to accommodate all participants with enough space to move around.*
- *If at all possible, chairs should be arranged around three round tables. If not, they should be arranged as a horseshoe.*
- *The room should be large enough to allow people to breathe and move around, but not as large or in as noisy an environment that it becomes difficult to hear each other.*
- *It would be good if it were possible to stick paper on the walls, so that the reference flipcharts can be kept on display for the duration of the workshop.*
- *In the evening of the first day, participants will have homework to do. It would be good if participants were allowed to use the room to do such homework and if the facilitator(s) were available to answer questions/ clarify etc.*

Two break away rooms (as appropriate)

- *If there are few participants (e.g. 18 or so), and especially if the chairs are arranged around three round tables, this might not be necessary. However, if the group is larger (up to 24 or so) or tables cannot be moved around freely or there is not enough space in the main room, one or two break away rooms might be necessary.*

Three flip charts and plenty of thick felt pens

- *Absolutely necessary!!! There is a lot of group work in the workshop.*

Copies of the UNODC handbook on monitoring and evaluation

- *Apart from the handouts of the sessions, the workshop is very much based on and makes reference to the UNODC handbook entitled Monitoring and evaluating youth substance abuse prevention programmes. Throughout the training materials, we refer to this publication as "the handbook". Each participant should have a copy. The handbook can be downloaded for free from the UNODC website* ***http://www.unodc.org/youthnet/youthnet_action_planning_evaluation.html****. It is available in all the UN official languages (Arabic, Chinese, English, French, Spanish, Russian). If you have any difficulty accessing the document, please do not hesitate to contact us at* ***youthmail@unodc.org****. We might even have some spare copies for you!*

Paper pads and pens for the participants

Computer and projector (optional)

- *There are only a few of presentations in the workshop. If you do not have access to a computer and a projector, you could print them on transparencies for the overhead projector or you could prepare flip charts with the main points and distribute the printed presentations as reference.*

Materials for each session

- *Some sessions require special materials. You will find these requirements at the beginning of each session.*

How to use these materials

- *For each session, a file/ document is provided explaining how the session should be conducted. These files are for the facilitator, they would not be normally distributed to the participants (unless the plan is that participants will in turn undertake the training themselves).*
- *These files/ documents normally include the following information:*
  - ✧ *A list of documents to be prepared and other actions to be undertaken in preparation for the session.*
  - ✧ *A description of how the session should be conducted. This normally includes introductory points, points that should be highlighted during the discussion, concluding points, when and how handouts should be distributed, etc.*
  - ✧ *An indication of how many minutes each part of the session should take.*
- *Exercise sheets, exercise tables, handouts for reference are provided as separate files/ documents. The numbering tries to follow the sequence in which these files/ documents are used during the sessions.*
- *On the basis of the sequence of the activities, two files are provided. The first one is an outline of the sessions with the main activities listed. This file is for the facilitator and would not normally be distributed to the participants. The second is a programme of the workshop to be distributed to participants and to be discussed in the introductory sessions.*
- *If you notice any discrepancy or unclarity, we would be very grateful if you would let us know at* ***youthmail@unodc.org****! Thank you very much in advance for your feedback!!!*

Monitoring & evaluation of drug abuse prevention

A UNODC Global Youth Network Training Workshop

Programme

Day 1

Registration
8:30 – 9:00

Session 1
Introductions
9:00 – 10:15
Welcome, official opening, review of the programme of work and of expectations.

Session 2
Evaluation icebreakers
10:15 – 10:45
Short activities to see how we feel about monitoring and evaluation.

Break
10:45 – 11:00

Session 3
Introduction to evaluation
11:00 – 12:30
A discussion of basic definitions and group work to apply definitions to various kinds of monitoring and evaluation activities.

Lunch
12:30 – 13:30

Session 4
Describing and monitoring your programme
13:30 – 15:00
We will start describing our own programme and sharing it with each other. We will also discuss identifying monitoring questions and monitoring methods for programme activities.

Break
15:00 – 15:15

Session 5
The logic model
15:15 – 16:30
We will discuss what are the different components of a logic model and try and re-construct a scrambled logic model.

Session 6
Goals and objectives
16:30 – 17:30
A programme with good goals and objectives is easier to evaluate. Yet, for many programmes (including ours!), this is a challenge. We will discuss and practice identifying good goals and objectives.

Session 7
End of the day
17:30 – 18:00
We need to discuss your homework (!) and there will be time to provide feedback on the sessions of the day both formally and informally. Through your homework, you will build the logic model of your programme on the basis of the description that you have started in Session 4 and you will develop a monitoring methodology for it. You will share the model with your fellow participants in the second day and, later on, you will start building a monitoring and evaluation plan for it.

Day 2

Introduction to the day
09:00 – 09:30
We will review what we have done so far and the work for the day ahead. There will be time also to discuss your feedback on the first day.

Session 8
Assumptions
09:30 – 12:30 including a 15 minutes break
All logic models are based on assumptions of how things will work. We will discuss the assumptions at the basis of an example and the most common assumptions at the basis of drug abuse prevention programmes. How do we know whether an assumption is valid/ reasonable or not? What does the evidence derived from the international academic literature say about this?

Lunch
12:30 – 13:30

Session 9
Sharing logic models
13:30 - 15:00
During this session you will finalise the logic model on the basis of the discussion of the morning and then you will share it with your fellow participants. Unfortunately, there will not be time for everybody to present in plenary. You will share your programme with another programme and then you will provide feedback to each other.

SHORT break
15:00 – 15:10

Session 10
Indicators, data sources and data collection methods
15:10 – 16:40
We will practice identifying indicators, data sources and data collection methods on a sample programme, so that it will be easier for you to do the same for your own programme later on.

Session 11
Data collection methods
16:40 – 17:40
We will discuss the pros and cons of different data collection methods through a visual method.

Session 12
End of the day
17:40 – 18:00
We need to discuss your homework (!) and there will be time to provide feedback on the sessions of the day both formally and informally. Through your homework, you will identify indicators, data sources and data collection methods for your own programme.

Day 3

Introduction to the day
09:00 – 09:30
We will review what we have done so far and the work for the day ahead. There will be time also to discuss your feedback on the second day.

Session 13
Surveys! Surveys! Surveys!
9:30 – 10:30
Surveys are one of the most common data collection methods. We will discuss what makes a good survey, also on the basis of an example.

Break
10:30 – 10:45

Session 14
Mapping, performance, collage as data collection methods
10:45 - 12:30
We will try out these three less traditional methods of data collection … How do they work? What are their advantages and disadvantages?

Lunch
12:30 – 13:30

Session 14
Mapping, performance, collage as data collection methods (continued)
13:30 – 14:30

Session 15
Attendance records
14:00 – 15:00
We will discuss how attendance records can be useful for both monitoring and evaluation and some tips on how to collect and analyse them effectively.

Break
15:00 – 15:15

Session 16
Your monitoring and evaluation plan
15:15 – 17:15
We will discuss what is important to keep in mind when developing a monitoring and evaluation plan for your programme. Then you will practice developing at least part of a monitoring and evaluation plan for your programme on the basis of the monitoring methodology that you have developed as homework in the evening of the first day and the indicators, data sources and data collection methods that you have identified as homework in the evening of the second day. During this session, you will also share the result of this work with your fellow participants. As in the case of Session 9, unfortunately, there will not be time for everybody to present in plenary. You will share your programme with another programme and then you will provide feedback to each other.

Session 15
Feedback on the workshop and goodbyes
16:45 – 17:30
We will take some time to say goodbye to each other, but also to provide feedback on the sessions of the day and on the workshop as a whole. Have a safe trip hope and be in touch soon!

Outline

This outline is provided to you as a more detailed overview of the programme for your reference only. It is not to be distributed to the participants. We have made every effort to make the outline consistent with the description of the single sessions. However, should you find a discrepancy, the timings to be kept as correct reference are those provided in the description of the single sessions. We would also be very grateful if you would be so kind to report any discrepancy to us at ***youthmail@unodc.org****.*

Day 1

09:00		**10:15**	**Session 1 • Introductions**
09:00	*15*	*09:15*	*Plenary > Welcome and official opening*
09:15	*15*	*09:30*	*Plenary > Introductions* • *Ask participants to say in turn five things.*
09:30	*15*	*09:45*	*Plenary > Fill cards with expectations and fears* • *Collect cards. Somebody to go through them while the programme is being presented and group them for a brief report to the plenary.*
09:45	*15*	*10:00*	*Plenary > Going through the programme* • *Present the programme* • *Questions and answers*
10:00	*15*	*10:15*	*Plenary > Expectations and fears* • *Somebody to give a 5-10 minutes presentation about the main expectations and fears.* • *Respond briefly and agree on set of rules.*
10:15		**10:45**	**Session 2 • Evaluation ice breakers**
10:15	*15*	*10:30*	*Plenary > survey 1 > love/hate evaluation* • *Tell participants that you want to know what their feelings are about evaluation.* • *Create an imaginary line in the room.* • *Tell them that if they stand by the chair it means that they "love evaluation" and if they stand at the door it means that they "hate evaluation" and that they can place themselves anywhere in between. They have to do this without talking to one another.* • *Ask a few participants why they are standing where they are standing and discuss.* • *On the flip chart note how many participants "hate" evaluation, how many think it is "ok", and how many "love it".*

10:30	*15*	*10:45*	*Plenary > survey 2 > how much experience you have in evaluation* • *Repeat the procedure with regard to the amount of experience participants have had with evaluation.* • *Wrap up.*	
10:45		**11:00**	**Break**	
11:00		**12:30**	**Session 3 • Introduction to monitoring and evaluation**	
11:00	*10*	*11:10*	*Plenary > Reflection on a word > Monitoring* • *What is the first thing you think of when I say monitoring?*	*30min.*
11:10	*10*	*11:20*	*Plenary > Reflection on a word > Research* • *Repeat the process with the word 'research'.*	
11:20	*10*	*11:30*	*Plenary > Reflection on a word > Monitoring* • *Repeat the process for the word 'monitoring'.*	
11:30	*15*	*11:45*	*Plenary > Work in pairs (10 minutes) > Evaluation scenarios*	*60*
11:45	*45*	*12:30*	*Plenary > Report to plenary > Evaluation scenarios* • *Have each pair provide one of the answers to plenary and discuss (10 scenarios, less than 5 minutes each, 45 minutes).*	
12:30		**13:30**	**Lunch**	
13:30		**15:00**	**Session 4 • Describing and monitoring your programme**	
13:30	*30*	*14:00*	*Work by programme > Describe your programme* • *Identify activities, target groups and resources.*	*45*
14:00	*15*	*14:15*	*Plenary > Prevention bingo!*	
14:15	*20*	*14:35*	*Group work > Monitoring questions and monitoring methods* • *Each group should identify monitoring questions and methods for one of three commonly implemented prevention activities (education, awareness raising, services for youth).* • *They should be given 15 minutes to do this and to prepare a 5 minutes presentation to plenary.*	*60*
14:35	*30-40*	*15:15*	*Plenary > Report > Monitoring questions and monitoring methods* • *5 minute presentations with 5 minute discussions for 3 groups should take 30 minutes.*	
15:15		**15:30**	**Break**	

15:30		**16:30**	**Session 5 • The logic model**	
15:30	*30*	*16:00*	*Plenary > Definitions* • *Introduce the session and go through definitions (either power point or reported on flipchart)*	*30*
16:00	*10*	*16:10*	*Group work > Logic model scramble* • *Give each group a "logic model scramble" and have them separate the logic model into categories of goals, objectives, activity, and inputs (10 minutes)*	*30*
16:10	*10*	*16:20*	*Group work > Logic model scramble feedback* • *When they are finished give them the completed logic model (Circus Theatre) to review.*	
16:20	*10*	*16:30*	*Plenary > Logic model scramble feedback* • *Where they able to come up with the same logic model as the program did? Did they have any challenges?*	
16:30		**17:30**	**Session 6 • Goals and objectives**	
16:30	*30*	*17:00*	*Work in pairs > Which one is the best objective?*	*60*
17:00	*10*	*17:10*	*Plenary > Find the best objective! feedback* • *"Rain forest survey"*	
17:10	*20*	*17:30*	*Plenary > Find the best objective! discussion* • *Discuss the results of the rain forest survey*	
17:30	**30**	**18:00**	**Session 7 • End of the day**	
17:30	*15*	*17:45*	*Plenary > Set the homework*	*30*
17:45	*15*	*18:00*	*Plenary > Feedback questionnaire and candy survey*	

Day 2

09:00		**09:30**	**Time to get settled and review the day before and the day ahead**	*30*
09:30		**12:30**	**Session 8 • Assumptions**	
09:30	*20*	*09:50*	*Group work > Find assumptions* • *Each group takes the same logic model and should write up all of the assumptions that they can find, at all levels.* • *For each assumption, they should also indicate whether they think this is a reasonable assumption or not and the reason why. On what are they basing their decision?*	*60*

09:50	*40*	*10:30*	*Plenary > Round of feedback and discussion* • *One round of assumption per level.* • *Wrap up: assumptions should be as far as possible be based on EVIDENCE; there is a big difference between lack of evidence and evidence that something does not work; importance and problems on getting evidence.*	
10:30	*30*	*11:00*	*Work in pairs > Rank assumptions* • *Go through a list of 10 common assumptions and rate HOW MUCH EVIDENCE there is that the assumption holds true or not (A LOT, SOME, LITTLE) and then rate the EXTENT TO WHICH each assumption HOLDS TRUE. Once you have finished, please come and put the dots on the flip chart.*	*30*
11:00	**15**	**11:15**	**Break**	*15*
11:15	*30*	*12:15*	*Plenary > Rank assumptions* • *Go through results quickly referring to the very draft handout. Many programmes are based on assumptions whose validity is not based on evidence.*	*30*
12:15	*15*	*12:30*	*15 minutes leeway*	*15*
12:30		**13:30**	**Lunch**	
13:30		**15:00**	**Session 9 • Sharing logic models**	
13:30	*10*	*13:40*	*Work by programme > Finalising logic model* • *Review your goals and objectives.*	*90*
13:40	*60*	*14:40*	*Work in pairs by programme > Sharing logic models and providing feedback including break* • *Work with a person from another table/ you have not been working with. Each person/ programme to share for 10 minutes (10 + 10), the other to take notes of questions and whether logic model good according to check list.* • *Each person/ programme 10 minutes to give feedback (10 + 10). Be nice.* • *It will probably take longer. Count 30 + 30*	
14:40	*20*	*15:00*	*Plenary > Short general feedback session* • *How did it go? What did people learn? What were the most common questions? What were the most common challenges? How did you solve them?*	
15:00		**15:10**	**SHORT Break!**	
15:10		**16:40**	**Session 10 • Indicators**	
15:10	*30*	*15:40*	*Plenary > Definitions* • *Presentation* • *Discussion, especially proxy indicators and need for evidence.* • *Set the group work*	*30*

15:40	*20*	*16:00*	*Group work > Find indicators for the programme of our community* • *Each group to identify indicators, data sources and data collection methods for the programme of our community.*	*60*
16:00	*40*	*16:40*	*Plenary > Report and discussion*	
16:40		**17:30**	**Session 11 • Data collection methods**	
16:40	*20*	*16:50*	*Group work > Assess data collection methods* • *Create graphs to show how much each data collection method in your list meets two criteria. Each group prepare 1 graph for each of 2 criteria (2 graphs each, 6 all together). Prepare 5-10 minutes presentation with an indication as to why.*	*60*
16:00	*40*	*17:40*	• *Plenary > Report and discussion*	
17:40	**30**	**18:00**	**Session 12 • End of the day**	
	5		*Plenary > Set the homework*	*20*
	15		*Plenary > Feedback questionnaire and candy survey*	
			Social event in the evening	

Day 3

09:00		**09:30**	**Time to get settled and review the day before and the day ahead**	
09:30		**10:30**	**Session 13 • Surveys**	
09:30	*10*	*09:40*	*Plenary > CARD survey of survey*	*60*
09:40	*20*	*10:00*	*Plenary > Presentation*	
10:00	*15*	*10:15*	*Work in pairs > Review of a survey*	
10:15	*15*	*10:30*	*Plenary > Feedback and discussion*	
10:30		**10:45**	**Break**	*15*
10:45		**12:30**	**Session 14 · Mapping, performance, collage as data collection methods**	
11:15	*10*	*11:25*	*Introduce the activity:* • *They will try out three data collection methods: performance, mapping, drawing/ collage (explain what they are).* • *They will have 20 minutes to prepare something that will need to be presented in <u>no more</u> than <u>10 minutes</u>. The topic will be the same for all groups, but each group will use a different technique.*	*75*
11:25	*20*	*11:45*	*Groups prepare as detailed above.*	
11:45	*30*	*12:15*	*Introduce presentations to plenary:* • *While a group present their work, the other groups should take notes as to what information can be drawn about the topic. We will use this information later.*	

12:15	*15*	*12:30*	*Ask participants to work in pairs and note down:* • *Up to three general conclusions that can be drawn from the three presentations. The information should be supported by two or more of the presentations and should not be contradicted by any.* • *Possible pros and cons of using each kind of methodology to collect information.*	
12:30		**13:30**	**Lunch**	
13:30	*30*	*14:00*	*Plenary > Round of feedback and discussion.*	*30*
14:00		**15:00**	**Session 15 • Attendance records**	
14:00	*10*	*14:10*	*Introduce the activity:* • *We saw yesterday how attendance records can also be part of evaluation.* ✧ *I have here some records from a programme and I would like you to analyse it as much as possible.* ✧ *What conclusions can you draw from this data?* ✧ *Is there any recommendation that you could make to the project?*	*60*
14:10	*20*	*14:30*	*Groups prepare as detailed above.*	
14:30	*30*	*15:00*	*Presentation to plenary and discussion.*	
15:00		**15:15**	**Break**	*15*
15:15		**17:15**	**Session 16 · Your monitoring and evaluation plan**	
15:15	*20*	*15:35*	*Plenary > Elements of a M & E plan* • *Presentation* • *Discussion*	*120*
15:35	*20*	*15:55*	*Work by programme > Building of a M & E plan*	
15:55	*60*	*16:55*	*Work in pairs by programme > Sharing of the M & E plans*	
16:55	*20*	*17:15*	*Plenary > Short general debriefing session*	
17:15		**18:00**	**Session 17 • Goodbyes**	
17:15	*15*	*17:30*	*Plenary > Formal feedback* • *Post-test and feedback questionnaires*	*45*
17:30	*15*	*17:45*	*Plenary > Closing* • *Closing words of appreciation and on what happens next.* • *Official closing speech, if any.*	
17:45	*15*	*18:00*	*Plenary > One last activity before saying goodbye* • *Human surveys again, quick discussion and round of applause (hopefully!).*	

1 • Introductions

PREPARATIONS and MATERIALS

* ***Set of materials (programme, handbook on monitoring and evaluation, paper to write and pen, possibly a folder where to collect all the papers): one on the place/chair of each participant:***
* ***Questionnaire 1.1 Pre-training test: one copy per participant.***
* ***Badge/ sticker: one per participant.***
* ***If an official opening is desirable/ necessary, organise speakers as appropriate.***
* ***One card of one colour with a big happy face drawn on it ☺, and one other card in one other colour has a big sad face drawn on it ☹.***
* ***Cards in two different colours: one set (one card per colour) per participant.***
* ***If there is only one facilitator, somebody should be asked to assist in the 'expectations' part of the session, by sorting out the cards and providing a short summary of the expectations and fears of the participants.***
* ***Many thick felt pens, possibly as many as one per participant.***
* ***A place where to hang the cards and material to hang them (e.g. cello tape, blue tack etc.).***
* ***A flip chart with main rules to agree to.***

On registration

- *Ask basic details (including gender) from each participant.*
- *Give each participant a pre-training test and ask him/her to fill it and return it immediately. Stress that the test is totally anonymous and it is not to test participants, but to test whether the workshop has been able to discuss at least some basic concepts appropriately.*
- *Give each participant a name badge or sticker and ask him/her to write on it the name with which they would like to be addressed during the training.*
- *Encourage participants to fill in the pre-training test and collect the filled-in questionnaires.*

15 **Plenary > Welcome and official opening**

- *Before starting, make sure that all participants have filled-in and returned the pre-training test.*
- *A few words of welcome, putting the workshop into perspective.*
- *The 20 minutes include the time for an official opening speech, if deemed desirable/ necessary.*

15 **Plenary > Introductions**

- *Ask participants to say in turn five things:*
  - ✧ *Their name;*
  - ✧ *The name of their organization;*

- ✧ *The town and/or country they come from;*
- ✧ *How long they have been involved in the substance abuse prevention; and*
- ✧ *One thing you wouldn't know about them by looking at them.*
- *Ask them to be brief, as there will be a lot of opportunities to talk about their programmes and achievements, and give your own details as an example.*

15 **Plenary > Introduction of the facilitator(s) > OPTIONAL**

- *If there is time and if there it is felt appropriate, use this small activity to introduce yourself in a way that addresses the questions most important to the participants.*
- *Ask the participants what they would like to know about you, as their facilitator(s).*
- *Write the questions on a flip chart and once all or enough questions have been recorded, go through and answer them.*

15 **Plenary > Fill cards with expectations and fears**

- *Introduce the next part of the session, which is about discussing the expectations of the participants and the programme.*
- ✧ *Now that we have started to know each other, I wanted to go through our expectations and the programme.*
- *Show the card with the happy face ☺:*
- ✧ *On the card of this colour, please write your most important expectation, what you would REALLY like out of this workshop.*
- *Show the card with the sad face ☹:*
- ✧ *On the card of the other colour, please write something that you would NOT like from this workshop, something that you would REALLY like to avoid during these three days.*
- *Collect cards and give them to the second facilitator (or somebody with whom this has been agreed prior to the meeting) to go through them while you go through the programme, hanging them in groups of similar cards and preparing a brief 5-10 minutes report to the plenary.*

15 **Plenary > Going through the programme**

- *Present the programme. Main points to make:*
- ✧ *Very participatory. A lot of group work where you will use YOUR programmes to build a logic framework on which to build a monitoring and evaluation plan.*
- ✧ *This morning we will have some introductory sessions when we will discuss a little bit more what we mean by monitoring and evaluation in the context of this workshop.*
- ✧ *This afternoon we will discuss which are the main components of a logic model and how does a good logic model look like. We will also discuss the main information that we look for in monitoring and you will start building the logic model of your programme.*
- ✧ *Tomorrow morning, we will go even more deeply into the logic model, by looking at the assumptions that are at the basis of your models. Sounds scary?! You will see that it is not that bad! We will also discuss how to identify good indicators, which is the basis of good evaluation! I know many of these words do not necessarily mean much to you, but hopefully everything will become clear through examples and discussion.*

- ✧ *From tomorrow afternoon, we will start looking at a few methods of collecting information for monitoring and evaluation. We have chosen surveys, less traditional methods like mapping, performance and drawing/collage, and attendance records.*
- ✧ *Unfortunately, there is not enough time to discuss methods like observation, key informant interviews and focus groups discussions, but we can refer you to good references on this.*
- ✧ *This will bring us to lunch time on the last day and in the afternoon we will use all that we will have been doing in these days to create and discuss your own monitoring and evaluation plan for your own programme. Then we will say goodbye.*
- *Questions and answers.*

15 **Plenary > Expectations and fears**

- *Second facilitator (or whoever had been tasked) gives 5-10 minutes presentation about the main expectations and fears.*
- *Respond briefly.*
- *Take the opportunity to get the agreement of participants to some basic rules, which should be presented from a flipchart and amended according to the discussion on expectations and fears. Main rules that could be presented:*
- ✧ *We will speak one at the time.*
- ✧ *We will make sure that everybody is given the chance to speak and participate.*
- ✧ *We will keep our mobile telephones off.*
- ✧ *We will not telephone during the sessions or in the working rooms.*
- ✧ *We will come on time.*
- ✧ *We will try and organise our work according to the timetable requested by the sessions.*
- ✧ *This is a non-smoking meeting and we are not paying for alcoholic drinks.*

1.1 • Pre-training test

We would like to know more what you know about monitoring and evaluation. This is a test for us not for you!!! We would also like to know a little bit more with regard to your experience in drug abuse prevention and monitoring and evaluation. This questionnaire is completely anonymous.

Part 1

Here are a series of statements with regard to monitoring and evaluation of drug abuse prevention. Some statements need to be completed. In some cases, we would like to know whether the statements are true or false.

Tell us which one is the right option in your opinion by circling the appropriate letter. If you do not know, it is no problem at all! This is why we are here! Do not mark anything and go to the next question.

Monitoring is about …
… the implementation of activities.
… the impact of activities.

Good evaluation is also based on monitoring.
True
False

An evaluation must be based on a scientific research methodology (i.e. a quasi experimental or experimental design).
True
False

Good monitoring information is mostly based on:
Good attendance records
Feedback of participants and staff
Both

"Training of parents of 11-13 years old in family skills". This statement is:
An objective.
An activity.
A goal.

Evaluation should be ultimately concerned with:
How the activities of our programmes have been implemented.
The impact of the activities of our programmes.
Both.

In a logic model, the link between how the proposed activities will lead to the objectives should be:
Clear: activities should be intensive enough to support the achievement of the objective.
Evidence-based: there should be research and past experience confirming that activities will lead to the objective.
Both.

One indicator is usually sufficient to assess whether a project has reached a specific objective or not.
True
False

A drug abuse prevention project is not effective if it does not show a reduction in the number of people that start or use drugs.
True
False

Surveys are the best method to collect data during an evaluation.
True
False

Asking a group of project participants to draw a map is a good way to understand better the way the project has changed:
Their physical environment.
The way they spend their free-time.
Both.

Planning the monitoring and evaluation of your project should be done during implementation, so as to be ready to collect the information at the end of activities.
True
False

Part 2

In this section, we would like to collect some more information about you and your experience. Please read each statement carefully and indicate the extent to which you agree or disagree that the statement actually applies to your experience by circling the appropriate number on the scale:

		Strongly disagree	*Mostly disagree*	*Mostly agree*	*Strongly agree*
13	*I have a good understanding of what kind of information needs to be collected for monitoring purposes.*	*1*	*2*	*3*	*4*
14	*I have a good understanding of what kind of information needs to be collected for evaluation purposes.*	*1*	*2*	*3*	*4*
15	*I have been involved in planning AND undertaking monitoring of drug abuse prevention programmes.*	*1*	*2*	*3*	*4*
16	*I have been involved in planning AND undertaking evaluation of drug abuse prevention programmes.*	*1*	*2*	*3*	*4*
17	*I have good experience in using quantitative data collection methods, such as surveys.*	*1*	*2*	*3*	*4*
18	*I have good experience in using qualitative data collection methods, such as focus group discussions.*	*1*	*2*	*3*	*4*

2 • Evaluation Icebreakers

PREPARATION

*** Flip chart where to note the results of the human surveys (both of them).**

15 **Plenary > survey 1 > love/hate evaluation**

- *Tell participants that you want to know what their feelings are about evaluation.*
- *Create an imaginary line in the room (from point A to point B). For example, pick a chair at one end and a door at the other.*
- *Tell them that if they stand by the chair it means that they "love evaluation" and if they stand at the door it means that they "hate evaluation" and that they can place themselves anywhere in between. They have to do this without talking to one another.*
- *Once they have placed themselves ask a few participants why they are standing where they are standing. Encourage someone to say why they "hate it", someone to talk about "why they think it is ok", and someone to talk about why they "love it".*
- *Let individuals share their stories with one another. Make sure to validate their experiences and assure them that you understand some of the difficulties with the work.*
- *On the flip chart note how many participants "hate" evaluation, how many think it is "ok", and how many "love it".*

15 **Plenary > survey 2 > how much understanding you have in evaluation**

- *Have participants line up on the same imaginary line. Tell them that you want to know how much they feel they have a good understanding of monitoring and evaluation.*
- *Tell them that if they stand by the chair it means that they have "very good understanding" and if they stand at the door it means that they have "no understanding at all" and that they can place themselves anywhere in between. They have to do this without talking to one another.*
- *Once they have placed themselves ask a few participants why they are standing where they are standing. Encourage someone to say why they feel they have "little to no understanding", someone to talk about "why they have some understanding", and someone to talk about why they have "a lot of understanding" with monitoring and evaluation.*
- *On the flip chart note how many participants have "no understanding", how many have "some understanding", and how many have "a lot of understanding".*
- *Points to bring out in the discussion and wrap-up:*

✧ *Monitoring and evaluation is a more systematic way to do what many of us already do. Many people underestimate the experience and understanding they have of these issues.*

✧ *Besides this, in this room, there is a lot of experience and understanding with monitoring and evaluation already. We will make sure to build onto this and we encourage you to make use of this knowledge and learn from each other.*

- *Finally, there will be times where you will feel confused, and many of you have already pointed out how monitoring and evaluation is sometimes too abstract. This is a problem common to everyone, and you should not feel bad about it. This is what we are here for, to transform monitoring and evaluation from something 'complicated, abstract and useless' to something 'simpler, alive and useful'.*
- *The other point of this part of the session is to demonstrate a particular way to undertake a survey. This type of survey is called a 'human survey' and it can be used when you are collecting data within your programs. In this training, this is also ONE of way of monitoring the quality of and evaluating the impact of the training (yes, we are doing the monitoring and evaluation of this series of workshops! the other way of monitoring the quality and evaluating the impact of the workshop is the pre/post training test) and will be asking you the same questions at the end of the third day to see where you are standing then.*

3 • Introduction to Monitoring & Evaluation

PREPARATION

* ***Flip chart with the definition of monitoring, evaluation and research.***
* ***Flip chart for additional points.***
* ***Table 3.1 Monitoring and evaluation scenarios: one copy per participant.***
* ***Handout table 3.2 Monitoring and evaluation scenarios answers: one copy per participant to be distributed at the end of the day for reference.***

This session makes reference to the following section(s) in the handbook:

- *All sections in chapter 3: What is monitoring and evaluation?*

15 **Plenary > Reflection on a word > Evaluation**

- *Introduce this part of the session:*
- ✧ *This part of the session is about making sure that we are all using words in the same way. We are not obviously saying that this is THE RIGHT way of talking about monitoring and evaluation. However, this is the way that we have found most useful and it is important that everybody understands the same thing.*
- ✧ *There are many different definitions of monitoring and evaluation and many different kinds of monitoring and evaluation. The important thing is that you understand the main concepts. The NAMES that we give to the concepts are just LABELS. We will try to use these names consistently throughout this workshop. However, once you have understood the main concepts, then you can recognise them wherever you are, even if other people call them something else or give them another label.*
- *Ask the plenary: What is the first thing you think of when I say evaluation?*
- *Once they have exhausted their responses, summarize what they have said and use it to bring out the following points:*
- ✧ *The term "evaluation" has been used in many different ways over the past 10 years and the group has captured many of these definitions in their responses.*
- ✧ *Sometimes the word can be very confusing, so for purposes of this training we are going to agree to talk about evaluation and define the word in the following way (refer to flip chart): "Finding out if you have achieved the effect on your target population that you said you would achieve after you have finished implementing the activities."*
- ✧ *This means evaluation is not about the activities we have implemented.*
- ✧ *Evaluation is about knowing what has changed in the life of our target group as a result of our activities. What the EFFECT/ the IMPACT of our activities has been.*

- ✧ *Evaluation should be systematic and use social science methods. However, it is not necessarily about understand the "truth" about something beyond a shadow of a doubt. What is important is that we make sure we are headed in the correct direction with our programs … in terms of impact on the target group.*
- ✧ *This also means that a meaningful evaluation does not need to be conducted by an experienced researcher, although an external evaluator can lend additional legitimacy to its findings.*
- *There will be many other terms that may or may not be related to this definition (e.g. pre/post assessment, needs assessment, process evaluation, formative evaluation, objectives etc.) try and put them briefly into context. Do not go over the definitions too much as there will be opportunities to go through them later.*

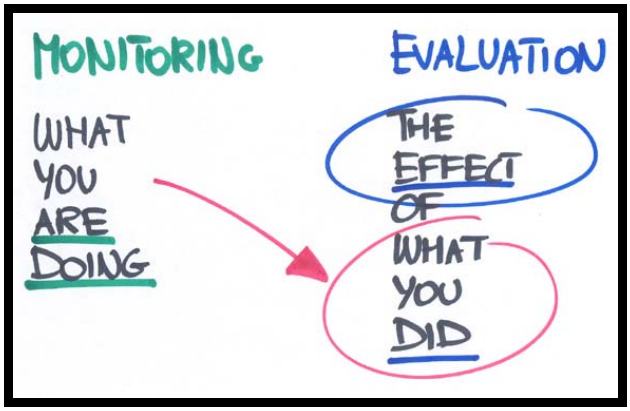
15 Plenary > Reflection on a word > Research

- *Repeat the process with the word 'research'.*
- *Points to bring out:*
- ✧ *Research is a systematic enquiry that is generally conducted to test a theory or create new knowledge or establish a truth.*
- ✧ *It is generally done by trained researchers who use instruments and methodologies that are rigorous and have been validated, so that they can make a claim about the overall population being studied.*
- ✧ *They often use experimental and quasi-experimental design, and control groups. Check that everybody is familiar with the terminology and knows what we are talking about and realises why it is a difficult thing to implement.*
- ✧ *Some evaluation can be research, but not all evaluation needs to be. As research, evaluation needs to be systematic. However, it does not need to be based on scientific methodologies to be useful for a programme. This is one of the purposes of the workshop: to make people realise that there is a middle way between no evaluation and research.*

Plenary > Reflection on a word > Monitoring

- *Repeat the process for the word 'monitoring'*
- *Points to bring out:*
  - ✧ *Definition to refer to: keeping track of what you are doing while you are doing it, so that you can take corrective action if necessary.*
  - ✧ *The main difference between monitoring and evaluation as we will discuss them in this workshop is that monitoring is concerned with the activities themselves, with checking that they are going to plan, and improve them while this is happening. Evaluation is concerned with the impact of the activities, the changes that the activities have brought about in your target group. Moreover, most of the monitoring will happen while you are implementing your activities, while most evaluation will happen after you have finished your activities or at least after you have implemented them for some time.*
  - ✧ *A useful image that some of the youth groups and community-based organisations member of the Global Youth Network have proposed is that of preparing a soup. As you cook, you might check back with the cookbook to make sure you are following the recipe correctly, and you will taste the food to see if it is cooked, or needs some extra seasoning. You might ask other people to taste it and give you their opinion. You do these things while you are cooking so that the soup is the best that it can be. You are monitoring your activity (cooking). Your monitoring can affect what the end result will be (the soup and the effect that the soup will have on your family and friends).*
  - ✧ *When you serve up your food to your family or friends, they will be happy with it or not (Mmmh! Nice!). At the end of the meal, they will be full or not. They'll be sure to comment, and if it isn't very good, they will tell you so (unless they are very polite). Did your meal result in a happy and stomach-full family? This is the evaluation of your cooking. It's too late for the evaluation to have an effect on this meal, but it could improve your cooking in the future.*
  - ✧ *Obviously, this is a very broad analogy. Good evaluation needs a good plan and good monitoring … (in cooking terms: a good recipe and knowing how you followed it), otherwise how you will be able to replicate your results (to cook your amazing soup again?)*

- *During the discussion, you can also refer to this flipchart, which you will have prepared in advance.*



- *Points that can be made from this flipchart:*
  - ✧ *Monitoring is concerned with your activities, while you are implementing them, i.e. what you ARE DOING.*
  - ✧ *Evaluation is more concerned with the EFFECTS of your activities.*
  - ✧ *Moreover, evaluation is more concerned with the effects of your activities, at the end of the project OR after a certain time, i.e. it is concerned with the effects of what you DID.*
  - ✧ *Therefore, one big difference. Monitoring > ACTIVITIES. Evaluation > EFFECT of activities.*
  - ✧ *HOWEVER, a good evaluation includes information from good monitoring. The information that you have collected monitoring implementation, can be analysed all together to describe what you DID. This is sometimes called PROCESS evaluation.*
  - ✧ *A good evaluation (or, as it is sometimes more precisely called, OUTCOME evaluation) will look at what the process has been (what you did) PLUS what the EFFECTS of what you did have been.*
- *During the discussion, it is important to be ready to explain how monitoring and evaluation (as defined in the workshop) differ from or relate to various other concepts: research, process evaluation, outcome evaluation, cost evaluation/ cost-benefit analysis, baseline assessment, needs assessment, pre-/post-assessment, control group, randomised control trial, experimental and quasi-experimental design.*

15 **Plenary > Work in pairs > Evaluation scenarios**

- *Introduce the next part of the session that will be about using the concepts what we have just discussed about evaluation.*
- *Distribute exercise sheet 3.1 Monitoring and evaluation scenarios.*
- *Explain that each scenario is a kind of monitoring and evaluation activity and that participants need to decide which one is which. There are five possibilities: 1. a monitoring process, 2. an evaluation project, 3. a needs assessment, 4. a pre/post assessment, and/or 5. a research project.*
- *Have the group work in pairs to read through them and determine which one is which. Give participants 10 minutes to complete the task.*

45 **Plenary > Report to plenary > Evaluation scenarios**

- *Have each pair provide one of the answers to the plenary. Note: There is more than one answer for many. Refer to the answer sheet.*
- *Follow each answer with a brief discussion, to clarify doubts and re-iterate points. Why did they provide the particular answer? Does the rest of the group agree? Why or why not?*
- *There are ten scenarios, keeping the discussion of each answer to just below 5 minutes, it could be done in 45 minutes.*
- *Wrap-up repeating the main points:*

✧ *Monitoring is keeping track of activities while you are implementing them, so that you can take corrective action.*

✧ *Evaluation is about assessing what the effects/ impact of activities has been, following implementation.*

✧ *Evaluation is systematic, however it does not have to be research (i.e. it does not have to include external evaluators, control groups, random assignments, etc.) to provide useful information.*

3.1 • Monitoring And Evaluation Scenarios

In the boxes next to the scenarios choose the most appropriate kind of assessment activity they correspond to:
1 = research; 2 = needs assessment; 3 = monitoring; 4 = pre/post assessment; 5 = evaluation. You can choose more than one response per scenario.

Scenarios	***Kind of assessment activity***
1. In one program, after every session, there is a discussion about what went well and what needed changing. The participants took part in the discussion and the information was written down in the meeting notes. During the next session revisions were made based on suggestions.	
2. One team member is asked to observe a session led by another team member. After the session the observer gives the leader feedback and they talk about how to improve the session for next time.	
3. A random sample of all young people in the country is chosen and these youth are then surveyed about their knowledge of substances, their short- or long-term effects and how much they are used. This data is used in a report that tells the government how much money to spend on drug prevention.	
4. Young people are asked to fill out a questionnaire about their behaviours, attitudes, and experiences with drug use prior to starting the program. They are then asked to fill out the same questionnaire at the end of the program. Additionally, key adults (family, friends, teachers, church members, etc) in these children's lives are asked to fill out a questionnaire about the child's behaviours and attitudes prior to the program and then again after the program is over. These questionnaires are only collected for those children who were in the program for one full year, attending at least 75% of the sessions.	
5. At the beginning of the program all young people work with a peer supervisor to set 6-month and yearly goals for themselves. The young people keep a journal every week and reflect on their progress toward these goals, highlighting any successes or challenges in their writing. These journals are discussed every two months with the peer supervisors to see which goals have been accomplished and when more support might be needed.	
6. Young people are given a questionnaire at the end of their program that asks them about their knowledge, behaviours, and skill prior to beginning the program and now at the end of the program. Team leaders also fill out a questionnaire about each of the young people in the program and how they have seen them change in the past year within the program.	
7. Adults in the community are surveyed to determine how a program is impacting the community.	
8. A national survey of young people is conducted to better understand their access to health and social services.	
9. Young participants are given a questionnaire about their satisfaction with the activities in the program and how they think it might be improved.	

Scenarios	***Kind of assessment activity***
10. A mapping exercise is conducted with key community leaders about the types of activities that exist for children and youth in a community. Additionally, a survey is conducted with a random sample of children and youth throughout the community about places where they play and the activities they enjoy the most.	
11. At the beginning of the programme, staff decide that they want all the young participants in their programme to achieve at least one goal in each of five separate areas (increased knowledge about substances; personal and social skills; attachment to parents/ guardians; basic needs; leadership). All young participants set the five goals for themselves and keep a weekly journal to reflect on their progress toward these goals. These journals are then discussed every two months with the staff to see which goals have been accomplished and if additional support might be needed. At the end of the year, these journals are then analysed to see if the programme met their objective of five goals per participant.	
12. The peer supervisor collects and reviews attendance data monthly. If attendance is low, staff conducts more outreach.	

3.2 • Monitoring And Evaluation Scenarios

In the boxes next to the scenarios, we have indicated the most appropriate kind of assessment activity they correspond to:
1 = research; 2 = needs assessment; 3 = monitoring; 4 = pre/post assessment; 5 = evaluation.

Scenarios	***Kind of assessment activity***
1. In one program, after every session, there is a discussion about what went well and what needed changing. The participants took part in the discussion and the information was written down in the meeting notes. During the next session revisions were made based on suggestions.	*3 = monitoring*
2. One team member is asked to observe a session led by another team member. After the session the observer gives the leader feedback and they talk about how to improve the session for next time.	*3 = monitoring*
3. A random sample of all young people in the country is chosen and these youth are then surveyed about their knowledge of substances, their short- or long-term effects and how much they are used. This data is used in a report that tells the government how much money to spend on drug prevention.	*1 = research*
4. Young people are asked to fill out a questionnaire about their behaviours, attitudes, and experiences with drug use prior to starting the program. They are then asked to fill out the same questionnaire at the end of the program. Additionally, key adults (family, friends, teachers, church members, etc) in these children's lives are asked to fill out a questionnaire about the child's behaviours and attitudes prior to the program and then again after the program is over. These questionnaires are only collected for those children who were in the program for one full year, attending at least 75% of the sessions.	*4 = pre/post assessment;* *5 = evaluation.*
5. At the beginning of the program all young people work with a peer supervisor to set 6-month and yearly goals for themselves. The young people keep a journal every week and reflect on their progress toward these goals, highlighting any successes or challenges in their writing. These journals are discussed every two months with the peer supervisors to see which goals have been accomplished and when more support might be needed.	*3 = monitoring*
6. Young people are given a questionnaire at the end of their program that asks them about their knowledge, behaviours, and skill prior to beginning the program and now at the end of the program. Team leaders also fill out a questionnaire about each of the young people in the program and how they have seen them change in the past year within the program.	*5 = evaluation*
7. Adults in the community are surveyed to determine how a program is impacting the community.	*5 = evaluation*
8. A national survey of young people is conducted to better understand their access to health and social services.	*1 = research*
9. Young participants are given a questionnaire about their satisfaction with the activities in the program and how they think it might be improved.	*3 = monitoring*

Scenarios	***Kind of assessment activity***
10. A mapping exercise is conducted with key community leaders about the types of activities that exist for children and youth in a community. Additionally, a survey is conducted with a random sample of children and youth throughout the community about places where they play and the activities they enjoy the most.	*1 = research*
11. At the beginning of the programme, staff decide that they want all the young participants in their programme to achieve at least one goal in each of five separate areas (increased knowledge about substances; personal and social skills; attachment to parents/ guardians; basic needs; leadership). All young participants set the five goals for themselves and keep a weekly journal to reflect on their progress toward these goals. These journals are then discussed every two months with the staff to see which goals have been accomplished and if additional support might be needed. At the end of the year, these journals are then analysed to see if the programme met their objective of five goals per participant.	*3 = monitoring;* *5 = evaluation.*
12. The peer supervisor collects and reviews attendance data monthly. If attendance is low, staff conducts more outreach.	*3 = monitoring*

4 • Describing and monitoring your programme

PREPARATION

- ***Exercise sheet 4.1 Programme description activity: one copy per participant.***
- ***Table 4.2 Programme description: one copy of both pages per participant, plus some spare copies of the second page.***
- ***Table 4.3 Prevention bingo!!!: one copy per participant.***
- ***Small prize for winner of the prevention bingo (OPTIONAL).***
- ***Flip chart with the three common kinds of prevention activities for which participants will need to identify monitoring activities.***
- ***Handout 4.4 Examples of monitoring activities: one copy per participant to be distributed at the end of the day for reference.***

This session makes reference to the following section(s) in the handbook:

- *Monitoring in chapter 4 What should be monitored and evaluated?;*
- *Collecting monitoring information in chapter 7 Collecting the information.*

30 **Work by programme > Describe your programme**

- *Introduce the session:*
  - ✧ *Now that we are all on the same page in terms of our definitions let's talk about your program and what it does and with whom. This means your activities. What we would like them to do is to think about your program.*
- *If there is more than one participant per programme/ organisation, participants should normally work together. However, if they feel that they are from the same organisation but working on two different projects, they might choose to work on their own.*
- *Distribute exercise sheet 4.1 Programme description activity and table 4.2 Programme description and explain how participants should fill in the table on the basis of the questions on the handout:*
  - ✧ *In the first column, list all the activities that your program does. You can choose what is the most useful timeframe for this: the entire project cycle, a 'typical year', next year. Whichever you think gives a better idea of what your programme does.*
  - ✧ *For each of the activities, <u>define the population</u> in the second column. Who does your program do these activities with? What are the important defining characteristics of the group (their ages, genders, ethnicities, levels of poverty, etc)?*
  - ✧ *Then in the third column, and for each activity, indicate <u>how many</u> of each of these types of people your program serves.*
  - ✧ *In the fourth column, write down the timeframe for each activity. Try to be specific. For example, over a three-month period, 2 times per week, for two hours each session.*
  - ✧ *Finally, what are the resources that you use to accomplish these activities? Write them in the last column. Again try to be very specific. For example, money for transportations, food, equipment, staff, etc.*

- ✧ *This is a preparatory activity. It will make things easier for you if you write as legibly as possible, you are clear and concise, and you keep this table carefully, as you will be building on it in the coming sessions.*
- ✧ *This is does not need to be an exhaustive presentation of your programme in great detail, you will not be tested on it! On the basis of what you write, you will build a logic model and a monitoring and evaluation methodology that you will share with your fellow participants. All we need is a clear description of the main activities of your programme.*
- *Give participants 15 minutes to complete the task.*

15 **Plenary > Prevention bingo!**

- *Tell the group that you want them to learn a little bit more about each other's programs through a prevention bingo (distribute).*
- ✧ *Go around and find out programmes according to the description in each of the cells of the table. When you find one programme that corresponds, write down the name of the person and cross it (demonstrate).*
- ✧ *The first one that will find five in a row (vertically, horizontally or diagonally) will win!*
- *The game can end with a general round of cheers for the participant who has won. If there is the possibility and the time, you might want to try and find out what were the activities that were more difficult to find. A small prize can also be awarded to the winner.*

20 **Group work > Monitoring questions and monitoring methods**

- *Introduce the activity.*
- ✧ *According to our definitions monitoring is about keeping track of what is happening while it is happening, i.e. of activities. You have just spent some time describing your activities. Let us think together about how to monitor them (better).*
- ✧ *First of all, for many activities there are many different things that might be monitored. For instance, the number of activities and their length, the number of people who attend the activities, the types of people that attend activities (ages, genders, etc), but also the length of time that people attend the program, how satisfied they are with the program.*
- ✧ *Secondly, there are many ways to monitor different aspects of activities. For example, taking attendance, keeping staff activity reports that documents the types of activities conducted and reflections about them (i.e., what worked and what didn't), assessment sheets given after every session to see if participants found the content and delivery valuable and useful, and so on and so forth.*
- ✧ *In this session, we will look a bit more in depth at the kind of information that needs to be collected for some common kinds of prevention activities (refer to flip chart): education activities, general population awareness-raising activities, and open-door activities. For the purpose of this exercise, this is how we define these kinds of activities.*
- ✧ *Education activities, i.e. any structured series of sessions for any target group (youth, parents, teacher, etc.) on issues related to substance abuse.*
- ✧ *General population awareness-raising activities through various*

media, e.g. TV spots, announcements in the radio, leaflets, posters, festival, etc.

- ✧ *Open-door activities, i.e. any kind of service or activity offered to beneficiaries over a certain period of time, e.g. recreational youth centres, youth-friendly health services, etc.*
- *Assign to each group one kind of activity to discuss. Ask participants to discuss a) what kind of information should be collected in order to monitor this kind of activity, b) how? and c) Is there anything else that needs to be done in order to monitor this kind of activities effectively? Give participants 15 minutes to complete the task, including preparing a 5-10 minutes presentation to plenary.*

40 **Plenary > Report on monitoring questions and monitoring methods**

- *Five-minute presentations with 5-minute discussions for 3 groups should take 30 – 40 minutes.*
- *Use the presentations and the wrap-up to check that the main activities (data sources or data collection methods) as mentioned in the handout 4.4 Examples of monitoring activities have been mentioned and to bring out the following points:*
- ✧ *For all kinds of activities, you will need to monitor the use of resources, the target and the quality of activities.*
- ✧ *Apart from financial and personnel matters, the information to be collected generally includes: * actual number and timing of activities implemented; * number, age, gender and other relevant characteristics of participants; * feedback of participants; and, * feedback of staff.*
- ✧ *Moreover, what is necessary for effective monitoring is that you periodically review the information that you have collected against the plan (Is everything going as you had planned? What can you do to improve?) and take action accordingly. Otherwise, what is the use of monitoring?*
- ✧ *The backbone of monitoring is keeping a record of information as and when activities occur. A general discussion on keeping records is included in the handbook. An additional handout is also provided for reference.*
- ✧ *Accounting for how many people you have reached in activities that include a series of sessions is very tricky (and even more so with an open-door policy), but it is very very important. It makes a lot of difference whether somebody attends once or many times. Moreover, many evidence-based programme require participants to be present at a minimum of sessions.*
- ✧ *Sometimes, monitoring who does NOT participate in our activities, or who drops out is as important as monitoring who does participate in our activities.*
- ✧ *The quality of activities is not easy to monitor. However, requesting constant feedback from participants and staff is a very good starting point.*

4.1 • Program description activity

In column #1
List all of the activities that your program does. It is up to you to choose the timeframe ('in one year', 'next year', 'from the beginning to the end of a programme cycle'). However, please use this timeframe consistently throughout this and other exercises.

In column #2
Define your population. Who does your program do these activities with? What are the important defining characteristics of the group (their ages, genders, ethnicities, levels of poverty, etc)?

In column #3
How many of each of these types of people does your program serve in each of the activity categories?

In column #4
How long and how often does this activity last within your chosen timeframe? Try to be specific. For example, over a three-month period, 2 times per week, for two hours each session.

In column #5
What are the resources that you use to accomplish these activities? Again try to be very specific. For example, money for transportations, food, equipment, staff, etc.

Notes

- *Be sure to put your program name on top of each sheet.*
- *Try to write clearly and keep the results of your work … you will need to use this information later!*

4.2 • Programme description

NAME OF PROGRAMME:

Activities	*For whom (age, gender, ethnicity, etc)*	*Reaching how many people?*	*For how long / how often?*	*With what resources (costs / staff / equipment, etc)?*

Activities	***For whom (age, gender, ethnicity, etc)***	***Reaching how many people?***	***For how long / how often?***	***With what resources (costs / staff / equipment, etc)?***

Activities	***For whom (age, gender, ethnicity, etc)***	***Reaching how many people?***	***For how long / how often?***	***With what resources (costs / staff / equipment, etc)?***

4.3 • Prevention bingo!!!

A programme that does awareness raising activities through media.	*A programme that provides counselling/ and/or motivational interviewing with young people who are already using but are not yet addicted.*	*A programme that has grandparents as participants.*	*A programme that includes media literacy (how to be critical consumers of mass media, incl. advertising, entertainment, news, internet, etc.).*	*A programme that helps young people to go back to or to do better in school.*
A programme that includes awareness raising through drama.	*A programme that does alternative activities for youth. Which activities are these?* _____	*A programme that has young people particularly at risk as participants. Who are these young people?* _____	*A programme that uses youth workers as deliverers.*	*A programme that uses teachers as deliverers.*
A programme that uses health officials (nurses, doctors etc. in any setting!) as deliverers.	*A programme that provides young people and their families with basic needs (shelter, income generation, health care, etc.).*	*A programme that does life skills education in schools.*	*A programme that targets more girls than boys (parents excluded!).*	*A programme that includes at least one series of at least 10 sessions for each group of participants.*
A programme that organises sport activities for youth.	*A programme that has fathers as main participants.*	*A programme that uses youth to organise and deliver activities for other youth.*	*A programme that does family skills training (including sessions for parents, sessions for children, and sessions for both together).*	*A programme which includes creating 'substance/drug free areas' (in schools, in discos, in public gardens/ spaces etc).*
A programme that uses religious leaders as deliverers.	*A programme that uses parents as deliverers.*	*A programme that targets families with very young children (0-3 years old).*	*A programme that includes the printing and distribution of leaflets and/or posters.*	*A programme that provides youth with vocational skills and/or job opportunities.*

4.4 • Examples of monitoring activities

- *Attendance rosters and sign-in sheets.*
- *Staff activity reports that document the types of activities conducted and staff reflections about the successes or challenges (i.e. what worked and what didn't).*
- *Assessment/ feedback sheets that are given after every session to see if participants found the content and delivery valuable and useful.*
- *Satisfaction surveys at the end of the program/activity.*
- *Intake forms document participants' names, ages, genders, ethnicities, etc. – and any other valuable information about the participant.*
- *Meeting minutes/notes that document the implementation of the program and how changes and decisions are made. Note: make sure to determine what the content of these notes should include (i.e., who attended, ongoing challenges, decisions that were made and why, etc) prior to beginning. This is particularly important when more than one person is in charge of note taking. Consistency is very important.*
- *Journals that document the feelings, thoughts and concerns of participants throughout the program. Provide all participants with a journal prior to starting the program and ask them to write in it weekly.*
- *Pre- and post- questionnaires to assess the change in information/ attitudes immediately prior and after a training session/ workshop.*

5 • The logic model

PREPARATION

- ***PowerPoint presentation 5.1 Components of a logic model: ready to be projected (or equivalent with OHP slides or flip charts) and one hard copy per participant to be distributed at the end of the day as reference.***
- ***5.2 Logic model scramble: three copies printed, cut up and scrambled (one scrambled set per working group!!!)***
- ***Table 5.3 The Circus Theatre logic model: three copies per group.***

This session makes reference to the following section(s) in the handbook:

- *Monitoring, evaluation and project planning in chapter 4 A framework to plan monitoring and evaluation.*

30 **Plenary > Definitions**

- *Introduce the session which is about understanding what a logic model is about and what is a good logic model.*
  - ✧ *The word "logic model" is another word that has too many different meanings to different people. The word may sound scary, but it is simply a description of a project or a programme that includes not only what the project does or will do, but also what the project wants to achieve.*
  - ✧ *The reason why this is important is that if you do not have it clear in your head what you want to achieve through your programme, and what impact you would like your activities to have, it is very difficult to evaluate whether you have had any impact at all. What would you look at? How would you decide what to assess?*
  - ✧ *First, let us go through some basic definitions through a short presentation about the main elements of a logic model. To many of you, it will be nothing new.*
  - ✧ *Then we will have an activity to put in practice these definitions and then we will work on some examples to see whether they are good logic models or not so good logic models and how they could be improved.*
- *Go through the definitions on the basis of the PowerPoint presentation or equivalent. Although this material is covered in the handbook, the session goes more in depth and that is why it would be important that the presentation and the materials be distributed for reference at the end of the day.*
- *Ask for basic questions but do not go on too long as hopefully things will also become clearer through the exercise.*

20 **Group work > Logic model scramble**

- *Give each group a "logic model scramble". Have them separate the logic model into categories of goals, objectives, activities, and inputs. Give participants 10 minutes to complete the task. Don't let them go on too long. The goals and the objectives of the model are not formulated appropriately (see below) and there is no real right or wrong way to divide them.*
- *When participants are finished, give them the completed logic model (the Circus Theatre) and ask them to review it to see how they did at unscrambling it and discuss what went right/wrong (10 minutes).*

10 **Plenary > Logic model scramble feedback**

- *Have a round of feedback (i.e. ask groups in turn to bring up one point that has not been raised by the other groups) and discussion. Participants should have found it easy to divide activities and resources. They should have struggled with the goals and the objectives. Remind participants that what they have been working on is not necessarily an example of a good logic model. Possible sources of confusion:*
  - ✧ *The second goal could be an objective (the activities would certainly support an awareness raising objective), if it was not for the fact that it is supposed to cover all of the people in the community.*
  - ✧ *Many of the objectives are not realistic and participants might have categorised them as goals, e.g.: 1) If some of the street children are actually addicted, they will not be able to abstain from substances without specialist help; 2) Activities will provide food, shelter and an opportunity to spend free time constructively, but not employment. 3) Activities will have an audience of 100 people, some of which are children. This is not likely to be 50% of the children of the community of the awareness raising objective. 4) The objectives listed under 'over time' seem to imply that there is a larger programme that street children can participate in long term. This is great, of course. However, these objectives are not supported by the activities listed for this specific project. Therefore, it would be better to either take the objectives out OR add the rest of the activities in the logic model.*
- *The opportunity might also be taken to raise some of the points about what makes a logic model a good logic model:*
  - ✧ *The fact that the links between resources and activities, activities and objectives, objectives and goals should be clearly logical.*
  - ✧ *Resources should be enough to implement activities.*
  - ✧ *Activities should be enough to achieve the objectives.*
  - ✧ *It should be clear how objectives would contribute to achieve the goals.*
  - ✧ *Goals and objectives should be descriptions of situations to be achieved as a result of the activities of the project. They should not look like activities.*
  - ✧ *Objectives should be S.M.A.R.T.*
  - ✧ *Activities should clearly communicate how many people will participate, of which age/ gender/ characteristic, and how long/ how often.*

- *It is very possible that participants might get confused and/or frustrated and/or offer alternative definitions and ways to categories objectives and goals. Points that could be raised are as follows:*
- ✧ *It is very normal to feel confused and/or frustrated. This was not a very strong logic model. Yet it is rather representative of many projects that are not clear with themselves what they want and, above all, what they can achieve.*
- ✧ *At the same time, it is also true that identifying the objectives and the goal(s) of a project is perhaps one of the most difficult things to do. Yet, it is also one of the most important things that you can do from the point of view of evaluation. If you do not know exactly what you wanted to achieve in the first place ... how can you assess whether you have achieved it or not?*
- ✧ *This is why the next activity will be about identifying goals and objectives.*

UNITED NATIONS
Office on Drugs and Crime

Session 5.1

5.1 Components of a logic model

Draft! Draft! Draft! Draft! Draft! Draft! Draft! Draft!

Monitoring & evaluation of drug abuse prevention
A UNODC Global Youth Network Training Workshop

What is a logic model

- A model of how the program staff members believe the program works: a plausible, sensible model of how the program will work under certain environmental conditions to solve identified problems (McLaughlin & Jordan 2004)
- A description of a project/ programme including both what it does or will do, but also what it wants to achieve (Campello 2006 ☺)

Usefulness of a logic model (1)

- **As a planning tool:**
  - **Creating a good logic model compels stakeholders to articulate clearly and logically and agree on what the project/ programme does and what it wants and can achieve.**
- **As a communication tool:**
  - **A good logic model will be able to communicate clearly what the project/ programme does and what it wants and can achieve to both insiders and outsiders.**

Usefulness of a logic model (2)

- **As a monitoring tool:**
  - **To monitor activities effectively, a clear description of what a project/ programme does (i.e. the activities) is necessary!**
- **As an evaluation tool:**
  - **Similarly, you need a clear understanding of the impact that you want to achieve through your activities to be able to assess whether you have achieved it or not (i.e. to evaluate).**

Elements of a logic model

- Goals
- Objectives
- Activities
- Resources (Inputs)

Goals & objectives

- They are both SITUATIONS that you want to ACHIEVE as a result of the activities of your project/ programme.
- They will be a description of something that has changed in the situation of your target group.

Goals

- Often projects/ programmes are too small or too limited in time/ scope to achieve certain aims.
- Still, the activities contribute to achieving these aims.
- These aims are a dream, a vision, a mission, a direction.
- We will call them 'Goals'.

Objectives

- Objectives are the aims that can be achieved by your project/ programme within its life/ scope.
- Make them SMART:
  - Specific:
    - Identify the target group;
  - Measurable;
  - Achievable;
  - Relevant:
    - To the substance abuse situation of the community;
  - Timebound.

Activities

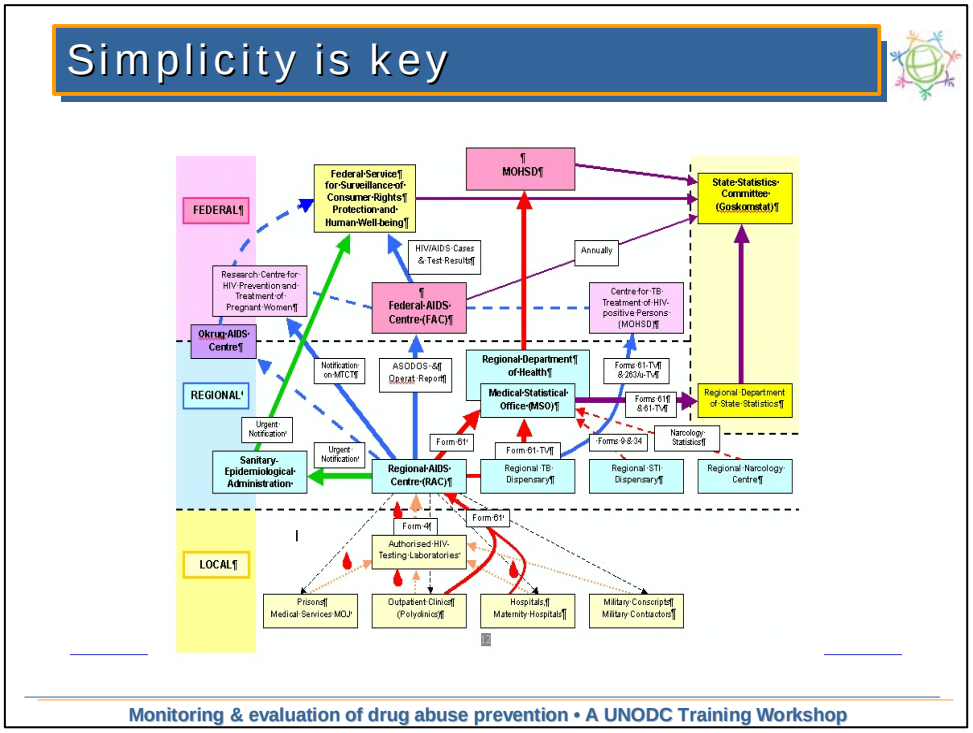
- Activities are what your project/ programme does.
- They should include:
  - The number and characteristics of people who will participate;
  - How many times each participant will be involved and over which period of time.

Inputs

- What is needed for your project/ programme to operate (i.e. to implement its activities)
  - Money
  - People to do the work
  - Facilities
  - Technical materials/ examples
  - Etc.

A good logic model is logical

- There appears to be enough resources to implement the activities.
- Activities are appropriate and of sufficient duration and intensity to achieve the objectives.
- Objectives are achievable within the lifetime of the project and/or the stated timeframe.
- It is clear that or how achieving the objectives will contribute to achieving the goals.



PLEASE NOTE!
This is an example of how a logic model should NOT look like!!!

5.2 • LOGIC MODEL SCRAMBLE

Children and youth will no longer live and/or work on the streets and they will no longer use drugs. They will have access to food, shelter, and education.

All children and youth in the community will increase their awareness of the harmful effects of drug use and will therefore be less likely to use them.

To provide vocational skills and job opportunities for young street children.

To provide safe shelter to young street children.

To provide opportunities to spend free time in a way that is fun, constructive and challenging.

To shape a culture that promotes a healthy lifestyle and discourages substance abuse.

To provide information about the health and social effects of substances.

4 Full Time Staff Members

10 Volunteers

Partnerships with schools and community programs.

Budget of $35,000

Conduct outreach in parks and plazas to recruit young people who would be interested in the program

Recruit no more than 25 youth.

Conduct an orientation. No drug use while in the program is tolerated.

Hire all youth as part-time employees and provide them with food and shelter.

Provide 3 trainings about the effects of drug use on the community.

Support children to go to schools, parks, community centers, government offices, etc. to hand out flyers for their show.

Recruit 100 children and adults per show. Give the performance created by the young people.

Conduct workshops on how to use theater as a tool for engaging the community in discussions about the impacts of drug use on them/us. Create improvisations on the topic. Children perform their lives and talk about all issues as they come up. Have children read plays and perform them. Teach children and youth how to write the play. Every day for 4 hours.

After performances have audience dialogue where they can ask questions of the actors and actresses. Facilitate candid dialogues about the subject.

All young people who stay in the program stop using drugs.

All young people who stay in the program are gainfully employed and have food and shelter.

All young people who attend the program use their time more constructively and have fun.

Increase the community's understanding of street children and their lives.

All young people in the program and at least 50% of the children in the community will increase their awareness of the harmful effects of drugs.

Increase the community's compassion for street children.

Children who remain in the program for at least 1 year will gain positive self-image.

Children who remain in the program will come to see themselves as having a value within the community.

Children who remain in the program will increase their literacy skills.

Children who remain in the program will never turn to drug use again.

Increase the number of individuals and businesses who are willing to support programs for street children.

5.3 • The Circus Theatre logic model

Goals	***Objectives***	***Activities***
Street children and youth will have the opportunity to leave the streets, become employed and employable. They will have access to food, shelter, and education. All children and youth in the community will increase their awareness of the harmful effects of drug use.	All young people who stay in the program stop using drugs. All young people who stay in the program are gainfully employed and have food and shelter. All young people who attend the program use their time more constructively and have fun. All young people in the program and at least 50% of the children in the community will increase their awareness of the harmful effects of drugs. Increase the community's understanding of street children and their lives. Increase the community's compassion for street children **Over Time** Children who remain in the program for at least 1 year will gain positive self-image. Children who remain in the program will come to see themselves as having a value within the community. Children who remain in the program will increase their literacy skills. Children who remain in the program will never turn to drug use again.	Conduct outreach in parks and plazas to recruit young people who would be interested in the program Recruit no more than 25 youth. Conduct an orientation. No drug use while in the program is tolerated. Hire all youth as part-time employees and provide them with food and shelter. Provide 3 trainings about the effects of drug use on the community. Conduct workshops on how to use theatre as a tool for engaging the community in discussions about the impacts of drug use on them/us. Every day for 4 hours. Create improvisations on the topic. Children perform their lives and talk about all issues as they come up. Have children read plays and perform them. Teach children and youth how to write the play. Support children to go to schools, parks, community centres, government offices, etc. to hand out flyers for their show. Recruit 100 children and adults per show. Give the performance created by the young people. After performances have audience ask questions of the actors and actresses. Facilitate candid dialogues about the subject.

Inputs/ Resources
4 full-time staff members 10 volunteers Partnerships with schools and community programs Budget of $35,000

6 • Find the best objective!

PREPARATION

**** Exercise sheet 6.1 Find the best objective: three copies per working group / one copy per pair***

**** Flip chart to note how appropriate participants think each objective is.***

This session makes reference to the following section(s) in the handbook:

- *Setting your objectives in chapter 6 A framework to plan monitoring and evaluation;*
- *Evaluating whether you have achieved your goal of preventing substance abuse and Evaluating whether you have achieved your objectives of addressing risk and protective factors in chapter 4 What should be monitored and evaluated?*

30 **Work in pairs > Find the best objective!**

- *Introduce the session:*
  - ✧ *In our experience, we have found that one of the most difficult things to do is to identify the right objectives for our activities.*
  - ✧ *This is very serious business because, remember, objectives are the situations that we want to achieve in our target group through our activities. They are the IMPACT that we want to achieve through our activities BY THE END OF THE PROJECT.*
  - ✧ *And when we want to evaluate, we want to evaluate whether we have achieved this impact. Whether we have achieved our objectives. How can we do this if we don't know what we wanted to achieve in the first place?*
  - ✧ *That is why we have decided to dedicate a small session only to the issue of setting objectives.*
- *Distribute exercise sheet 6.1 Find the best objective to the working groups or the pairs and go over the task as explained in the document. Give participants 10-15 minutes to complete the task.*

10 **Plenary > Find the best objective! feedback**

- *To make the feedback a bit less dry, make it noisy. One way could be to make it a "rain forest feedback". Have participants stand up and move around. Tell them you will call out the objectives and if they think that the objective is 'very appropriate', they should clap their hands (therefore making a sound like 'strong rain'), if they think that the objective is 'all right', they should snap their fingers (therefore making a sound like 'some rain') and if they think that the objective is 'not appropriate', they should rub hands one against the other (thus making a sound of 'very light rain'). Note on the flip chart the 'amount of rain' (i.e. the amount of approval) expressed by participants on each objective.*
- *You might want to go through all of the objectives once, summarise briefly, ask participants to think whether they are comfortable with the result, and then go through the objectives once more.*

20 **Plenary > Find the best objective! discussion**

- *On the basis of the 'amount of rain/ approval' as expressed by the group, lead a short discussion. Why did the group think that an objective was appropriate or not? Or more or less appropriate than another objective?*
- *Please refer to document 6.2 Notes on finding the best objective to guide the discussion and to the fact that objectives should be S.M.A.R.T.. In this respect, it should be noted that none of the objectives is really appropriate.*
- *Discussion should make particular reference to the fact that objectives should be achievable by the end of the activities. One very common mistake in drug abuse prevention is that we set ourselves objectives that cannot be achieved with the limited resources or timeframes of our projects.*
- *One way to solve this problem, which we recommend, is to set 'drug abuse prevention aims' as goals, not as objectives. Objectives will be expressed in terms of the risk and protective factors that we will address and change. We know that these risk and protective factors are linked to substance abuse. Therefore, if we say that we have changed a risk and protective factor, we can at least be in a position to say that we have CONTRIBUTED to reaching our goal of preventing drug abuse.*

6.1 • Notes on finding the best objective

Objective 1 • To prevent drug abuse among young people
*Although this objective is **R**elevant to the substance abuse situation of your target group, it is not appropriate.*

*Firstly, it is not **S**pecific: which young people? of which age? where? Secondly, it might be **M**easurable, but not easily (assessing prevalence and/or initiation rate is not easy!). Above all, it is not **A**chievable.*

Sports activities have not been shown to lead to less substance abuse if they are not accompanied by activities promoting health and respect for the game. Even assuming that people will read and retain the information included in the leaflets (which is by no means certain), an increase in information has NOT been shown to lead to less substance abuse.

Thus, the activities planned are not enough to achieve less use or initiation of use, even only among the young people that participate in the tournament as players or among the spectators.

*Finally, one might assume that the **T**imeframe of the objective is 'by the end of the project', but this, or another timeframe, is not stated explicitly.*

Objective 2 • To organise a football tournament and a volleyball tournament for 150 youth to spend their time constructively
This objective is not appropriate, because it is not really an objective. It is an activity, although it is true that 'to spend their time constructively' could be considered the 'beginning of an objective', which could (and should!) be improved.

Objective 3 • Youth spend their free time in an exciting and constructive way
*This objective is appropriate in the sense that, if it is taken to refer to youth participating in the tournament as players (i.e. if it were to be made more **S**pecific), it is **A**chievable and **R**elevant. It is clearly **A**chievable through the activities. It is **R**elevant because you have observed that young people smoke marijuana while chatting without much to do, therefore the objective would related to a risk factor that you have observed among your target group.*

*This objective should be improved by making it more **S**pecific, **M**easurable and **T**imebound. However, this is the only objective that closely fits the activities planned AND the risk factors observed in the target group (objective 4 is relevant to a risk factor, but it is not achievable). Moreover, it could be stated that achieving this objective would contribute to the (more long term) goal of preventing substance abuse among youth.*

Objective 4 • To raise the awareness of the youth of our community on the danger of using drugs

*This objective is not appropriate because most of the activities are not about awareness raising and therefore it is not really **A**chievable (see notes to objective 1).*

*However, it should be noted that this objective has good points. Firstly, it is a bit more **S**pecific than objectives 1, 2 and 3 as it mentions the 'youth of our community'. Secondly, it is **R**elevant, in that it does address a risk factor that has been observed among the target group (remember that you talked to the youth and they have this perception that smoking marijuana is not really harmful and that everybody is doing it). Unfortunately, unlike objective 2, it is not really achievable. Finally, it might be not so difficult to **M**easure, but needs to be made **T**imebound.*

Objective 5 • By the end of the project, the percentage of youth aged 14-16 in our community who admit to having smoked cannabis in the last month will have been halved.

*This objective is the only one that is truly **T**imebound ('by the end of the project'), **S**pecific ('youth aged 14-16 in our community') and **M**easurable. Note that it includes a very precise indicator which is relatively easy to measure: you will not only see if a specific group of young people will 'use less drugs', but whether they will 'admit to having smoked cannabis in the last month'. If the youth aged 14-16 in your community are not too difficult to access, this information might be collected through a relatively simple survey. However, and despite the fact that it is **R**elevant to the substance abuse situation in your target group, the objective is still not appropriate because, for the same reasons as discussed under objective 1, it is not **A**chievable.*

6.2 • Find the best objective

Pretend that ...
You are a small NGO working in substance abuse prevention.

You have noticed that the kids who sometimes smoke marijuana in the street of your neighbourhood spend a lot of time chatting without not much to do.

When you talk to them, it is obvious that they do not really think cannabis is such a harmful substance. Besides, they say, everybody smokes cannabis.

You have therefore decided to organise a football and a volleyball tournament that will last the entire year and at the tournament you will arrange for leaflets on the dangers of drugs to be distributed to the young people competing.

Now ...
Read the list of objectives below.

Decide whether you think each objective is 'very appropriate', 'all right' , or 'not appropriate' for your activities. Take careful note of the reasons why an objective is deemed more or less appropriate. We will discuss everything in plenary together.

Objective 1
To prevent drug abuse among young people.

Objective 2
To organise a football tournament and a volleyball tournament for 150 youth to spend their time constructively.

Objective 3
Youth spend their free time in an exciting and constructive way.

Objective 4
To raise the awareness of the youth of our community on the danger of using drugs.

Objective 5
By the end of the project, the percentage of youth aged 14-16 in our community who admit to having smoked cannabis in the last month will have been halved.

7 • End of day one

PREPARATION and MATERIALS

* ***Handouts and documents from previous sessions for reference: one copy per participant.***
* ***Flip chart with tasks for homework (optional, but recommended).***
* ***Handout table 7.1 Activities and resources of The programme of our community: one copy per participant***
* ***Table 7.2 Logic model: one copy per participant plus one additional copy of the second page per participant.***
* ***Handout table 7.3 Logic model of The programme of our community: one per participant.***
* ***Table 7.4 Monitoring methodology: one copy per participant plus one additional copy of the second page per participant.***
* ***Handout table 7.5 Monitoring methodology of The programme of our community: one copy per participant.***
* ***Questionnaire Feedback of participants on the sessions of day 1: one copy per participant.***
* ***Candies in 3 colours: one per participant in each colour.***
* ***Two bowls or equivalent where to collect the candies chosen by participants. Card in front of first bowl: how much did you learn today?. Card in front of second bowl: how much did you enjoy today? It also helps to prepare a card with one candy in each colour stuck to it, as well as what each colour/ candy means (candy in colour 1 = a lot!, etc.).***
* ***Flip chart with happy face and plenty of felt pens to write with, as well as flip chart with not so happy face.***
* ***Bowls and flip charts should be on a table by the door. It should be easy for participants to write on the flip charts.***

10 **Plenary > Set the homework**

- *Distribute the handouts and documents from the previous sessions for reference.*
- *Introduce the session that will be about setting homework (!) and giving feedback on this first day of workshop.*
- *Distribute all of the handouts and tables (7.1 to 7.5). Explain the tasks for homework, possibly referring to a flip chart that you will have prepared in advance and to the handouts:*

✧ *We would like to use this workshop as an opportunity for you to reflect on the monitoring and evaluation of your own programme, as well as to learn from each other.*

✧ *Both today and tomorrow, we will ask you to set aside some time in the evening to work on the logic model and the monitoring and evaluation methodology for your own programme.*

✧ *If there is more than one participant per programme/ organisation, you can work together. However, if you feel that you are from the same organisation but working on two different projects, you might choose to work on your own. In any case, it is totally up to you whether you want to work on your own or in small groups of people that you feel comfortable with. We would encourage you to work together, but if you do not feel like it, this*

is ok as well.

- ✧ *It is also up to you where you want to work. [If you want, you can come and work in this room, we have arranged for it to be available. I will be here, in case you have some questions or you would like some clarifications.]*
- ✧ *What we would like you to do is to continue to build your logic model on the basis of the activities that you started describing today. First, go through your list of activities and check that the description is clear and precise enough (show table 4.2 Programme description on which participants worked previously).*
- ✧ *This is an example of something that you might want to discuss with your fellow participants, as they might be able to tell you if things are clear and precise. We have also prepared an example of an imaginary programme for you to see a way in which activities can be described effectively (show handout table 7.1 Activities and resources for The programme of our community).*
- ✧ ***Second**, continue building your logic model by adding goals and objectives to your activities and resources. We have already started discussing how to set objectives and goals today. Tomorrow, we will discuss this topic further, particularly with regard to the logic behind goals and objectives. In the meantime, start thinking about it. Here's the form that you should use (show table 7.2 Logic model). You should put a summary of your activities and resources (as amended following your reflection on them) and then identify your objectives and goals. Again, we have filled in an example for you, we hope it might be of inspiration and assistance (show handout table 7.3 Logic model for The programme of our community).*
- ✧ ***Finally**, today we discussed how to monitor activities, so you can start developing your monitoring methodology. For each activity, identify what is the information that you should collect in order to monitor your activity effectively. You can also start and identify HOW you will collect the information, the data collection methods. Here's the form that you should use for this part of the exercise (show table 7.4 Monitoring methodology). As in the case of the activities, we have tried to fill this in ourselves for the imaginary 'programme of our community'. See if this can be of help and inspiration, together with your notes from the day and the help of your fellow participants (show handout table 7.5 Monitoring methodology for The programme of our community).*

- *Ask if there are any questions or comments and address them.*

20 Plenary > Feedback on the day

- *Distribute questionnaire Feedback of participants on the sessions of day 1 and ask participants to fill them in individually and give them back to you.*
- *Remind participants that their feedback is very much welcome, both as a form of monitoring of the training and as an opportunity to learn and to improve the workshop for future occasions.*
- *Remind participants that the forms are anonymous. We are only interested in their feedback as a group.*
- *Tell participants that, as a form of more informal feedback, after they have handed in the questionnaire, they should do the candy survey.*
- *Explain the candy survey:*
- ✧ *I have put here three packets of candies. Colour 1, colour 2 and colour 3.*
- ✧ *Here I have put two bowls and in front of each bowl there is a question.*
- ✧ *If you think that the answer to the question is "a lot!", please put in the bowl a candy of colour 1.*
- ✧ *If you think that the answer to the question is "so-so", "mmmh … ok, I guess", or "well, fine but could be better", please put in the bowl a candy of colour 2.*
- ✧ *Finally, if you think that the answer to the question is "very little" or "not at all!", please put in the bowl a candy of colour 3.*
- ✧ *Next to the bowls there is a flip chart with a happy face. Please write here one good thing about today. A word is enough!!! A drawing is also fine!!! I will be on this side of the room, so no worries! Your fellow participants might see you, but not me!!!*
- ✧ *There is also a flip chart with a not so happy face … Please write here one not so good thing about today.*
- *Collect the feedback forms, reminding participants about the candy survey.*

Feedback of the facilitators

- *Please fill in the questionnaire Feedback of facilitators on the sessions of day 1 either while participants are filling their own feedback questionnaire, or in the evening, while your feelings and impressions from the day are still fresh.*

7.1 • Activities and resources

NAME OF PROGRAMME: The programme of our community

Activities	***For whom (age, gender, ethnicity etc)***	***Reaching how many people?***	***For how long / how often?***	***With what resources (costs / staff / equipment, etc)?***
1. Train trainers on how to conduct family skills training.	*Teachers/ social workers/ youth workers from our community, possible half men/ half women and representing all ethnic backgrounds.*	*10 (2 per 5 communities we work with).*	*3 weekends sessions (2 days each).*	*Transportation, food, accommodation, per diem for participants and for trainer. Fee for trainer. Stationery/ materials for the sessions. Coordinator to arrange everything.*
2. Each pair of trainers organises and facilitates the family skills training.	*15 families of youth ages 11-13 in our community per pair of trainers.*	*45 (15 per 5 communities we work with) families*	• 20 1.5-hour sessions for families (once a week). • 1 meal every two weeks for the duration of the training (total 10 meals).	*Transportation, refreshments and child care for participants and trainers. Fee for trainer. Stationery/ materials for the sessions. Food and cooking for the meals.*

Activities	***For whom (age, gender, ethnicity etc)***	***Reaching how many people?***	***For how long / how often?***	***With what resources (costs / staff / equipment, etc)?***
3. Organise 3 kinds of artistic activities and 3 kinds of sport activities in the youth centre of our community (ask youth before, but probably: salsa, drama, choir singing football, volleyball and handball).	*Youth aged 11-13 in our community.*	*60-120 youth (10-20 youth per activity) per session. Sessions are open: youth could be the same at each session, but don't have to; youth can attend more than one activity.*	*Each activity organises a two-hour session once a week.*	*Transportation and small fee for youth worker. Sound equipment. Copies of music. Balls for football, volleyball and handball. Volleyball net. (Youth centre already has fields with goals). Youth centre coordinator to organise.*
4. Train youth workers of the youth centre/ sport coaches of school on how to insert health promoting messages in their artistic/ sport sessions.	*Youth workers of the youth centre and sport coaches of youth aged 11-13 of the school of our community.*	*6 youth workers and 7 sport coaches.*	*2 weekends sessions (2 days each).*	*Transportation, food, accommodation, per diem for participants and for trainer. Fee for trainer. Stationery/ materials for the sessions. Project coordinator to arrange.*

Activities	***For whom (age, gender, ethnicity etc)***	***Reaching how many people?***	***For how long / how often?***	***With what resources (costs / staff / equipment, etc)?***
5. Youth workers/ sport coaches to insert health promoting messages in their sport training.	*Youth attending activities in the youth centre of our community. Youth aged 11-13 of the school of our community.*	*60-120 (10-20 youth per session of 6 activities) per week plus approximately 140 youth aged 11-13 of the school of our community.*	*One 15-minute session every other session (i.e. once every two weeks) for at least of 15 sessions (7-8 months).*	*Small fee for youth worker/ coach. Stationery/ materials for the sessions. Project coordinator to monitor and support.*
6. Organise a café in the youth centre of our community selling soft drinks and snacks at subsidised price and including access to internet.	*Youth dropping in the youth centre.*	*20 youth per afternoon (access is open).*	*Every day in the afternoon.*	*Youth centre coordinator to organise. Small fee for volunteers working in the café. Supplies of soft drinks and snacks. Internet access. 5 computers. 20% of the expenses of the café to be covered by prices.*
7. Produce and distribute 1 leaflet (3,000 copies) and 1 set including 3 posters (50 copies) to explain youth the dangers of tobacco, alcohol and other drugs.	*Youth aged 11-13 in our community.*	• 3,000 people (at least one person per leaflet). • 5,000 people (at least 100 people per set of posters).	-	*Project coordinator to organise. Designer. Group of youth to discuss and test design and messages. Printing costs. Volunteers to bring the leaflets and posters around.*

7.2 • Logic model

NAME OF PROGRAMME:

FIRST, copy activities and resources from the "Activities and Resources" table that you filled in earlier.
THEN, for each group of activities, identify objective(s). Please feel free to re-draw lines as you feel appropriate!!!
FINALLY, identify the overarching goal(s) for your entire programme.

Goal(s)

Objectives	***Activities***	***Resources***
1.		
2.		

Objectives	***Activities***	***Resources***
3.		

7.3 • Logic model

NAME OF PROGRAMME: The programme of our community

Goal(s)

More 11-13 year old children of our community do not start using tobacco, alcohol and other drugs or start later.

Objectives	***Activities***	***Resources***
1. - Families of 11-13 years old children in our programme are better able to care for them.	*1.1 - Train trainers on how to conduct family skills training. 5 pairs of trainers (total 10 trainers). 3 weekend sessions (2 days each).*	*Transportation, food, accommodation, per diem for participants and for trainer. Fee for trainer. Stationery/ materials for the sessions. Coordinator to arrange everything.*
	1.2 - Each pair of trainers organises and facilitates the family skills training. 15 families per pair of trainers (total 45 families). First round of 10 weekly sessions for parents and 5 weekly sessions for children; second round of 5 weekly sessions for families; and 10 meals for all families (one every two weeks).	*Transportation, refreshments and child care for participants and trainers. Fee for trainer. Stationery/ materials for the sessions.*
2. - 11-13 years old children in our youth centre practice sport in a health promoting way.	*2.1 - Organise 3 kinds of artistic activities and 3 kinds of sport activities in the youth centre of our community targeting a total of 60-120 youth aged 11-13 per 2-hour session.*	*Transportation and small fee for youth worker. Sound equipment. Copies of music. Balls for football, volleyball and handball. Volleyball net. (Youth centre already has fields with goals). Youth centre coordinator to organise.*
	2.2 - Train the 6 youth workers of the youth centre and 7 sport coaches of the school on how to insert health promoting messages in their artistic/ sport sessions.	*Transportation, food, accommodation, per diem for participants and for trainer. Fee for trainer. Stationery/ materials for the sessions. Project coordinator to arrange.*

Objectives	***Activities***	***Resources***
	2.3 - Youth workers/ sport coaches to insert health promoting messages in their sport training.	*Small fee for youth worker/ coach. Stationery/ materials for the sessions. Project coordinator to monitor and support.*
	2.4 - Organise a café in the youth centre of our community selling soft drinks and snacks at subsidised price and including access to internet.	*Youth centre coordinator to organise. Small fee for volunteers working in the café. Supplies of soft drinks and snacks. Internet access. 5 computers. 20% of the expenses of the café to be covered by prices.*
3. – 11-13 years old children of our community will have better information about the dangers of tobacco, alcohol and other drugs.	*3.1 - Produce and distribute 1 leaflet (3,000 copies) and 1 set including 3 posters (50 copies) to explain to 11-13 years old children the dangers of tobacco, alcohol and other drugs.*	*Project coordinator to organise. Designer. Group of youth to discuss and test design and messages. Printing costs. Volunteers to bring the leaflets and posters around.*

7.4 • Monitoring methodology

NAME OF PROGAMME:

Activities	*Monitoring Information*	*Monitoring Methods*

Activities	***Monitoring Information***	***Monitoring Methods***

7.5 • Monitoring methodology

NAME OF PROGRAMME: The programme of our community

Objective(s)	***Indicator(s)***	***Sources of information and data collection methods***
1. Train trainers on how to conduct family skills training.	*Name, age, gender, main characteristics of trainees at each session.*	• Attendance record.
	Basic information acquired at training.	• Pre- and post- training test.
	Feedback on the training.	• Feedback form for participants. • Feedback form for trainers, including brief feedback on each session accomplished.
2. Each pair of trainers organises and facilitates the family skills training.	*Name, age, gender, main characteristics of trainees at each session.*	• Attendance record.
	Training content provided as per plan.	• Feedback form for trainers, including brief feedback on each session accomplished. • Feedback meetings of all trainers every two weeks to discuss implementation. • Ad-hoc monitoring visits by Project Coordinator.
	Feedback on the training.	• Feedback form for participants at the end of the family skills training.
3. Organise 3 kinds of artistic activities and 3 kinds of sport activities in the youth centre of our community (ask youth before, but probably: salsa, drama, choir singing football, volleyball and handball).	*Number and gender of youth participating in the activities.*	• Youth worker to record the number of boys and the number of girls present at each session.
	Quality of activities.	• Youth continues to attend activities (see above). • Feedback meetings of all youth workers every two weeks to discuss implementation. • Ad-hoc monitoring visits by Project Coordinator.

4. Train youth workers of the youth centre/ sport coaches of school on how to insert health promoting messages in their artistic/ sport sessions.	*Name, age, gender, main characteristics of trainees at each session.*	• Attendance record.
	Basic information acquired at training.	• Pre- and post- training test.
	Feedback on the training.	• Feedback form for participants. • Feedback form for trainers, including brief feedback on each session accomplished.
5. Youth workers/ sport coaches to insert health promoting messages in their sport training.	*Number and gender of youth participating in the activities.*	• Youth worker to record the number of boys and the number of girls present at each session.
	Quality of activities.	• Youth worker to record the content of the health promoting activity undertaken. • Feedback meetings of all youth workers every two weeks to discuss implementation. • Ad-hoc monitoring visits by Project Coordinator.
6. Organise a café in the youth centre of our community selling soft drinks and snacks at subsidised price and including access to internet.	*Number of people using the café.*	• Volunteers working at the café record estimated number of people present during the shift.
	Number, gender and age of youth using the computers.	• Log-in book.
7. Produce and distribute 1 leaflet (3,000 copies) and 1 set including 3 posters (50 copies) to explain to youth the dangers of tobacco, alcohol and other drugs.	*Number of leaflets and posters distributed.*	• Project records. • Volunteers that distributed the leaflets/ posters follow up with the locations to see whether leaflets/ posters have been put on display/ distributed.

Feedback of participants on the sessions of day 1

Session 1 • Introductions

This is the session when we introduced each other and we discussed expectations, fears and the programme for the workshop.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestion on how this session could be improved, please write them below!

Session 2 • Evaluation icebreakers

This is the sessions when we did the 'human surveys' on how much you love and how much you feel you understand monitoring and evaluation.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestion on how this session could be improved, please write them below!

Session 3 • Introduction to evaluation

This is the session in which we discussed basic definitions (what is the first thing that you think when I say …) and we applied them to different scenarios.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestion on how this session could be improved, please write them below!

Session 4 • Describing and monitoring your programme

This is the session in which you wrote up the activities of your programme and we discussed how to monitor some of them.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestion on how this session could be improved, please write them below!

Session 5 • The logic model

This is the session where we discussed the main elements of a logic model, we put in order a scrambled logic model and we critiqued three logic models.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestion on how this session could be improved, please write them below!

Feedback of facilitators on the sessions of day 1

Session 1 • Introductions

1. Did you manage to cover all the components of this session as planned?

Participants introducing each other	❑	*Yes*	❑	*No*
Introducing yourself (optional)	❑	*Yes*	❑	*No*
Expectations and fears	❑	*Yes*	❑	*No*
Presentation and discussion of the programme	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 2 • Evaluation Icebreakers

1. Did you manage to cover all the components of this session as planned?

Human survey "love/hate"	❑	*Yes*	❑	*No*
Human survey "experience"	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 3 • Introduction to monitoring and evaluation

1. Did you manage to cover all the components of this session as planned?

Brainstorming on "monitoring"	❑	*Yes*	❑	*No*
Brainstorming on "evaluation"	❑	*Yes*	❑	*No*
Brainstorming on "research"	❑	*Yes*	❑	*No*
Monitoring & evaluation scenarios	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 4 • Describing and monitoring your programme

1. Did you manage to cover all the components of this session as planned?

Describe your programme	❑	*Yes*	❑	*No*
Share your programme with each other	❑	*Yes*	❑	*No*
Monitoring questions	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 5 • The logic model

1. Did you manage to cover all the components of this session as planned?

Presentation on definitions	❑	*Yes*	❑	*No*
Logic model scramble	❑	*Yes*	❑	*No*
Logic model critique	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 6 • Feedback on the day

1. Did you manage to cover all the components of this session as planned?

Feedback form	❑	*Yes*	❑	*No*
Candy survey and feedback flipcharts	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

8 • Assumptions

PREPARATION

* ***Exercise sheet 8.1 Football For All logic model: three copies per group.***
* ***Exercise sheet 8.2 Find assumptions: three copies per group.***
* ***Flip chart with the tasks for the group work as described in 8.2 Find assumptions (optional).***
* ***Exercise sheet 8.4 Review of assumptions: one copy per participant.***
* ***Sets of colourful dots: 1 set per pair of participants (6 dots in colour A, 6 dots in colour B, 6 dots in colour C) plus some spare. If it is not possible or too expensive to find the dots, this can be substituted by beans of different colour (in which case the flip chart will need to be set up on the floor). Another way is to ask participants to write on the flip charts different numbers of Xs (or little stars or beans of the same colour, see below for an example). In this case, calculate in advance the ranges to convert the number of Xs/ little stars/ beans into an aggregated score: from 0 to a (where a is 1 times the number of pairs) the aggregated score will be translated into "LITTLE"; from a+1 to b (where b is equal to 2 times the number of pairs) the aggregated score will be translated into "SOME"; and, from b+1 to c (where c is equal to 3 times the number of pairs) the aggregated score will be translated as "A LOT".***
* ***Flipchart for participants to score the assumptions.***
* ***Flipchart with the key that participants should use to score the assumptions, i.e. the explanations of how to use the dots/ Xs/ little stars/ beans to score.***
* ***Document 8.3 Suggested assumptions: one copy per participant to be distributed at the end of the day for reference (optional).***
* ***Handout 8.5 Very general overview of assumptions: one copy per participant to be distributed at the end of the day for reference.***

Plenary > Introduction to the day

- *Take some 20 minutes at the beginning of the day to recap what has been done the day before and summarise the work for the day ahead.*
- *Use also this opportunity to say a few words on the general feeling from the day before based on the candy survey and the flip charts (and even the feedback forms, if you have had a chance to go through them already) and address any issues that might have arisen.*

20 **Group work > Find assumptions**

- *Introduce the session*
  - ✧ *When we look at the logic model there are assumptions between every level.*
  - ✧ *For example, we 'assume' that certain resources will be necessary and enough to implement certain activities.*
  - ✧ *More importantly, and more theoretically, we 'assume' that, by implementing certain activities in a certain way, we will achieve certain objectives.*
  - ✧ *Finally, we assume that by achieving certain objectives we are contributing to achieving certain goals in the future.*
  - ✧ *All of these assumptions taken together are sometimes called 'theory of change'.*
  - ✧ *In this session, we want to take a good look at assumptions, particularly those between activities and objectives, and objectives and goals.*
  - ✧ *Why? Well, another way to look at assumptions is to think about them as the links between the different components of a logic model. Yesterday we discussed briefly about what makes a logic model a good logic model. We said that, among other things, in a good logic model the links between resources, activities, objectives and goals are 'clearly logical'. Discussing assumptions is a way to discuss whether links are 'clearly logical' or not.*
- *Set the work for the group, referring to an example flipchart (optional):*
  - ✧ *Look at the logic model called 'Football for all' and find as many assumptions as you can.*
  - ✧ *For each assumption, indicate whether you think this is a reasonable assumption or not and the reason why. On what are you basing your decision? You have 15 minutes.*

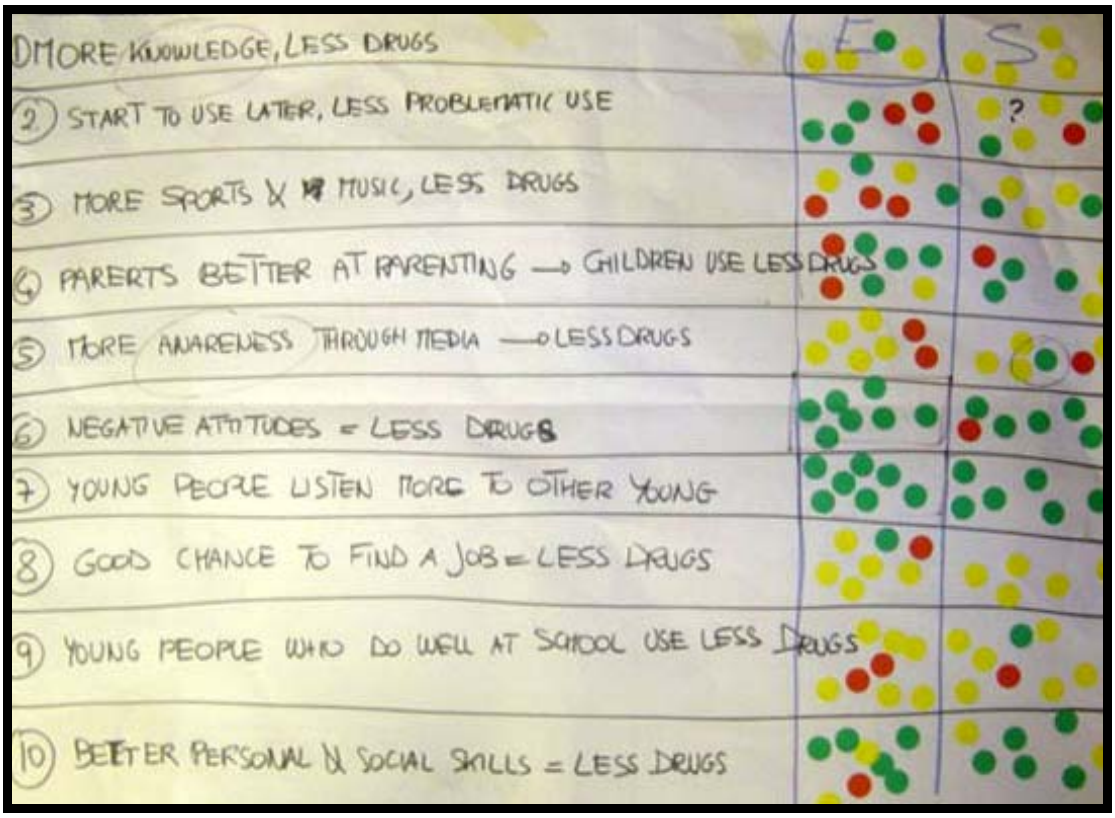
40 **Plenary > Round of feedback and discussion**

- *Make a round of feedback for each level. The point of the exercise is that participants understand the concept of 'link' or 'assumption', it is not so important to be precise. Refer to the handout for possible answers.*
- *The other point that should be stressed is that assumptions should be based on evidence as far as possible. Evidence includes past personal experience, of course. However, it should above all include the results of research and evaluation in our own and other projects. This is an additional reason why evaluation is very important. To contribute to the body of knowledge in prevention about the kind of assumptions that work and those that don't.*

30 **Work in pairs > Rate assumptions**

-
- *Ask participants to pair up with somebody they have not been working before.*
- *Introduce this part of the session.*
- ✧ *This part of the session is about discussing some of the most commonly held assumptions in drug abuse prevention. Are they really valid? Is the evidence really there?*
- ✧ *For example, many programmes have as an objective to raise the awareness of participants because they ASSUME that by raising awareness, less people will start using drugs? Is this really true? Is there solid research that this is true or not?*
- ✧ *We will look at 10 commonly held assumptions in our work and we will discuss whether they are valid or not and whether the evidence on which we base this judgement is strong or not.*
- ✧ *In a sense, this is a small 'overview of best practice in prevention'. Unfortunately, we will not have much time to in depth on each issue that we will raise.*
- ✧ *What we would like to do is to bring to your attention where evidence, experience and the results of research become important with regard to developing your logic model so that it can bring your results THAT YOU CAN EVALUATE!*
- ✧ *The important thing to understand here is how crucial it is to always be aware of which ASSUMPTIONS you base your logic model on and of whether these assumptions are backed by evidence or not.*

- *Explain the exercise:*
- ✧ *Go through a list of 10 common assumptions and rate the EXTENT TO WHICH each assumption HOLDS TRUE and then rate HOW MUCH EVIDENCE there is that the assumption holds true or not.*
- ✧ *For each of these two questions, decide whether the answer is 'A LOT', 'SOME' or 'LITTLE'.*
- ✧ *Once you have finished, please come and transfer your answers on this flip chart. If you think that the answer to the question is 'A LOT', put here a dot of colour A (or 'put three Xs/ little stars/ beans') if you think that the answer to the question is 'SOME', put here a dot of colour B (or 'put two Xs/ little stars/ beans', and if you think that the answer to the question is 'LITTLE', put here a dot of colour C (or 'put one X/ little star/ bean') [demonstrate one example].*
- *At the end of the exercise, the table on the flipchart should look like something along these lines. Note the separate columns for "What does the evidence says?" (E) and for "How strong is the evidence?" (S).*
-



30 Plenary > Assumptions rated according to the evidence

- *If you have used the method of scoring with the number of Xs/ little stars/ beans, count the numbers of Xs/ little stars/ beans, and convert the total number of Xs/ little stars/ beans into an aggregated A LOT/ SOME/ LITTLE score as explained above.*
- *Go through the results quickly referring to handout 8.5 Very general overview of assumptions. Discuss shortly, especially if results differ widely from those provided in the handout. There might be strong disagreements of the participants with the results that you propose. Highlight the fact that these are results on the basis of international academic research (i.e. studies and evaluations applying scientific standards). It is entirely possible that what has been shown to work by international research might not work in your conditions and according to your experience. That CAN happen. However, this is one more reason to systematically evaluate your programme to show that in fact it is effective.*
- *Moreover, as we have seen, sometimes the evidence is not even that strong. One reason more to evaluate!!!*
- *Wrap up the session, highlighting again the importance of being aware of the assumptions on which we base our programmes, and to try and use assumptions that are based on evidence. Sometimes, the link between activities and the achievement of objectives seems intuitive to us, but actually, if we look at the scientific evidence this link does not hold true (e.g. provide information on its own does not achieve the prevention of the initiation of drug use). That is why the link should be based on scientific evidence!*
- *The discussion of this session is not covered in the handbook as it pertains more to planning prevention, rather than monitoring and evaluating prevention. However, any good review of risk and protective factors for drug abuse, as well as of effectiveness of drug abuse prevention activities would be relevant. Moreover, this is very much a moving body of knowledge as research results change the picture all the time! We try and put up to date references on our website* ***www.unodc.org/youthnet****.*

8.1 • Football For All logic model

Goals	***Objectives***	***Activities***
By the end of the project, the number of young people starting to use substances in our community will have decreased	All young people who attend the program at least 80% of the year will increase their awareness of the harmful effects of drug use. All young people who attend the program will have their time more constructively and will have fun. All young people who attend the program at least 75% of the year will come to understand the importance of teamwork. At least 50% of young people within the community will increase their awareness of the harmful effects of drugs.	Outreach/recruitment with all schools in the community (5) Outreach/recruitment with all community groups in the community (26) Recruit 50 children (ages 9-12. 25 girls and 25 boys) per year for the program Create a girls team and a boys team. Conduct 5 separate trainings about the health and social effects of substance abuse. Conduct workshops with children about sports and healthy life styles. Have 2 separate (one for boys and one for girls) football trainings 3 days per week for 3 hours. During all trainings the coach will talk about the importance of teamwork in both sports and life. Have 10 games throughout the season. During games hand out flyers about the health and social effects of substances.

Inputs/ Resources
5 Part Time Staff Members 3 Volunteers Use of the School Field 3 days per week. Partnership with school Budget of $10,000 Football equipment Materials about the harmful effects of drug use.

8.2 • Find assumptions

Assumptions between goals and objectives

Assumptions	*How strong / reasonable / reali*	*On which basis, do you make t assumption?*

Assumptions between objectives and activities

Assumptions	*How strong / reasonable / reali*	*On which basis, do you make t assumption?*

Assumptions between activities and resources (inputs)

Assumptions	*How strong / reasonable / reali*	*On which basis, do you make t assumption?*

8.3 • Suggested assumptions

Assumptions
Strength
How strong/ reasonable/ realistic is the assumption?
Basis
On which basis, do you make this assessment of the assumption?

Assumptions between goals and objectives

Assumptions	***Strength***	***Basis***
People with increased awareness of the harmful effects of drug use are less likely to start using drugs.	*Not so much.*	*International research.*
Young people who spend their time more constructively and have fun are less likely to start using drugs.	*Not so much.*	*International research.*
Young people who understand the importance of teamwork are less likely to start using drugs.	*Very little. Young people who have good personal and social skills, including team work, are less likely to start using drugs. However, being aware of the importance of team work is not the same as the being able to work in teams. Moreover, this is only one of many personal and social skills.*	*International research.*

Assumptions between objectives and activities

Assumptions	***Strength***	***Basis***
The planned trainings and workshops will raise the awareness of participants about the harmful effects of drug use.	*Strong, especially if it is meant that each participant will attend the series of workshops.*	*International research.*
Sport is a fun and constructive way for young people to spend their time.	*Yes, because these sport training sessions will be complemented by sessions on the importance of teamwork, therefore the emphasis is not only on the competition.*	*International research.*

Assumptions	***Strength***	***Basis***
Young people who are interested in football will be interested in drug awareness.	*Fairly strong. Although you cannot assume that whoever is interested in sports will be interested in drug awareness, sport has been used successfully to reach young people that would not have been reached otherwise.*	*Experience sharing with NGOs in 8 countries in Southeast Asia, Belarus & Russia, and Southern Africa.*
Audience members will read materials about the harmful impacts of drugs either during games or after and their awareness will be raised.	*Fairly weak. One-off distribution of information leaflets has not been shown to substantially increase the information awareness level of readers, although it can make a contribution of course.*	*International research and past experience.*

Assumptions between activities and resources (inputs)

The general assumption here is that human and material resources will be enough to undertake the activities as planned.

The plan does not link resources to specific activities, so it is a bit difficult to say. However, from past experience (this would be "the basis"), it could be noted that:

- *Unless the school has two fields, or the football trainings for boys and girls follow each other, you would need the school field 6 days a week, not only 3 days a week.*
- *It is not clear who would provide the fields for the matches. Who would the teams play against? Is this part of a tournament? Are there costs associated with participation?*
- *If the games are among the team members themselves, how likely are they to attract enough people to be sensitized?*

8.4 • Review of assumptions

1. Please rate WHETHER THE ASSUMPTION IS VALID or not: to which extent does each assumption hold true?
Please choose among the following categories: "A LOT", "SOME", "LITTLE".

2. Please rate HOW STRONG IS THE EVIDENCE that the assumption holds true or not.
Please choose among the same three categories.

Assumption	***Validity of the assumption***	***Strength of the evidence***
1. People who know about the negative health and social consequences of drugs are less likely to use them.		
2. People who start to use substances later are less likely to become dependent drug users.		
3. Young people who spend their time playing music or sport are less likely to use drugs.		
4. If parents are better able to parent their children, their children are less likely to use drugs.		
5. Raising awareness through media campaigns will result in a change in the substance abuse prevalence.		
6. Young people who have a negative attitude towards drug abuse (who perceive drug abuse as harmful or averse to 'risk taking') are less likely to use drugs.		
7. Young people will listen more to other young people.		
8. Young people who have a good chance to find employment are less likely to use drugs.		
9. Young people who do well at school are less likely to do drugs.		
10. Young people who have better personal and social skills are less likely to use drugs.		

8.5 • Very general overview of assumptions

Assumption	***Validity of the assumption***	***Strength of the evidence***	***Comments***
1. People who know about the negative health and social consequences of drugs are less likely to use them.	☹ ***LITTLE***	☺ ***A LOT***	*Programmes that only provide information about the negative effects of drugs have been shown to increase the knowledge of young people about drugs. The evidence on whether they change attitudes is very mixed. However, they have not been shown to prevent drug use. The evidence base is strong.*
2. People who start to use substances later are less likely to become dependent drug users.	☺ ***A LOT***	☺ ***A LOT***	*There is strong evidence that the earlier young people start to use substances, the more likely they are to become dependent or injecting drug users.*
3. Young people who spend their time playing music or sport are less likely to use drugs.	😐 ***SOME***	☹ ***LITTLE***	*Although this sounds self-evident, there are plenty of examples of substance abuse in the musical/ entertainment/ sport world (including the use of performance enhancing substances ('doping')). There is actually little rigorous research on the effectiveness of so-called alternative activities for drug abuse prevention. The little research that exists shows that alternative activities are best effective when they are implemented in a way that promotes health (e.g. in sports: respect yourself, the team and the game). There are also indications that they are more effective if implemented intensively targeting particularly vulnerable groups. A more appropriate assumption could be: Young people who spend their free time in health promoting activities are less likely to use drugs.*
4. If parents are better able to parent their children, their children are less likely to use drugs.	☺ ***A LOT***	☺ ***A LOT***	*There is good evidence that programmes on parenting skills for families with even very young children have an effect in terms of drug use and crime involvement later in adolescents.*

Assumption	Validity of the assumption	Strength of the evidence	Comments
5. Raising awareness through media campaigns will result in a change in the substance abuse prevalence.	☹ **LITTLE**	☺ **A LOT**	*See the comments on the assumption on interventions based on the provision of intervention.*
6. Young people who have a negative attitude towards drug abuse are less likely to use drugs.	☺ **A LOT**	☺ **A LOT**	*The evidence is strong.*
7. Young people will listen more to other young people.	😐 **SOME**	😐 **SOME**	*The evidence is not as strong as one would like. Moreover, the strength of the statement itself will vary a lot with the age of the target group (the older the truer).*
8. Young people who have a good chance to find employment are less likely to use drugs.	😐 **SOME**	☹ **LITTLE**	*There is hardly any evidence of this. In fact, drug abuse is prevalent among all economic categories, although patterns might be different. It could be argued that this might be truer among lower socio-economic groups.*
9. Young people who do well at school are less likely to do drugs.	☺ **A LOT**	☺ **A LOT**	*The evidence is strong.*
10. Young people who have better personal and social skills are less likely to use drugs.	😐 **SOME**	😐 **SOME**	*The evidence is not as strong as one would like. In fact some personal and social skills, such as self-esteem, have been linked to higher prevalence of substance abuse. However, drug education programmes have been shown to be effective only if they include the provision of the personal and social skills that are necessary to a young person to deal with situations in which they might be at risk of using drugs.*

Please see ***www.unodc.org/youthnet*** *if you want to know more on these issues.*

9 • Sharing logic models

PREPARATION and MATERIALS

* ***Table 6.2 Logic model: a few spare copies.***
* ***Flip chart with the sharing and feedback sequence (optional)***
* ***Something to make a huge noise with to alert participants that they need to start the next activity in the sharing and feedback sequence.***

10 **Work by programme > Finalising logic model**

- *Introduce the session:*
  - ✧ *You have started to write the logic model of your programme, it is time to get some feedback about it.*
  - ✧ *We have been discussing what are the important elements of a logic model … do you remember the presentation yesterday? we have discussed more in depth how to identify objectives. Today we have gone even more in depth and discussed why it is important to be aware of the assumptions on which we base our logic model, and how it is important that they are based on experience and on evidence.*
  - ✧ *In this exercise, you will have a little bit of time to finalise your logic model, and then you will have some time to share your logic model with one participant and give feedback to each other.*
- *Give participants 15-20 minutes to review the logic model that they have been working on as homework and to finalise it. Refer to table 6.2 Logic model. They should have been working on the Monitoring Plan as well, but tell them we will use that material in the third day. Have some spare copies of the table 6.2 Logic model.*
- *Participants will need to be ready to present their logic model to another participant, and they will have 10 minutes to present the entire logic model. If more than one person has been working on the same logic model because they belong to the same organisation, they will need to present together. Participants will also need to be ready to listen to the presentation of the logic model of the other participant on the basis of the 'Checklist of the good logic model'. The Checklist is based on the work we have already done, so nothing in it should prove strange or difficult. However, it would be a good idea if, in the 15-20 minutes of preparation, participants also read the Checklist so as to be ready to provide feedback when needed.*

60 **Work in pairs by programme > Sharing of logic model**

- *Ask each participant (or group of participants that worked on another logic model) to pair up with another participant (or group of participants) he/she has not worked with before.*
- *Explain the sequence of the sharing of the logic models and of the provision of feedback. You might want to refer to a flip chart that you will have prepared in advance.*
- *The first activity is to share the logic model. Each participant(s) has 10-15 minutes to present it to its partner participant(s). While one participant(s) is presenting, the partner participant(s) takes notes: Is there something unclear? Is the logic model good according to the checklist?*
- *Check once more that everybody has the checklist handy.*
- *Stress that you will let them know when it is time to change from one participant(s) sharing his/her logic model to the second participant by making a huge noise [demonstrate].*
- *After BOTH participants have shared their logic model with each other, it is time for feedback. Again, you will let them know by making the huge noise [demonstrate!].*
- *In the feedback part of the session, each participant(s) has 10 minutes to ask questions of clarification and/or provide feedback on the basis of the logic model checklist to his/her partner participant(s).*
- ✧ *This should be a non-critical/non-threatening activity. The purpose is to help your partner(s). Build on what you hear, do not criticize it immediately. You need to help your partner to make his/her logical model as clear as possible, and as strong as possible in terms of the strengths of the links.*
- *Stress that you will let them know when it is time to change from one participant(s) giving feedback to the second participant(s) by making a huge noise [demonstrate].*

20 **Plenary > Short general debriefing session**

- *Back to plenary, have a short debriefing session. Some possible questions:*
- ✧ *How did it go?*
- ✧ *Did people have problems in providing or receiving feedback?*
- ✧ *What did people learn by looking at one another's logic models?*
- ✧ *What were some of the challenges people had in their logic models?*
- ✧ *What were some of the questions that were asked about the logic models? How were these resolved?*
- ✧ *Were there questions about the objectives? What were they? How were they solved?*
- ✧ *Were there any questions about the level or intensity of an activity? In other words, did people think that the length of time that someone was in the program, and/or the length of the training/workshop would lead to the types of objectives outlined?*

9.1 • Logic model checklist

1. Does the logic model communicate what is to be done and how it is expected to help participants?

1.1 Is it clear how many people will be involved in the activities?

1.2 Is it also clear what their characteristics are?

1.3 Is it also clear how often and for how long they will be involved in the activities?

1.4 Are objectives really objectives (i.e. a description of a situation that the project/ programme wants to achieve among a target group) and not activities?

2. Does the logic model seem logical?

2.1 Does the number of resources seem adequate to support the implementation of activities?

2.2 Are the activities appropriate (i.e. the right kind of activity) and enough (sufficient in number, duration, and intensity) to achieve the objectives?

2.3 Are the objectives and goals set at the appropriate level? That is, are the objectives achievable during the specified timeframe of the project while goals are wider?

*2.4 Are the objectives **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imebound?*

2.5 Will the objectives contribute to achieving the goals?

3. What are the assumptions on which the logic of the model is based? Are they backed by your experience and knowledge of the evidence (international research)?

3.1 Assumptions about the objective(s) leading to the goal(s)

3.2 Assumptions about the activities leading to the objective(s)

3.3. Assumptions about the resources supporting the activities

10 • Indicators

PREPARATION

- ***PowerPoint presentation 10.1 Indicators: ready to be projected (or equivalent with OHP slides or flip charts) and one hard copy per participant to be distributed at the end of the day as reference.***
- ***Table 10.2 Indicators, data sources, data collection methods of The programme of our community: three copies per working group***
- ***Handout 10.3 Indicators, data sources, data collection methods for The programme of our community: one copy per participant to be distributed at the end of the day for reference.***

This session makes reference to the following section(s) in the handbook:

- *Evaluating whether you have achieved your objectives of addressing risk and protective factors in chapter 4: What should be monitored and evaluated?*
- *Planning your monitoring and evaluation in chapter 6: A framework to plan monitoring and evaluation.*

30 **Plenary > Definitions**

- *Introduce the session:*
- ✧ *This session is about indicators, i.e. the information that you need to collect in order to know that you have achieved your objective. With this session, we are definitely starting to plan … what? Our evaluation!*
- ✧ *Go through the definitions and the examples, on the basis of the presentation or of a flip chart. Allow questions and discussion, especially with regard to the issue of proxy indicators and the need to base the choice of proxy indicators on EVIDENCE!!!*

20 **Group work > Find indicators for the programme of our community**

- *Introduce this part of the session:*
- ✧ *In the evening, I distributed an example of a logic model, as well as of a monitoring methodology (show handout 7.3 Logic model of The programme of our community and handout 7.5 Monitoring methodology of The programme of our community). I would like you to start identifying the indicators, data sources, and data collection methods for the evaluation of this programme.*
- ✧ *I would like you to do this using this table (show table 10.2 Indicators, data sources, data collection methods of The programme of our community). If you look through the table, you should recognise most of the items requested from the presentation.*
- ✧ *We have talked about indicators and we have talked about data sources. What we have not talked about is data collection methods.*
- ✧ *The definition is nothing strange or difficult, we are just talking about the ways in which we can collect information from different*

sources. What are some data collection methods?

- ✧ *Obviously, depending on the source and on the kind of information you want, you will need to use different data collection methods. For example, you cannot use a self-administered anonymous questionnaire (a technical name for a survey on paper that is filled in anonymously by the respondent him/herself) with children who can't read and write yet. After this session, we will devote an entire session to discussing the advantages and disadvantages of various data collection method.*
- ✧ *What I want you to have in mind now is that for each objective, you will not only need to know what information you will need to collect (the indicator), but also the source of the information and how you will collect it.*
- ✧ *So, I want you to help me with 'the programme of our community'. I want you to identify the indicators, their data source and collection method.*
- ✧ *What are the instructions? Well, the instructions are in line with what we have just discussed. For each of the objectives of the programme of our community, find two or three indicators. For each indicators, find two or three data sources with their data collection methods. If you manage to have a mix of data collection methods that would be better.*

- *Make participants notice that you are not asking them to find indicators for the goal of the programme and ask them why they think this is the case. Stress the point again that we think that the activities included in the project are too limited to bring about a change in the use of substances within the life of the project. However, we have chosen objectives that describe a change in the risk/protective factors of our target group and these have been found to be linked (at least in part) to substance abuse.*
- *Warn the participants that they might find it difficult to complete the task. However, they should try their best in 10-15 minutes and be ready to make a 5-10 minutes presentation to plenary.*

40 **Report to plenary > Indicators for the programme of our community**

- *Let the group present and lead a discussion on this basis. Use handout 10.3 Indicators, data sources and data collection methods for The programme of our community as a reference to contrast and compare to the work of the participants. Points to check:*
- ✧ *Although we have encouraged participants to look for at least three indicators per objective, there should not be too many indicators. Remind them that in theory, they are committing themselves to collect, and analyse and report this information … would they really be able to do this?*
- ✧ *Most indicators should have at least a couple of sources of information and at least a couple of different methodologies. Stress the importance of triangulation. In evaluation designs that do not include control groups, it is especially important to collect information from different sources to check the information. This is not always possible, but it should be possible in most cases.*
- ✧ *Indicators should be relevant to the objective AND should be supported by evidence. In the handout, 1.2 Families take meals and do fun things together is a good indicator for objective 1. - Families of 11-13 years old children in our programme are better able to care for them because taking more meals together and doing fun things together more often are a sign of more time spent by parents with their children and this has been found (by academic research) to be linked to decrease in substance abuse and other risky behaviours in children.*

UNITED NATIONS
Office on Drugs and Crime

Session 10

10.1 Indicators

Draft! Draft! Draft! Draft! Draft! Draft! Draft! Draft!

Monitoring & evaluation of drug abuse prevention
A UNODC Global Youth Network Training Workshop

Definitions

- **Indicators are specific, measurable characteristics or changes that represent achievement of objectives.**

  They are directly related to the objectives and help define it (Baker and Sabo, 2004).

- **Indicators are how you know a specific objective is happening.**

  They are the information that will show that the situation changed in the way you intended (UNODC, 2006).

An example

- **Objective**
  People in our community are more aware of the problem of drug abuse.

- **Possible indicators:**
  - **Number of people who have accurate information about substances and their effects.**
  - **Number of people who request information/ assistance on drug abuse to our telephone hotline.**

Important points

- **There may be many indicators that define an objective, but you don't need to use them all.**
  - **It is a good idea to pick more than one, but pick those that are most relevant in your program.**
  - **Staff, participants and other stakeholders can be very useful at this stage.**

Proxy indicators

- **A proxy indicator "stands in for" the indicator that one really wants to examine but which is too difficult to measure.**
- **Example**
  How much people spend on alcohol, instead of the quantity of alcohol they consume.
  - **IF price remains constant and people are not GIVEN alcohol, expenditure is a reasonable approximation of consumption.**
- **The link between an objective and a proxy indicator should be** based on evidence**.**

Proxy indicators of substance use

Indicator	Extent to which the indicator predicts a change in drug abuse
Information/ awareness	Little
Beliefs	Little
Intentions	Some (evidence is mixed)
Attitudes	A lot

Data source

- The data source is where you will get the information for your indicators from.
- For each indicator, it would be good to have more than one data source to be able to triangulate and strengthen the evidence (three is a good number ☺!).
- Do not forget that some data exists already (e.g. school records, data on attendance of activities, etc.), although you might need to make a little bit of an effort to access it.

See also the Handbook!

- **Section entitled *Evaluating whether you have achieved your objectives of addressing risk and protective factors* in Chapter 4 *What should be monitored and evaluated?***

- **Section entitled *Planning your monitoring and evaluation* in Chapter 6 *A framework to plan monitoring and evaluation*.**

10.2 • Indicators, data sources, data collection methods

NAME OF PROGRAMME: The programme of our community

Objectives	Indicators	Data source	Data collection method
1. Families of 11-13 years old children in our programme are better able to care for them.	1.1	1.1.1	
		1.1.2	
		1.1.3	
	1.2	1.2.1	
		1.2.2	
		1.2.3	
	1.3	1.3.1	
		1.3.2	
		1.3.3	
	1.4	1.4.1	
		1.4.2	
		1.4.3	
2. 11-13 years old children in our youth centre practice recreational activities in a health promoting way.	2.1	2.1.1	
		2.1.2	
		2.1.3	
	2.2	2.2.1	
		2.3.2	
		2.3.3	
2. (continued)	2.3	2.3.1	
		2.3.2	
		2.3.3	
	2.4	2.4.1	
		2.4.2	

Objectives	***Indicators***	***Data source***	***Data collection method***
		2.4.3	
3. *11-13 years old children of our community will have better information about the dangers of tobacco, alcohol and other drugs.*	*3.1*	*3.1.1*	
		3.1.2	
		3.1.3	
	3.2	*3.2.1*	
		3.2.2	
		3.2.3	
	3.3	*3.3.1*	
		3.3.2	
		3.3.3	
	3.4	*3.4.1*	
		3.4.2	
		3.4.3	

10.3 • Indicators, data sources, data collection methods

NAME OF PROGRAMME: The programme of our community

Objective(s)	***Indicator(s)***	***Source of information***	***Data collection method***
1. *Families of 11-13 years old children in our programme are better able to care for them.*	*1.1* *Families are able to solve problems together.*	*Parents*	*Focus group discussion with 1/2 group(s) of parents before and after the programme to discuss various issues (including whether families are better able to solve problems together).*
		Children	*Focus group discussion with 1/2 group(s) of children before and after the programme to discuss various issues (including whether families are better able to solve problems together).*
	1.2 *Families take meals and do fun things together.*	*Parents*	• Short survey including questions on the number of meals per week and the number of fun activities that the family does together (before and after and six months after the programme). • Focus group discussion with 1/2 group(s) of parents before and after the programme to discuss various issues (including the number of meals and fun activities done together).

Objective(s)	***Indicator(s)***	***Source of information***	***Data collection method***
		Children	• Short survey including questions on the number of meals per week and the number of fun activities that the family does together (before and after and six months after the programme). • Focus group discussion with 1/2 group(s) of children before and after the programme to discuss various issues (including the number of meals and fun activities done together).
	1.3 *Parents take an active interest in the activities of their children.*	*Parents*	• Short survey including questions about whether parents monitor where their children are (before and after and six months after the programme). • Focus group discussion with 1/2 group(s) of parents before and after the programme to discuss various issues (including whether parents monitor where their children are).

Objective(s)	***Indicator(s)***	***Source of information***	***Data collection method***
		Children	• Short survey including questions about whether parents monitor where their children are (before and after and six months after the programme). • Focus group discussion with 1/2 group(s) of parents before and after the programme to discuss various issues (including whether parents monitor where their children are).
2. *11-13 years old children in our youth centre practice recreational activities in a health promoting way.*	*2.1* *Children have health promoting attitudes, including negative attitudes towards substance use.*	*Children*	• Short survey of all the children attending the activities every six months (make it before the big celebration party in December and at the end of the school year (June)) asking questions about their attitudes towards healthy behaviours and towards substance use. • Focus group discussion with two children from each activity to discuss concrete examples of how they and their friends have changed things in their lives because of the health promotion sessions (once every three months).

Objective(s)	***Indicator(s)***	***Source of information***	***Data collection method***
		Youth workers/ sport coaches	*Focus group discussion once every three months on whether children display better personal and social skills.*
	2.2 Children who attend sport activities are respectful of the game and of their team.	*Coaches*	• Where applicable, coaches reports of serious fouls during training matches. • Short questionnaire every three months including questions on the behaviours of children during training games, both in terms of respect of the game (rules) and respect of the team.
		Children	*Short focus group discussion every three months asking children to role play their behaviour in difficult sport situations.*

3. 11-13 years old children of our community will have better information about the dangers of tobacco, alcohol and other drugs.	*3.1 Children have noticed our leaflets and posters.*	*Children*	*On the spot survey (five questions!) in 5 locations where leaflets and posters will be distributed (not where the other activities of our programme take place!!!) before and 1/2 month(s) after the distribution. The second survey should include two or three questions on whether the children remember any material and its message, and on whether children remember our leaflet/poster and its message.*
	3.2 Children have correct information about drugs.	*Children*	*On the spot survey (five questions!) in 5 locations where leaflets and posters will be distributed (not where the other activities of our programme take place!!!) before and 1/2 month(s) after the distribution.*

11 • Methods

PREPARATION and MATERIALS

* ***Exercise sheet 11.1 Data collection methods: three copies per working group.***
* ***Exercise sheet 11.2 Data collection methods assessment criteria: three copies per working group.***
* ***Flip chart with list of data collection methods and criteria to assess them (optional).***
* ***Example of graph as described below: either with candies/ beans/ equivalent on a flipchart on the floor or drawn on a flip chart.***
* ***Flip chart with criteria (optional).***
* ***Candies/ beans/ equivalent to create graph: approximately 50 per group.***
* ***Document 11.3 Discussion of the assessment of data collection methods: one copy per participant to be distributed at the end of the day for reference (optional).***

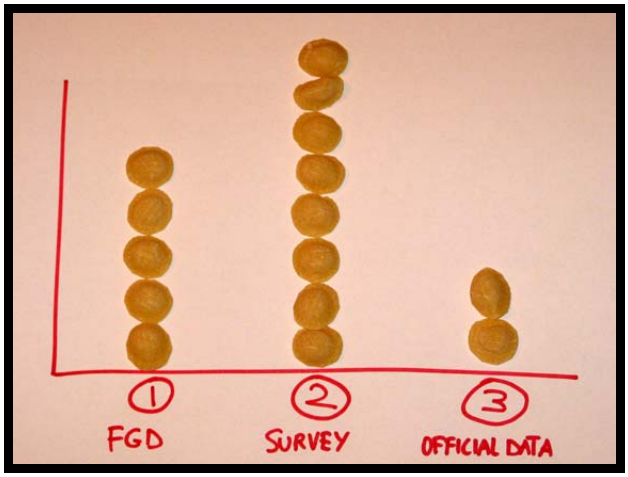
This session makes reference to the following section(s) in the handbook:

- *Collecting evaluation information in chapter 7 Collecting the information.*

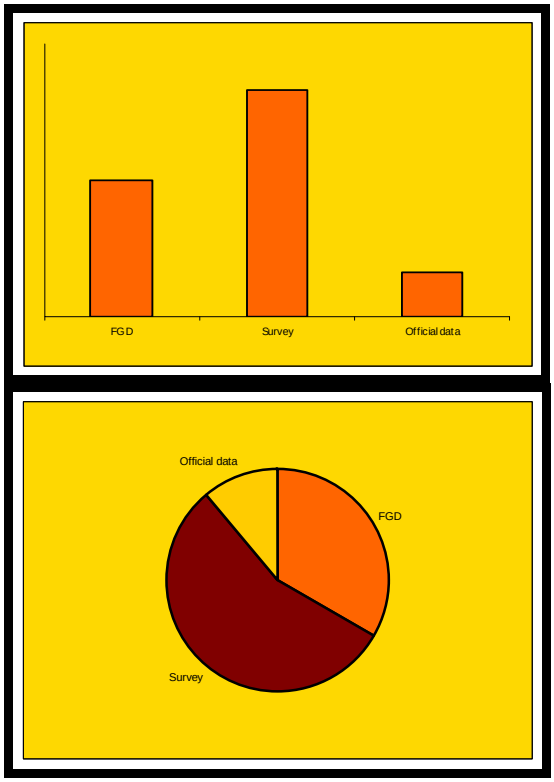
20 **Group work > Assess data collection methods**

- *Introduce the session:*
- ✧ *We have got as far as identifying the information that we want to collect and where from. Now we move on to the second part of the workshop, where we start discussing data collection methods.*
- ✧ *This session is about going through the main ways of collecting information and their pros and cons. To make things shorter/ easier, I have already listed what could be the methods to be considered.*
- ✧ *I would like you to create graphs to show how much each data collection method in your list meets a series of criteria.*

- *You will need to re-explain the exercise in steps. Refer to the flip chart that you will have prepared in advance or to the handouts with the list of data collection methods, the list of criteria to assess the data collection methods, and the example described below. Go through them quickly making sure that everyone is familiar with what you are talking about.*
- *Each group will need to rate each of the methods according to two criteria. For example, suppose the criteria that a group is working on is 'good to use with large populations'. The participants will need to discuss the extent to which each of the methods are good to use with large populations.*
- *Each group should represent the discussion through a graph on the floor, which participants should create with candies/ beans/ equivalent. For example, suppose that a group has decided during its discussion that focus group discussions (1) are all right at gathering sensitive data, but that surveys are very good (2) while official data are not good at all (3). This could be represented like this (see next page).*



- *If you do not have candies/ beans/ equivalent, you can ask participants to draw a graph. In this case, possible examples on the flip chart could look like this:*



- *Tell participants that you would like them to do the same. You would like you to take all of the data collection methods and assess them in the light of two criteria that they will be provided. Each group will have two criteria and each group will have to prepare two graphs to present to plenary, one on each criteria.*
- *If you are using candies/ beans/ equivalent, tell participants to 'build' their graphs in a place where the entire group can gather around to see, as the graphs will be difficult to move around.*
- *Give participants 20 minutes to prepare the two charts. Stress that they will need to be quick in presenting 5-10 minutes most, only the most important points.*

40 Plenary > Assessment of different data collection methods

- *Report to plenary of the working groups. Refer to document 11.3 Discussion of the assessment of data collection methods for possible points to discuss. One of the basic points that should come out of this discussion is that, although surveys are useful on a number of accounts, they are still rather labour-intensive to get right and many other methods can provide a good picture of the situation, with less effort and more depth.*
- *Another discussion point that sometimes comes out is the issue of quantitative vs. qualitative data. One thing to point out is that the choice of a quantitative instead of a qualitative method will depend in part on the kind of information that you want to find out. For example:*
  - ✧ *You might want to find out whether parents are talking more about drugs with their children. Here it might be nice to do some calculations and show an increased percentage of parents. What you might also want to know is whether this is due to your activities or to other factors (e.g. a recent discussion on the newspaper that had not been generated by your programme). You could do this by a scientific evaluation design. However, as we have seen, this is difficult to achieve. A couple of focus group discussions with the parents and the children might give you a better idea of what prompted these discussions. Although this will still not be considered scientifically valid, it might still enhance your understanding of the results. As we saw, surveys are less good at helping you understand WHY something happened as opposed to WHAT happened.*
  - ✧ *This example also points to a second point that can be raised about the quantitative vs. qualitative issue. You will mostly need a mixture of the two, one (kind of) method is not enough. This is why in our previous session we insisted that for each indicator, more than one data source is identified, and, we could add here, more than one data collection method.*
- *Keep five minutes at the end of the wrap up to point out to participants that they have just tried a visual technique of gathering data. For example, one could use these charts to assess the knowledge and attitudes of this group towards the different data collection methods. Similarly, this kind of technique could be used to gather all sorts of data from a group. The group does not need to be literate, this sort of technique has originated from rural development work in India. This technique was felt to be particularly participatory as everyone can participate by adding and taking the candies/ beans/ equivalent away, while in a paper and pencil equivalent there is always one person who holds the pen!*

11.1 • Data collection methods

1. *Observation*

2. *(Key informant/ in-depth) interviews*

3. *Surveys*

4. *Focus group discussions*

5. *Visual representations (e.g. maps or graphs)*

6. *Drama (e.g. performance or role-plays)*

7. *Drawing or collage*

8. *Records from the project/ programme (e.g. attendance rosters, program logs, report cards, test scores, satisfaction surveys, case files, etc.)*

9. *Existing official data (e.g. census, national or local government surveys, records from government services/ agencies, etc.)*

10. *Photographs/ photographic analysis*

11.2 • Data collection methods assessment criteria

Group 1

- *Easy to prepare and deliver*
- *Good to use with large populations*

Group 2

- *Good to describe how much things have changed*
- *Good to describe why things have changed*

Group 3

- *Good to use with people that are not literate*
- *Good to use to gather sensitive data*

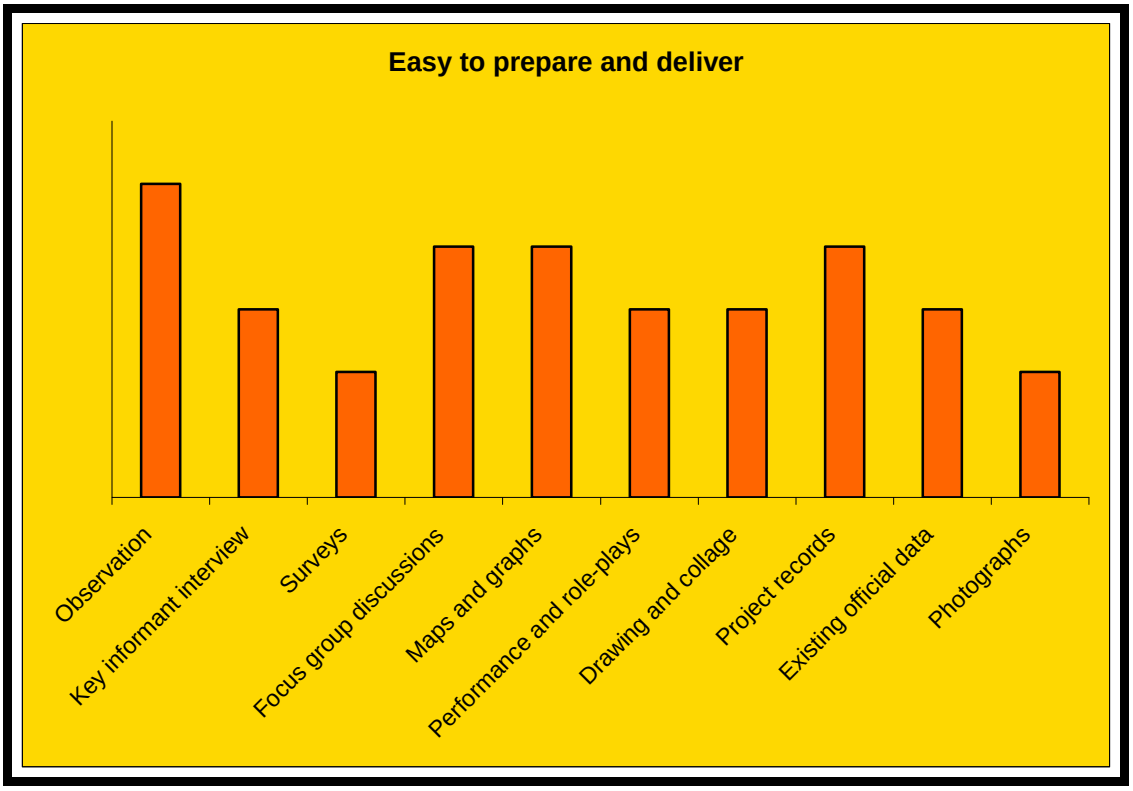
11.3 • Discussion of the assessment of data collection methods

This session is based on the section of the Handbook entitled "Collecting evaluation information" in chapter 7. Collecting the information. The section in turn makes reference to the following further resources that contain a more in-depth discussion of these issues:

- *UNODC (2002), A Participatory Handbook for Youth Drug Abuse Prevention Programmes: A Guide For Development and Improvement.*
- *WHO (2000), Primary Prevention of Substance Abuse: A Workbook For Project Operators.*
- *WHO (2000), Primary Prevention of Substance Abuse: A Facilitator Guide.*

All these resources are available on the UNODC Global Youth Network website: www.unodc.org/youthnet and in particular at http://www.unodc.org/youthnet/youthnet_action_planning_activities.html.

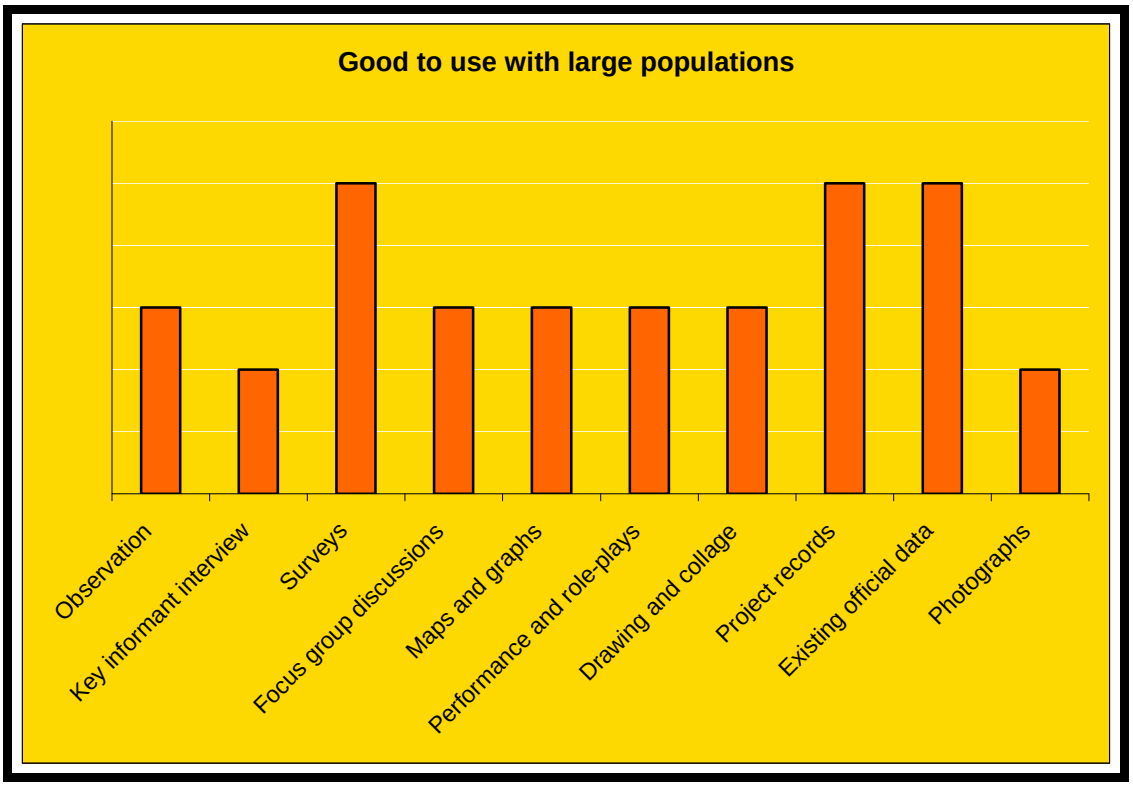
On the basis of these resources, the discussion on the pros and cons of different data collection methods could bring out the following points.



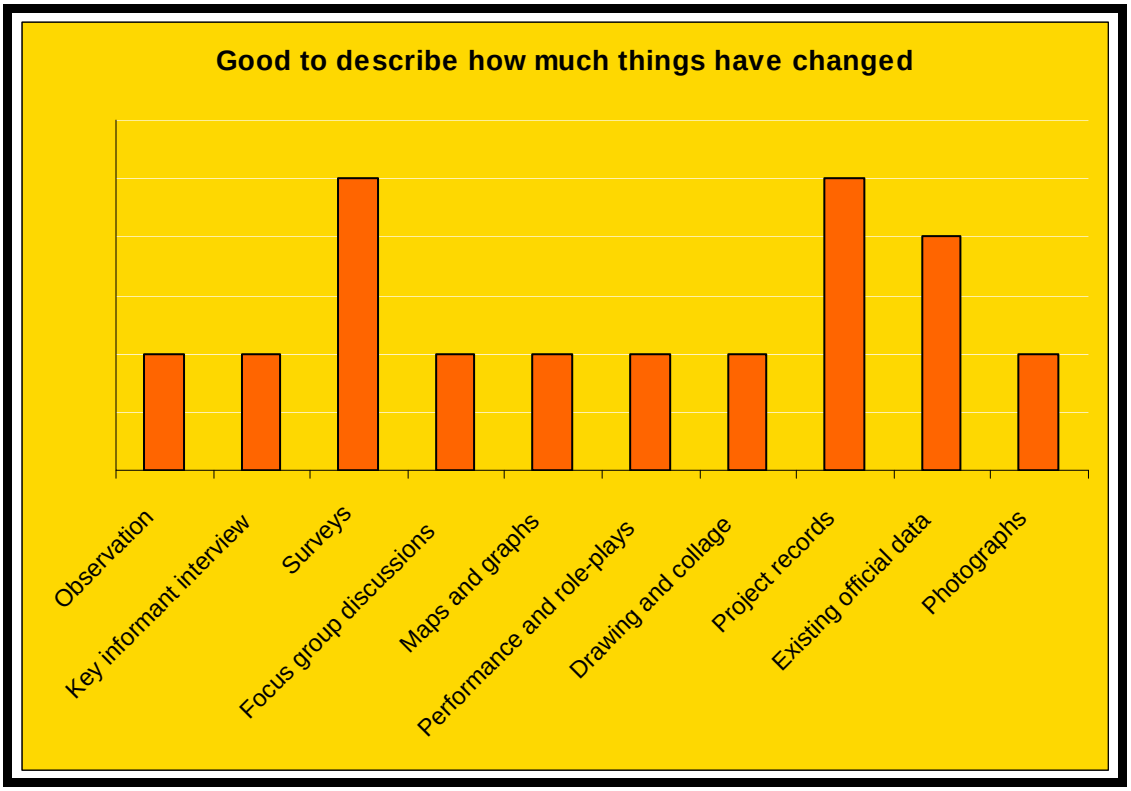
- *Relatively speaking observation is the easiest one to prepare.*
- *Next are group sessions such as the focus group discussion, discussion based on visual techniques (such as producing maps and graphs), and project records (which should be there already, but need to be collated).*
- *Group sessions based on drama (such as performance and role plays) or on pictorial representations (drawing collage) are a bit more difficult to prepare because the participants might not be so used to using this way of expressing themselves, so they might need a bit of further preparation (this can vary culturally). Group sessions based on photographs even more*

so, moreover they can be costly (although with digital photography this might have decreased).

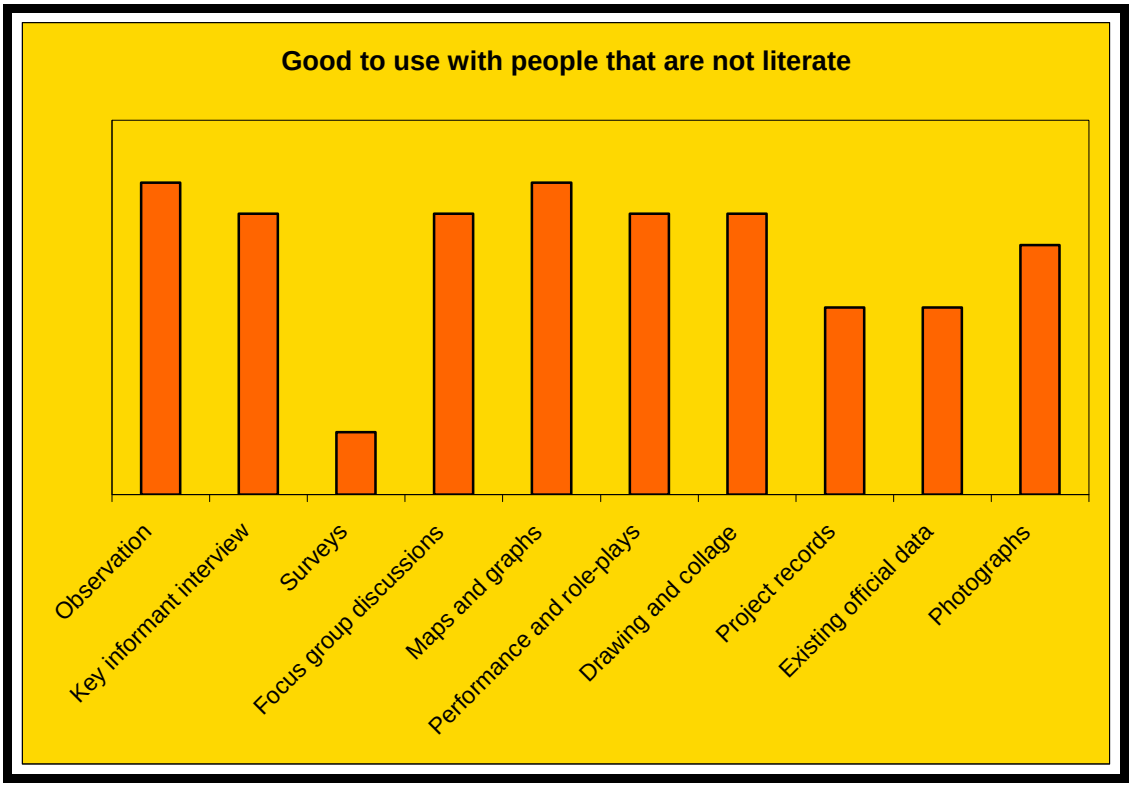
- *Key Informant Interviews are here indicated to be less easy to prepare, because for the amount of preparation, less participants are reached.*
- *Finally, surveys are here indicated to be less easy to prepare, because preparation involves choosing and accessing a sample and developing and piloting the questionnaire. This is work that is often overlooked.*



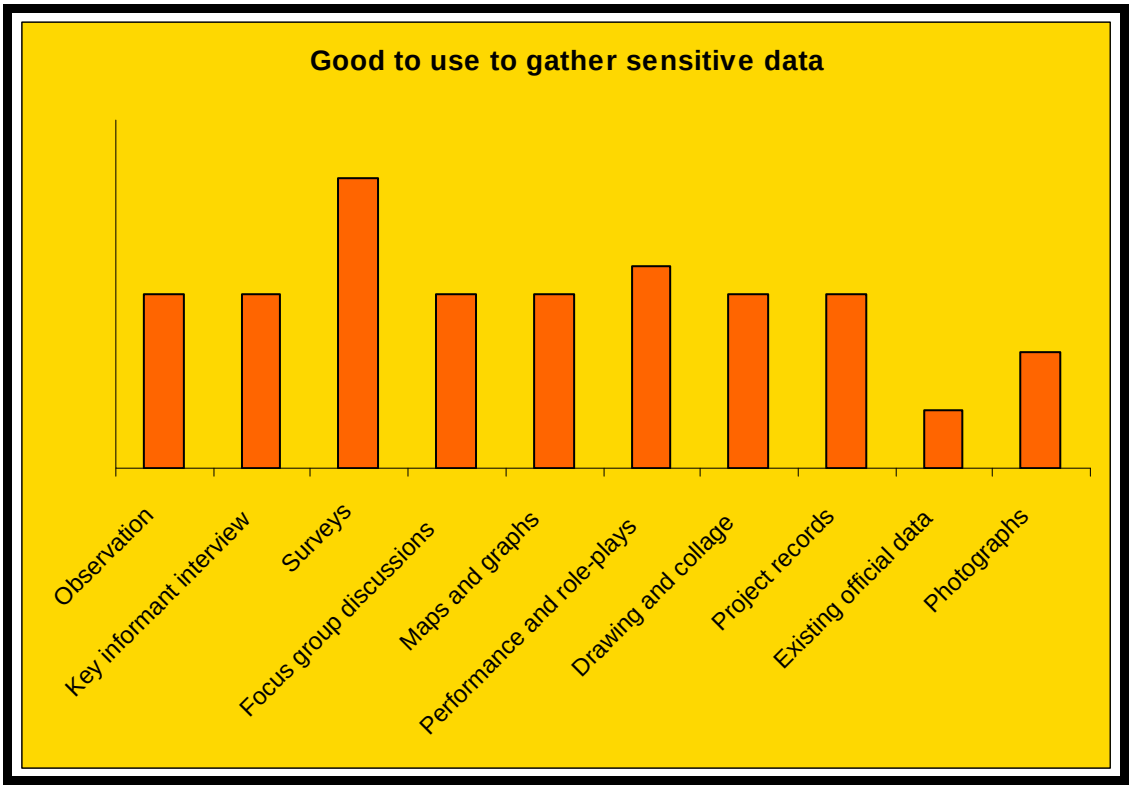
- *Surveys and official data (which are based on records or large surveys) are the best to gather information about large populations through representative samples.*
- *Group sessions of any kind are much less easy to use for large populations. Repeating the sessions with many groups of people becomes time-consuming and costly to organise AND to analyse. Even a few groups cannot be representative. Again, sessions based on photographs are rated lower because of the cost of the medium (although with digital photography this might have decreased).*
- *Observations are not easy to use with a large population as one person can only be in one place at one time and it is rather time-consuming.*
- *Key informant interviews provide, by their very nature, one point of view over an issue or a population, but they are difficult to use.*



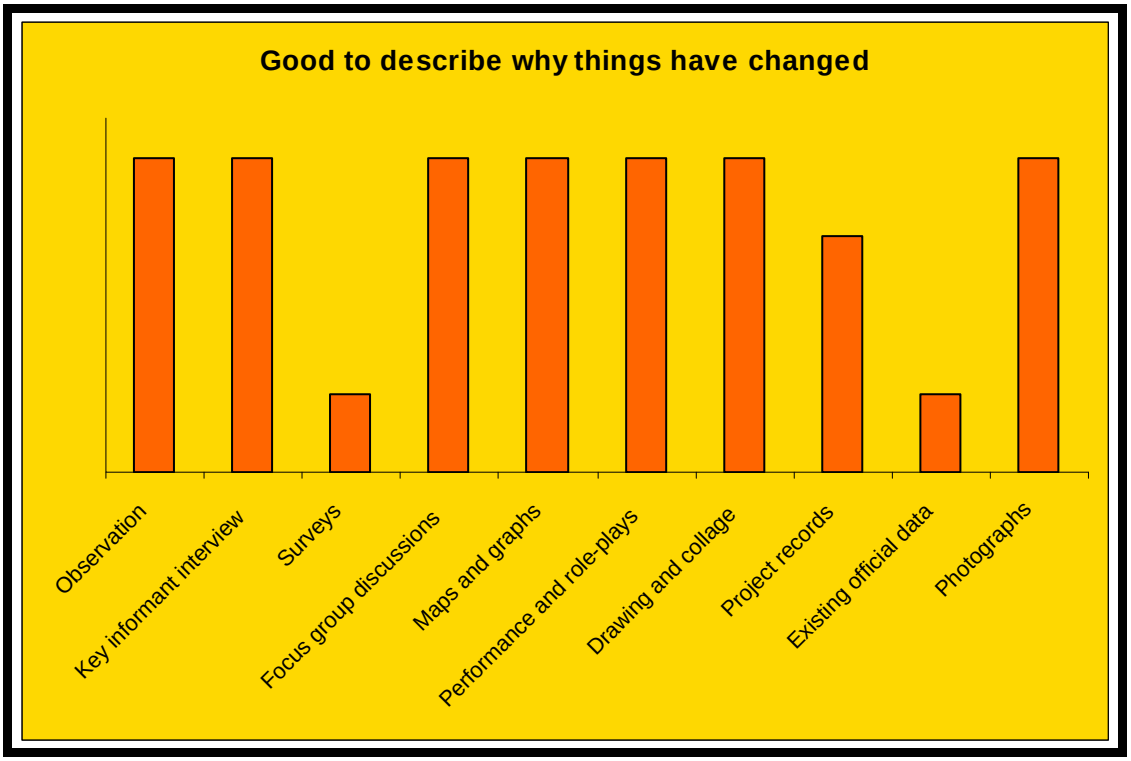
- *The point of this graph is: which are the methods that can provide you with names more easily? Surveys, project records and existing official data. Existing official data are rated lower as they are often not accurate or sensitive enough at the level of community.*
- *Group-based discussions are not good to get quantifiable data, nor to get numbers. However, are numbers always that necessary? …*



- *However useful, surveys are not good to use with people who are not literate (including children!!!) or who are not used to express themselves in writing. Even if there are ways to conduct mini-surveys without people having to write (like the human survey in the morning of the first day or the candy survey at the end of the first day), they need to be confined to very few questions and loose the other great advantage of surveys, i.e. anonymity.*
- *All kinds of group discussions are good for people who are not literate, which might also depend on cultural preferences. In general, maps and graphs have been found to be very effective as a participatory research technique. Photographs are rated a bit lower because of the cost.*
- *Observation is obviously very appropriate.*
- *Project records and existing official data can also provide information about large populations that might be illiterate. However, they are rated lower in terms of accuracy, as they are going to be able to record information about what has happened to such a population when this has been recorded by somebody else.*



- *Anonymous surveys are very good to gather sensitive data.*
- *Group discussions can be good to gather sensitive data if organised appropriately and if a good rapport is built between the group and the facilitator. Drama-based discussions have been proven to be particularly useful. Photography is rated lower because of the cost.*
- *Observation, done appropriately by observers who are not easily noticed as extraneous to an environment, can also give good results.*
- *The amount of sensitive information that can be gathered by a key informant interview will vary according to the skill of the interviewer and his/her capacity to build rapport and probe. However, it can also be good.*
- *Official data are not very good at capturing sensitive information or they are difficult to obtain.*



- *Data collection methods based on statistical analysis are not very good at describing the complex processes to explain why something has changed the way it has. That is why surveys and existing official data are rated very low (official data even more so, as they are collected at the macro level).*
- *Collection methods that yield qualitative data conversely are very good at this. That is why observation, key informant interviews, all kinds of group discussions are rated higher.*
- *Project records are helpful in documenting the process that has lead to a certain change, therefore are rated higher too.*

12 • End of day two

PREPARATION and MATERIALS

* ***Handouts and documents from previous sessions for reference: one copy per participant.***
* ***Table 12.1 Indicators, data sources, data collection methods: one copy per participant and possibly an additional copy per participant of the second page.***
* ***Questionnaire Feedback of participants on the sessions of day 2: one copy per participant.***
* ***"If today's was a movie, it would be like …" flip chart with plenty of felt pens to write with.***

5 **Plenary > Set the homework**

- *There is a little bit of homework for this evening, although it would also be good, if at all possible, to arrange for a social event.*
- *Refer to the exercise sheet table 12.1 Indicators, data sources, data collection methods:*
  - ✧ *As we mentioned yesterday, we would like to use this workshop as an opportunity for you to reflect on the monitoring and evaluation of your own programme, as well as to learn from each other.*
  - ✧ *As we mentioned yesterday, it is totally up to you whether you want to work on your own or in small groups of people that you feel comfortable with. We would encourage you to work together, but if you do not feel like it, this is ok as well.*
  - ✧ *It is also up to you where you want to work. [If you want, you can come and work in this room, we have arranged it for it to be available. I will be here, in case you have some questions or you would like some clarifications.]*
  - ✧ *Today you have finished building your logic model and you have shared it. Yesterday evening you built your monitoring methodology, keep it, as we will use it tomorrow. This evening we would like you to identify your indicators, data sources and data collection methods, much like you did for The programme of our community.*
  - ✧ *As we discussed, it would be good if you were able to identify 2 or 3 indicators per objective, as well as more than one source and data collection method per indicator.*
- *Ask if there are any questions or comments and address them.*

15 Plenary > Feedback on the day

- *Distribute the questionnaire Feedback of participants on the sessions of day 2 and ask participants to fill them in individually and give them back to you.*
- *Remind participants that their feedback is very much welcome, both as a form of monitoring of the training and as an opportunity to learn and to improve the workshop for future occasions.*
- *Remind participants that the forms are anonymous. We are only interested in their feedback as a group.*
- *Tell participants that, as a form of more informal feedback, after they have handed in the questionnaire, and before they go out they should write on the "If this day was a movie, it would be like …" flip chart. You will have arranged the flipchart so that you can actually monitor whether people are writing on it before going for the evening, and encourage those who don't. However, you should be far enough so that people do not feel you are actually seeing what you are writing.*
- *Participants should write in the chart the title of a famous movie that represents how they have been feeling today. For example, somebody who's feeling he/she just wants to get out might choose the movie: "Escape From Alcatraz". Somebody who is quite happy with the way things are going might write "Life Is A Long Quiet River" (the story of this movie is actually rather negative, but the title works). Somebody who has learned a lot might write 'a good documentary', and so on and so forth. You might want to choose local examples.*
- *Participants can write down a couple of words of explanation and/or even identify a special character. As long as they express how they have been feeling during the day through a movie or kind of movie, that's quite fine!*

Feedback of the facilitators

- *Please fill in the questionnaire Feedback of facilitators on the sessions of day 2 either while participants are filling their own feedback questionnaire, or in the evening, while your feelings and impressions from the day are still fresh.*

12.1 • Indicators, data sources, data collection methods

NAME OF PROGRAMME:

Objectives	*Indicators*	*Sources of information*	*Data collection methods*

Objectives	***Indicators***	***Sources of information***	***Data collection methods***

Feedback of participants on the sessions of day 2

Session 8 • Assumptions

This is the session when we discussed what are assumptions, we looked for assumptions in a sample programme and we ranked the most common assumptions used in substance abuse prevention programmes.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 9 • Sharing logic models

This is the session when we finalized our logic models and we shared them with each other to receive feedback.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 10 • Indicators

This is the session in which we discussed what indicators are and we practiced identifying indicators of a sample programme.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 11 • Data collection methods

This is the session in which we assessed different data collection methods according to various criteria using a participatory visual technique (creating a graph).

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Feedback of facilitators on the sessions of day 2

Session 8 • Assumptions

1. Did you manage to cover all the components of this session as planned?

Find the assumptions and how strong they are	❑	*Yes*	❑	*No*
Rank assumptions commonly used in substance abuse prevention programmes	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 9 • Sharing of logic models

1. Did you manage to cover all the components of this session as planned?

Participants finalise their logic model	❑	*Yes*	❑	*No*
Participants share their logic model and provide feedback to each other	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 10 • Indicators

1. Did you manage to cover all the components of this session as planned?

❑ *Yes* ❑ *No*

❑ *Yes* ❑ *No*

❑ *Yes* ❑ *No*

❑ *Yes* ❑ *No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 11 • Data collection methods

1. Did you manage to cover all the components of this session as planned?

Assessment of data collection methods through participatory visual technique (creating a graph with candies/ beans/ equivalent or on paper)	❑ *Yes*	❑ *No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

13 • Surveys

PREPARATION

- ***Cards of three different colours: 1 set per participant.***
- ***PowerPoint presentation 13.1 Surveys! Surveys! Surveys!: ready to be projected (or equivalent with OHP slides or flip charts) and one hard copy per participant to be distributed at the end of the day as reference.***
- ***Exercise sheet 13.2 Comic Book program survey: 1 copy per participant***
- ***Handout 13.3 Creative (participatory) surveys: one hard copy per participant to be distributed at the end of the day as reference.***

This session makes reference to the following section(s) in the handbook:

- *Sampling in chapter 7 Collecting the information;*
- *Analysis in chapter 8 Analysing the data and using the information you have collected.*

Plenary > Introduction to the day

- *Take some 5-10 minutes at the beginning of the day to recap what has been done the day before and summarise the work for the day ahead.*
- *Use also this opportunity to say a few words on the general feeling from the day before based on the "If today was a movie, it would be like …" flip chart (and even the feedback forms, if you have had a chance to go through them already) and address any issues that might have arisen.*

10 **Plenary > Card survey of surveys**

- *Distribute cards of three different colours, 1 set per participant.*
- *Ask participants to raise their hands if they have ever created a survey. Note down approximate number.*
- *Ask those who have raised their hand to give the plenary an idea of how well the survey worked and how well it captured the information they needed. If the answer is 'a lot', participants should raise the card of colour 1; if the answer is 'ok', 'so-so', they should raise the card of colour 2; if the answer is 'very little', they should raise the card of colour 3. Note down the approximate number of cards.*
- *Ask participants if they recognise what this process was all about.*
- *This process was a very simple survey.*
- *Take the opportunity to quickly make the following points:*

✧ *A survey is not only a paper and pencil questionnaire. A survey is any kind of series of questions with a pre-defined set of answers. In this case, the answer to the first question could only be either 'yes' or 'no' and to the second question could only be either 'a lot', or 'ok/ so-so', 'very little', or 'I don't know' (if you did not raise your hand).*

✧ *During the workshop so far, we already did something similar in different forms … can anybody think what?*

- ✧ *The human survey in session 2, when I asked people to tell us about their experience and understanding of monitoring and evaluation and the candy survey at the end of day 1.*
- ✧ *This kinds of surveys are good when you have a few very simple questions, with few possible answers, the topic is not sensitive and maybe people already know each other, and people are all in a room.*

20 **Plenary > presentation**

- *Introduce the session:*
- ✧ *In this session, we will discuss some simple guidelines on how to make a good questionnaire for a survey and then we will try to use them to review a pilot survey and see the good and the not-so-good points.*
- *Presentation (10-15 minutes)*
- *Short question and answer session (5-10 minutes)*

15 **Work in pairs > Review of a survey**

- *Distribute the survey.*
- *Ask participants to review it in pairs and note down what is good and what is not-so good about this survey.*

15 **Plenary > Feedback and discussion**

- *Go around the room asking participants to make one point each and use it as an opportunity to clarify and discuss.*
- *Points that should come out:*
- ✧ *That there are no check boxes for ethnicity .*
- ✧ *Sometimes respondents don't like to answer questions about ethnicity so don't ask the question if it is not going to be used when data is analyzed or if it is offensive. What is considered offensive will vary from community to community.*
- ✧ *Data responses have an overlapping period of time in terms of how long they have been part of the club.*
- ✧ *In question #1D – it doesn't make sense to ask how often they "learned about media as a tool for communication"*
- ✧ *Question #2 is vague and unclear*
- ✧ *Question #3 the response categories don't make sense to the question and the list is fairly long. Add points that might not have come up in discussion and wrap-up.*
- *Take the opportunity to repeat the point that however much you look and re-look at the survey, there will ALWAYS be something that is not quite clear or can be misunderstood or not quite so correct. That is why a survey MUST be piloted.*
- *The material of this session is not covered in its entirety in the handbook, that's why copies of the presentation should be distributed for reference. However, the handbook comprises two related sections that would be very useful when using surveys as a data collection method. We have also prepared a short handout entitled 13.3 Creative (participatory) surveys. We hope this will be useful in giving participants ideas on how to/ the pros and cons of undertaking creative and participatory surveys.*

UNITED NATIONS
Office on Drugs and Crime

Session 13

13. 1 Surveys! Surveys! Surveys!

Draft! Draft! Draft! Draft! Draft! Draft! Draft! Draft!

Monitoring & evaluation of drug abuse prevention
A UNODC Global Youth Network Training Workshop

Characteristics of surveys

- They have a series of questions with pre-determined response choices.
- They can include: responses, rates (e.g. rate from one to five) or ranges (e.g. say how much you like something from “not at all” to “somewhat” to “a lot”)
- Surveys can also include some “open ended” questions that allow the person responding to write in an answer (e.g. candy survey yesterday).
- Traditionally, paper and pen/pencil (filled in either by a respondent or by the person giving the survey), but ‘participatory’ kinds of surveys are also possible (e.g. ‘human survey’, ‘dot survey’, ‘candy survey’ during the training)

Advantages

- Easy to quantify, summarize, and compare results.
- Useful for large samples or populations.
- Can be good for collecting sensitive data that should be confidential or anonymous.

Disadvantages

- Difficult to obtain information on WHY things are the way they are.
- Paper and pen/pencil surveys are difficult to use with young children or people struggling with literacy issues.
- Need to be piloted to make sure that questions and responses make sense to respondents. The risk is always there!
- Data analysis can be long (and complicated).

Size of the population

- Surveys work better when the population is large (more than 25/30).
  - If confidentiality is not an issue, you might consider going for individual interviews or focus group discussions, you will get better data.
- If your population is less than 100, you should try and cover all of it.
- If you can't or the population is larger, you will need to choose which part to cover to represent the whole of the population (a sample)
  - In a research-type project, choosing the sample wrongly will make your results not valid > seek help!

Sampling

- **If your population is too large, you will need to choose which part of the population to cover to represent the whole of the population (i.e. a sample).**

- **Kinds of samples:**
  - **Representative, convenience, snowball.**

- **In a research-type project, choosing the sample wrongly will make your results not valid > Seek the help of an experienced researcher!**

Piloting your survey

- Give the survey out to several people who are very much like the people you want to survey (same age, gender, etc). Have them fill out the survey and then interview them after. Possible questions:
  - Did you understand all of the questions? Were they asked clearly, using language you would use?
  - Were there any questions that were difficult for you to answer? Why? Which ones?
  - Were the response categories provided ones that you were comfortable with?
  - Did you ever feel the urge to write in information to answer or qualify a particular question? Which ones? Why?

Tips for a good survey (1)

- Use more than one question to address each issue.
- Do not ask multiple questions in one question.
- Make sure that response categories make sense to the question.
- Make sure that questions include directions for responses (e.g. ‘ mark all that apply’, ‘mark only one response’ , etc)

Tips for a good survey (2)

- Do not forget to ask basic information about the person responding to the survey (age, ethnicity, gender, length of time in program, etc)
- Does the survey need to be confidential (identifying information is coded) or anonymous (no identifying information used)? Establish appropriate procedures to keep information safe.

13.2 • Comic Book Program Survey

Your AGE _____

Gender _____ Male _____ Female

How would you describe yourself (circle all that apply)

White
Black
Latino
Other

How many years have you been in the Comic Book Program?

1 to 2 months
2 to 12 months
1 year
2 years
More than 2 years

1. How often have you done the following activities in The Comic Book Program?

	Sometimes	A lot	Hardly Ever	Never
a. Gone to a workshop about the harmful effects of drugs	❑	❑	❑	❑
b. Created comic books	❑	❑	❑	❑
c. Conducted research	❑	❑	❑	❑
d. Learned about the importance of media as a tool for communication	❑	❑	❑	❑
e. Participated in a presentation to the community.	❑	❑	❑	❑

2. Did you like doing these activities?

A lot	Some	A little	Not at all
❑	❑	❑	❑

3. How much did you learn about the following? (4 = A lot, 0 = Nothing)

		4	3	2	1	0
a.	How to conduct research	❑	❑	❑	❑	❑
b.	How to work with others	❑	❑	❑	❑	❑
c.	About the impacts of drug use on your community.	❑	❑	❑	❑	❑
d.	How to create a storyboard	❑	❑	❑	❑	❑
e.	Why you should not use drugs	❑	❑	❑	❑	❑
f.	How to create a comic strip.	❑	❑	❑	❑	❑
g.	How to draw.	❑	❑	❑	❑	❑
h.	How to give a presentation	❑	❑	❑	❑	❑
i.	How to make changes in your community.	❑	❑	❑	❑	❑

5. How would you rate your skills in the following areas? (4 = Very good, 0 = Nil)

		4	3	2	1	0
a.	Reading	❑	❑	❑	❑	❑
b.	Writing	❑	❑	❑	❑	❑
c.	Art	❑	❑	❑	❑	❑
d.	Creating Comic Books	❑	❑	❑	❑	❑
e.	Research	❑	❑	❑	❑	❑
f.	Critiquing Media	❑	❑	❑	❑	❑
g.	Knowledge about the harmful effects of drugs	❑	❑	❑	❑	❑

In the space below please tell us anything else you think was important about this program.

13.3 • Creative (Participatory) Surveys

What are creative (participatory) surveys?

As discussed in the session, a survey does not need to be based on a paper and pencil questionnaire. A survey is any kind of series of questions with a pre-defined set of answers. These questions might be asked in a number of ways, some of which will have been used during the workshop. For example, the following.

Human survey
This survey is good for questions that have answers that are a range between two extremes (e.g. from 'very little' to 'very much', or from 'great' to 'terrible', etc.). Participants line themselves up on a line the two ends of which represent the two extremes. They can line themselves up anywhere in between to represent intermediate answers. The approximate number of participants at different locations along the line should be recorded, as well as a short discussion on why participants have placed themselves where they have.

Candy survey
Answers to one question are linked to candies (or beans or equivalent) of different colours and participants indicate their answer to a question by choosing the candy of the appropriate colour and putting it in a bowl. The number of candies of different colours is then counted to give an idea of how many people in the group choose each of the answers.

Dots survey
As in the candy survey, answers to one question or to a series of questions are linked to sticky dots of different colours. Participants indicate their answer to a question by choosing the dot of the appropriate colour and sticking it by the question on a flipchart (or equivalent). The number of dots of different colours is then counted to give an idea of how many people in the group choose each of the answers. As the dots are stuck to a flipchart or equivalent display, this can be also the basis to initiate a discussion as to why people have in general replied the way they have.

Another way to use the dots survey is by asking participants to use the dots (all of the same colours) to 'vote' among different possibilities. Each participant would be given three/five dots and they would be free to used them all on one possibility or by spreading them between different possibilities. This is also a good way to encourage a group to prioritize among different choices/ objectives/ priorities.

Pros and cons

These surveys share a number of advantages and disadvantages as methods of data collection. For example.

Advantages
These surveys are good for data that is not sensitive. Of the three, the candy survey is the one that affords a relatively higher level of anonymity. On the other hand, the human survey and the dots survey provide a good basis for discussion.

These surveys are also good for questions that are relatively simple and are in turn easy to analyse. In addition, the human survey gives participants the possibility to express intermediate positions between two extremes, as opposed to the candy and dots survey where the answers are completely decided in advance.

Disadvantages

None of these surveys is good to gather sensitive data that is private and not easy to share in a group, as they are not anonymous or confidential.

The dots and candy surveys can be expensive to organise, although equivalent materials such as beans or small stones can be used.

14 • Mapping, performance, collage as data collection methods

PREPARATION

*** Handout 14.1 Examples of mapping: 1 copy per participant (optional)**

**** Flip chart with the list of three data collection methods to be used and the question to be answered by the different working groups (optional)***

This session makes reference to the following section(s) in the handbook:

- *Collecting evaluation information in chapter 7 Collecting the information.*

10 **Group work > Present similar information using different methods**

- *Introduce the session:*
  - ✧ *This session is about trying out three data collection methods, that are maybe a bit less traditional than surveys, observation, interviews or focus group discussions, namely mapping, performance and drawing/ collage.*
  - ✧ *Each group will use a different method to present information about the same topic. In this way, we will be able to see first hand what is the different kind of information that can be gathered through the different methods.*
- *The topic to be chosen should be something everybody can easily contribute to and something that is similar to an assessment of impact/ effectiveness. An example could be: the impact of our awareness raising activities. Each group should use one method to create a representation to be presented to plenary of the extent of the impact we achieve through our awareness raising activities and/or how we achieve it.*
- *The three methods are 1. mapping, 2. performance, and 3. drawing/collage. Check that everybody is familiar with what these methods are about.*
  - ✧ *Mapping: participants draw a map to describe physical and social interaction patterns. If the audience is not familiar with this method, it is often best explained through an example. Two examples are provided in handout 14.1 Examples of mapping, which can be distributed at this point.*
  - ✧ *Performance: participants create a mini play to describe the way stakeholders usually/often interact. This technique is useful not only to gather information about a situation, but also as a starting point for a discussion on how to solve a situation (e.g. through alternative endings).*
  - ✧ *Drawing/ collage: participants create a drawing about a situation/ issue/ theme, either by drawing freely or by using images from old newspapers and photographs.*

- *To try and keep everyone discussing the same thing, it should be stressed that they should not represent how they would like to achieve the impact or how they will achieve the impact, but how they HAVE achieved the impact and/or the extent of the impact they have achieved to date.*
- *Groups will have 20 minutes to prepare something that will need to be presented in no more than 10 minutes.*

20 **Plenary > Present similar information using different methods**

- *Introduce the presentations to plenary. Stress that it is very important that, while a group presents the results of its work, the other groups take VERY CAREFUL notes of the information that can be drawn about the topic. In other words, if they were a researcher, what would they say could be understood from the presentation about the impact of the awareness activities of this group? This information will be used later!*
- *Facilitate the presentations one after the other.*
- *After each presentation, make it a point to announce and leave a couple of minutes to the spectators to complete taking their notes on the information to be gathered from each presentation.*
- *Before the presentation of the performance, remember to agree with the group on a sign that you will make to indicate to the group that it is time to wrap-up the performance (groups are often not that able to time themselves in these circumstances).*

15 **Work in pairs > Triangulate the information and discuss the methods**

- *Ask participants to work in pairs and discuss the two following points:*
- ✧ *Let us pretend that we have to write a report on the effectiveness of the awareness prevention activities of THE ENTIRE GROUP and let us pretend that the only information we have is the information from these three presentations.*
- ✧ *You should all have in your mind the information that was presented by your group as well as the information that was presented by the other two groups.*
- ✧ *The first and most important thing that you should do is to list all the GENERAL conclusions that can be drawn about the effectiveness of the awareness prevention activities of the entire group on the basis of these three presentations.*
- ✧ *What we mean by 'general' conclusions are conclusions that are supported by EACH of the three presentations. The process of validating information by collecting it from different sources and comparing the results with each other is called TRIANGULATION. This is especially important in data collection processes that do not/ cannot follow rigorous statistical methodologies.*
- ✧ *The second thing that I would like you to discuss is the effectiveness of the three methods AS DATA COLLECTION METHODS. Did they provide good information? Did they provide different kinds of information? Could you use them to evaluate the impact of your activities? How?*

- *Take the opportunity to write down a couple of examples to be used in the plenary discussion: at least a point that is substantiated by one or two presentations, but not supported by the other(s) and at least a point that is substantiated by all presentations.*

30 Plenary > Discussion on general conclusions and on effectiveness of methods

- *Do a first round of discussion (each pair contributes a point that has not been contributed before) on the general conclusions.*
- *Typically, participants will present conclusions that are not substantiated by all three presentations. This should be gently challenged and used as an opportunity to discuss the concept of triangulation again, why it is important, and how this is the reason why more than one data collection method per indicator are recommended.*
- *Depending on the time, you do not need to exhaust all of the conclusions. Participants should understand that this was only an example to give us an opportunity to try out the concept of triangulation.*
- *Do a second round of discussion on the effectiveness of the data collection methods. Points that might be stressed are:*

✧ *All of these methods are good with groups that are not literate!*

✧ *As we discussed, all of these methods are better at understanding the WHY than the HOW MUCH (although maps can actually be quite accurate!). A mix of methods, and a mix of quantitative (surveys) and qualitative methods is always the best.*

✧ *Performance is good to give an idea of how a situation evolves, a process, while drawing and mapping provide information on a situation fixed in time.*

✧ *Drawing, and especially mapping, can be PACKED with concrete information (as in the case of the maps in handout 14.1 Examples of mapping and maybe in the case of the map presented by the group). The point of view of performance might be more limited to ONE particular situation, although, as we have seen it can provide more information on the development of this situation.*

✧ *Some cultures have a particular tradition of expressing themselves through drawing and/or performance. In cultures where this is not the case, it might take some initial effort/ warm up exercise to get participants used to the idea. Mapping (as well as graphs, which we discussed earlier) have been found to be fairly universal. In any case, warm up exercises are always a good idea.*

✧ *However, it is true that to use maps with children, you might need to begin by telling them what a map is. One easy way to accomplish this is to tell them to draw what it is that a bird would see when flying over their community.*

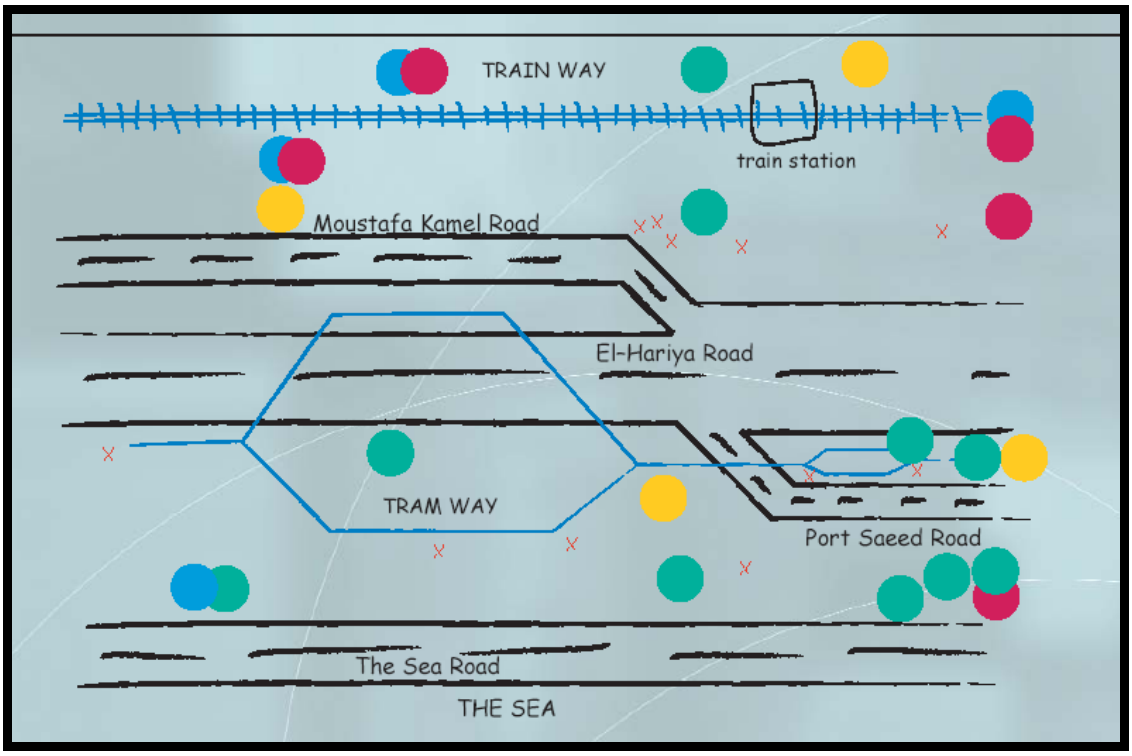
✧ *Performance can be good when trying to capture information that people have difficulty talking about directly or maybe describing in words. People do that naturally often. Sometimes it is difficult to describe a feeling. However, it might be easier to describe the kind of situation where this feeling arises. For example: "In this and this situation he would say, and therefore I would say etc etc."*

14.1 • Examples of mapping

Mapping of the physical and social environment

The following map was created by a youth group working on drug abuse prevention that participated in an UNODC exercise to gather information about drug abuse in communities from the point of view of youth.

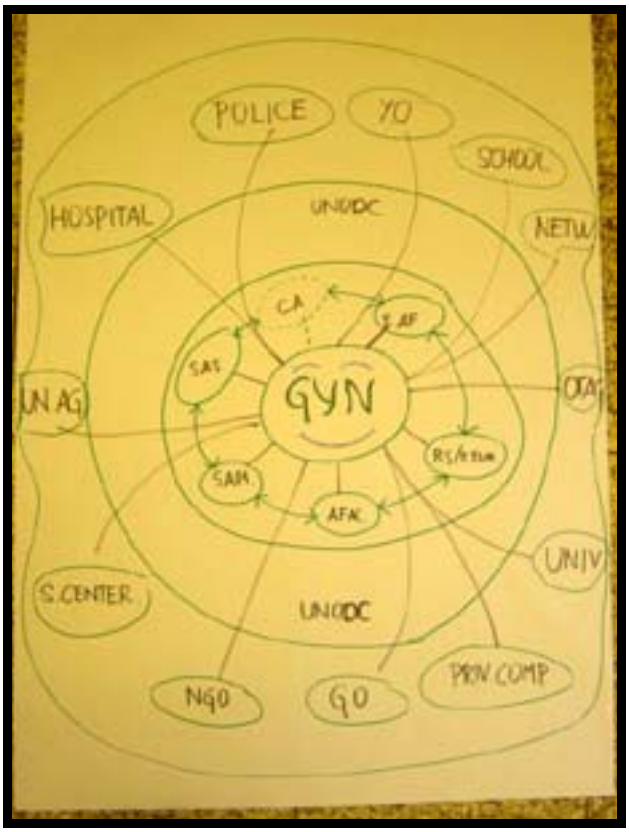
The youth were asked to mark with a little x where they live and to mark with dots in different colours the places where they spend their free time, where their youth group was implementing its drug abuse prevention activities, where youth can obtain illegal drugs, and where youth take drugs.



Although this is a mapping of a physical space, it also provides a lot of information about where people undertake certain activities and how many of these places there are and how close they are at each other. Therefore, it provides also a lot of information about the environment of this community from the social point of view.

Mapping of social relations

The following map was created by some representatives of the Regional Networks of the UNODC Global Youth Network and it represents how the different Regional Networks relate to each other and to the other stakeholders of the Networks. It also identifies who the stakeholders are in the view of this group.



This is an example of how 'maps' can be used to represent social relations and not only physical spaces.

15 • Attendance records

PREPARATION

- ***Flip chart listing the main elements of the example to be discussed (optional).***
- ***Exercise sheet 15.1 Analysis of information based on attendance records: three copies per working group.***
- ***Handout 15.2 Tips about taking attendance records: one copy per participant for discussion or to be distributed at the end of the day for reference.***

This session makes reference to the following section(s) in the handbook:

- *Collecting monitoring information in chapter 7 Collecting the information.*

5 **Plenary > Importance of attendance records**

- *Introduce the session (you might want to refer to a flip chart listing the main elements of the example to be discussed):*
  - ✧ *In the first day, we have discussed how attendance records are the backbone of monitoring. In this session, we will discuss a bit further how to analyse results based on attendance records. Why are attendance records important? Let us discuss an example.*
  - ✧ *On the first day of a new nin-month program a pre survey was conducted to measure children's knowledge about drug use and their past experiences with drugs.*
  - ✧ *Twenty (20) young people were registered and took the survey. By the end of the third month 8 of those young people dropped out. The program did extensive outreach and brought in 10 new young people by the beginning of month five. The program continued for four more months and three more of the existing young people dropped out and another one joined in the last month.*
  - ✧ *If you had to report: How many children attended the program? How many children should take the post survey? Should the different outcomes be expected for those children who attended less frequently?*
- *Let participants discuss the possible answers. Points that could be made are the following:*
  - ✧ *It is not really possible to answer the first question as it is not clear whether the 3 young people who dropped out by the seventh month were part of the original 20 (or better the original 12 that had been left by the third month) or not.*
  - ✧ *Although all the children should take the post survey, strictly speaking only the results of children that have followed the programme from the beginning to the end should be analysed.*
  - ✧ *It is not clear from the example whether the children that started later took the pre-implementation survey. It would be really good if that were the case. In this case, you could make all the children take the post-implementation survey so as to be able to compare whether results are different according to how many sessions young people attended. Yes, different results should be expected.*

- *Wrap up this part of the session pointing out how this examples illustrates the need to keep careful attendance records and to provide for collection of evaluation data also during implementation!*

15 **Group work > Analysis of information based on attendance records**

- *Introduce the session:*
  - ✧ *This part of the session is about analysing data based on attendance records and see how they can provided very important information to improve the implementation of our programmes.*
  - ✧ *We have here the 'results' of a drug abuse prevention programme, and what I would like you to do is to create in your groups a report on the implementation of the programme including some recommendations for improvement.*
- *Give participants some 20 minutes to prepare a 5-10 minutes presentation to plenary.*

30 **Plenary > Discussion of analysis of information based on attendance records**

- *Facilitate groups reporting their conclusions to plenary. It is very important to check that participants report conclusions that can actually be drawn from the data. The recommendations for improvement should be really based on the results of the analysis, not on what participants think 'should be done'. In turn, the results of the analysis should be based on actual data.*
- *Points that should be made from the data in Table A:*
  - ✧ *There were a total of 200 participants in this program across four groups. The group size ranged from 35 to 65 participants with an average group size of 53.*
  - ✧ *Overall there were slightly more males (56%) enrolled in the program than females (44%). Girls participation across the four groups ranged from 25% to 75% with groups one and three being predominately male (70-75%), and group four being predominately female (75%). Group two had the most even distribution … was there a difference in implementation that could explain such disparity?*
  - ✧ *Is this gender disparity good or bad? This cannot be said from the data we have, as we do not know what the plan was in the first place. For example, if the plan was to achieve a gender balance overall, the programme is not doing badly! However, if the intention was to target mostly girls … well, maybe the strategy should be re-discussed. Monitoring is EASIER and MORE MEANINGFUL if you have a good logic model in the first place!*
  - ✧ *There was a good distribution of age ranges across groups with 25%-31% participating within each of the groupings.*
- *Points that should be made from the data in Table B:*
  - ✧ *In general, the group that attended the longest achieved a higher number of goals than those that attended fewer times.*
  - ✧ *However, according to the information that we have what the project wanted to achieve is for participants to reach 5 personal aims in each area with a total of 15 aims. This occurred already after 11-20 session. Therefore the questions arises: should the program continue after 20 sessions?*

- ✧ *Again, this points to the importance of a good logic model. Because this programme was clear that what it wants to achieve are 15 aims (and not 'as many as possible'), it might be able to change its implementation to be more cost-effective.*

[-] **Plenary > Tips on how to keep attendance records effectively**

- *If time allows, keep some 5 – 10 minutes to go through handout 15.2 Tips about taking attendance records, which should anyway be distributed for reference.*

15.1 • Analysis of information based on attendance records

Table A

Attendance in the four groups by gender and age

	Group 1 N=40	***Group 2 N=60***	***Group 3 N=35***	***Group 4 N=65***	***Total N=200***
Gender					
Female	*25%*	*45%*	*30%*	*75%*	*44%*
Male	*75%*	*55%*	*70%*	*25%*	*56%*
Age					
5 – 8	*12%*	*35%*	*41%*	*9%*	*25%*
9 – 12	*45%*	*20%*	*5%*	*10%*	*20%*
12 – 15	*15%*	*12%*	*30%*	*40%*	*24%*
16 – 18	*28%*	*33%*	*24%*	*41%*	*31%*

Table B

Number of aims achieved by intensity of attendance

- *This programme scored participants on how much they achieved three different personal aims.*
- *The desirable score for each objective was 5.*
- *Participants were sorted as to how many sessions they had attended and how they had scored.*

Objective	***Lo (1***	***Med (11***	***Higl (21***
Personal aim relating to life skills	*2*	*5*	*6*
Personal aim relating to knowledge about substances	*4*	*6*	*7*
Personal aim relating to leadership skills	*3*	*7*	*9*
Total	*9*	*18*	*22*

15.2 • Tips about taking attendance records

- *Be careful about sign-in sheets because they are often very difficult to read. Additionally, people might have the exact same names. When possible try to get the names of participants prior to the program activity and create a roster (see sample roster below). Review the roster with the class.*
- *Consider giving all participants a unique identification number that is used on all documentation. This way you can correspond other data you have with attendance data (such as demographic information filled out on intake sheets). In this case, keep in mind that you might have to keep some or all of the data confidential and make sure you have the proper procedures in place.*
- *Be sure to collect attendance data at each and every session*
- *Make sure to include those participants who come late. One suggestion is to take attendance latter in the session toward a break time.*

Example of roster to take attendance records

ID No	Name & Surname	Gender	Age	S1	S2	S3	S4	S5	S6	S7	S8	S9
001	Jesse FLORES	Boy	12	X	X	X	O	O	X	X	X	X
002	Ricarda ROSSI	Girl	13	O	O	X	X	X	X	O	X	X

16 • Monitoring and evaluation plan

PREPARATION

- ***PowerPoint presentation 16.1 Monitoring and evaluation plan: ready to be projected (or equivalent with OHP slides or flip charts) and one hard copy per participant to be distributed at the end of the day as reference.***
- ***Flip chart with the four actions to be included in a monitoring and evaluation plan (optional).***
- ***Table 15.2 Monitoring and evaluation plan: three copies per participant.***
- ***Flip chart with the sharing and feedback sequence (optional).***
- ***Something to make a huge noise with to alert participants that they need to start the next activity in the sharing and feedback sequence.***

This session makes reference to the following section(s) in the handbook:

- *Planning your monitoring and evaluation of chapter 6 A framework to plan monitoring and evaluation;*
- *A lot of material that was discussed in other sessions and in other parts of the handbook.*

20 **Plenary > Elements of a monitoring and evaluation plan**

- *Introduce the session:*
  - ✧ *This is the last session of the workshop. We have built logic models of our programmes, we have discussed the information that you need to collect to monitor and evaluate and various ways to collect it. You have built a monitoring methodology as homework the first day and you have identified your indicators, data sources and data collection methods as homework yesterday evening.*
  - ✧ *We need to bring everything together into a comprehensive monitoring and evaluation plan. A plan that not only includes what information will be collected and with which method, but also details such as: Who will prepare this data collection? Who will undertake it? who will analyse the data? How will we USE the data?*
- *Present 16.1 Monitoring and evaluation plan. Question and answer session.*
- *If the time is tight the presentation can be summarised or left out and distributed as handout. In this case, the four fundamental actions that need to be planned should be explained, possibly referring to a flip chart: (1) prepare and pilot the data collection tools, (2) collect the information, (3) analyse the information, and (4) use the information. This is valid and important both for monitoring AND for evaluation.*

20 Work by programme > Building of a monitoring and evaluation action plan

- *Introduce the session possibly referring to a flipchart listing the main tasks:*
- ✧ *This part of the session is about putting in to practice these concepts. As I mentioned, they are valid for both monitoring and evaluation. However, they will be obviously applied differently if you are thinking about monitoring and if you are thinking about evaluation.*
- ✧ *However, we do not have enough time for you to build an action plan for the monitoring of ALL your activities AND for the evaluation of ALL your objectives.*
- ✧ *What I would like you to do is to build an action plan for the monitoring of at least ONE of your activities and to build an evaluation action plan for at least ONE of your indicators.*
- ✧ *What does this mean?*
- ✧ *Have a look at the monitoring methodology that you have worked on in the evening of the first day. You should find this table (show exercise sheet 7.2 Monitoring plan) filled in. Choose one activity, maybe one for which you have identified a more complex kind of monitoring.*
- ✧ *For this activity, and for this kind of monitoring information and methods, I would like you to fill in this form (show exercise sheet 16.1 Monitoring and evaluation action plan).*
- ✧ *In this form, you should plan for the following actions: 1. the preparation of the tools to collect the monitoring information, 2. the collection of the information, 3. the analysis of the information, and 4. the use of the information.*
- ✧ *When you have finished, I would like you to fill the SAME form, THIS TIME about evaluation. Therefore, you should go back to the indicators, data sources and data collection methods that you have identified as homework yesterday evening. This is the form that you should have filled in (show exercise sheet 12.2 Evaluation plan).*
- ✧ *Choose one INDICATOR, maybe one for which you have identified a more complex kind of data collection methodology. Maybe there are many data sources and/or data collection methods.*
- ✧ *Also for this indicator that you have chosen, and for these data sources and data collection method, I would like you to fill in an action plan form and plan for the usual four actions: 1. The preparation of the tools, 2. The collection of the information, 3. The analysis of the information, and 4. The use of the information.*
- ✧ *What does it mean when I ask you to PLAN these four actions? As you can see from the form (show exercise sheet 12.2 Evaluation plan), this means that I would like you to think: Who will do it and who will be involved and how? For example, WHO will prepare the data collection tools? Who else will be involved? Doing what?*
- ✧ *I would also like you to think: When will this happen and how long will it take? So, for example, when will the data collection tools be prepared? And finally: What resources will be needed, if any?*

- *To give you a better idea of what I mean, we have prepared one monitoring example, and one evaluation example based on the monitoring and evaluation plans of 'the programme of our community'.*
- *This task is very time consuming, and also rather boring! In reality, many tasks might already be taken care by normal project planning. However, the reason why we would like you to do this is to really take the time to think, at least ONCE, THOROUGHLY and SYSTEMATICALLY to the different kinds of actions to undertake your monitoring and evaluation in a way that is effective and useful.*
- *You will have 20 minutes to do this. If you manage to complete your task before the end of the 20 minutes, please repeat the task for another activity and/or another objective.*
- *As usual, if there is more than one participant per programme/ organisation, you can work together. However, if you feel that you are from the same organisation but working on two different projects, you might choose to work on your own. In any case, it is totally up to you whether you want to work on your own or in small groups of people that you feel comfortable with. We would encourage you to work together, but if you do not feel like it, this is ok as well.*
- *After you have prepared, we will go through the same process that we followed yesterday when you shared your logic model with each other.*
- *You will present your monitoring methodology (the one you prepared for homework the evening of the first day, covering all the activities), plus the example of the action plan to monitor one activity that you will have prepared just now. You will also present your indicators, data sources and data collection methods (the one you prepared for homework yesterday, covering all of the objectives), plus the example of the action plan for one of the indicators that you will have prepared just now.*
- *You will need to be ready to present all of this to another participant in 10 minutes, and they will have 10 minutes to present the same to you. You will also need to be ready to provide feedback on the basis of the 'Checklist of the good action plan'. As you will see, the checklist is really simple. However, it would be a good idea if, in the 15-20 minutes of preparation, you also read the Checklist so as to be ready to provide feedback when needed.*

60 **Work in pairs by programme > Sharing of the monitoring and evaluation action plans**

- *Ask participants to pair up with another participant/ programme they have not been working before. If there is more than one participant per programme/ organisation, the representatives of one programme/ organisation should pair with the representatives of another programme/ organisation. Explain the sequence of the sharing of the action plans and of the provision of feedback. You might want to refer to a flip chart that you will have prepared in advance.*
- *The first activity is to share the methodologies and the plans. Each participant(s) has 10-15 minutes to present it to his/her partner participant(s). While one participant(s) is presenting, the other participant(s) takes notes: Is there something unclear? Are the methodologies and the plans good according to the checklist?*
- *Check once more that everybody has the checklist handy.*
- *Stress that you will let them know when it is time to change from one participant(s) sharing his/her methodologies and plans to the second participant by making a huge noise [demonstrate].*
- *After BOTH participants have shared their methodologies and plans with each other, it is time for feedback. Again, you will let them know when by making the huge noise [demonstrate!].*
- *In the feedback part of the session, each participant(s) has 10 minutes to ask questions of clarification and/or provide feedback on the basis of the checklist to his/her partner participant(s).*
- *This should be a non-critical/non-threatening activity. The purpose is to help each other. Stress that participants should build on what they hear, and not criticize it immediately. Each participant will need to assist his/her partner to make his/her methodology and plans as clear as possible, and as strong as possible in terms of the strengths of the links.*
- *Stress that you will let them know when it is time to change from one participant(s) giving feedback to the second participant(s) by making a huge noise [demonstrate].*

20 **Plenary > Short general debriefing session**

- *Back to plenary, have a short debriefing session. Some possible questions:*
- ✧ *How did it go?*
- ✧ *Did people have problems in providing or receiving feedback?*
- ✧ *What did people learn by looking at one another's methodologies?*
- ✧ *What did people learn by looking at one another's action plans?*
- ✧ *What were some of the challenges people had in their methodologies? What about their action plans?*
- ✧ *What were some of the questions that were asked about the methodologies? How were these resolved? What about the action plans?*

UNITED NATIONS
Office on Drugs and Crime

Session 16

16.1 Monitoring & evaluation plans

Draft! Draft! Draft! Draft! Draft! Draft! Draft! Draft!

Monitoring & evaluation of drug abuse prevention
A UNODC Global Youth Network Training Workshop

Monitoring plan - Methodology (I)

- For each activity, decide on the monitoring questions …. Remember?
  - No. & characteristics of participants
  - When and how often activities are implemented
  - Feedback of participants
  - Feedback of staff
  - Quality of activities (pre- post- training, observation)

Monitoring plan - Methodology (II)

- For each question, decide on the data collection methods.
- You will need to think:
  - Who will involved in these decisions (maybe a good idea to involve stakeholders?)
  - When this will happen and how long will it take?

Monitoring plan - Prepare data collection tools

- **With regard to monitoring, this will probably be less of an issue … However, IF there is a need to prepare data collection tools (e.g. a pre- post- training test), it is better to plan for this too.**
  - **Who will prepare the data collection tools?**
  - **Who will need to be consulted and how?**
  - **When and how long will it take?**
  - **Will you need funds?**

Monitoring plan – Data collection

- For each monitoring question/ method, you will need to plan the data collection:
  - Who will collect the data?
  - Who will need to be consulted and how?
  - When and how often?
  - How long will it take?
  - Will you need funds?

Monitoring plan – Data analysis

- **Analysis takes time! You need to plan for it!**
  - **Who will analysed the data?**
  - **Who will need to be consulted and how?**
  - **When and how often?**
  - **How long will it take?**
  - **Will you need funds?**

Monitoring plan – Feedback information to the project

- **The purpose of monitoring is to provide information to keep the implementation of activities on track … the information that has been collected and analysed needs to be fed back to the project. Also this does not happen automatically … you need to plan!**
  - **Who will feed the information back to the project?**
  - **When and how often? Is this an occasion when decision about how the project is implemented can be taken?**
  - **Who will need to be consulted and how?**
  - **How long will it take?**
  - **Will you need funds?**

What about evaluation?

- The elements of an evaluation plan are similar to those of a monitoring plan.
  - Decide questions (a.k.a indicators), data sources and methods.
  - Plan preparation of data collection tools, data collection, analysis and reporting.
- One additional step prior to all this:
  - What kind of evaluation do you want to undertake? What for?
  - Together with your indicators, data sources and methods this is your evaluation methodology.

Deciding about evaluation (1)

- **Implementing a programme that has been extensively evaluated in the same conditions?**
  - **Process evaluation.**
- **Large, comprehensive, long term programme who wants to demonstrate that its activities have certain effects.**
  - **Scientific design, external evaluator.**

Deciding about evaluation (2)

- **Smaller programme that wants to have a sense of the impact that it is having on its community, both for improvement and advocacy reasons.**
  - **Simpl<u>er</u> impact evaluation.**
- **Donor driven.**
  - **Donor will have its own requirements … isn't there any other kind of information that you would want to collect for the benefit of the programme?**

Evaluation plan – Methodology (I)

- For each objective, decide on the indicators, data sources, methods.
  - Possibly more than one indicator per objective.
  - More than one data source per indicator.
  - The choice of data collection method will also depend on how large your population is, your timeframe and resources.

Evaluation plan – Methodology (II)

- **Who will be involved in these decisions?**
  - **It is a good idea to involve stakeholders! Ensure that evaluation results will be meaningful and useful!**
  - **If there is going to be an external evaluator, involve him NOW!**
- **When will this happen and how long will it take?**

Evaluation plan – Prepare data collection tools

- **Preparing data collection tools can be a series of tasks in itself (e.g. preparing and piloting a survey). It is better to plan for this too!**
  - **Who will prepare the data collection tools?**
  - **Who will need to be consulted and how?**
  - **When and how long will it take?**
  - **Will you need funds?**

Evaluation plan – Data collection

- For each indicator/ data source/ method, you will need to plan the data collection:
  - Who will collect the data?
  - Who will need to be consulted and how?
  - When and how often?
    - AT LEAST pre- and post-
    - Sometime data collection is needed along the way!
  - How long will it take?
  - Will you need funds?

Evaluation plan – Data analysis

- **Analysis takes time! You need to plan for it!**
  - **Who will analyse the data?**
    - **Simple statistical analysis does not need to be difficult! See resources in the Guidelines!**
  - **Who will need to be consulted and how?**
  - **When and how often?**
  - **How long will it take?**
  - **Will you need funds?**

Evaluation plan – Feedback information to the project

- **Reporting will need to be different according to your audience!**
  - **To whom will you report the data?**
  - **How? In what form?**
  - **When?**
  - **What will be the *purpose* of this reporting?**
- **Use the information that you have collected:**
  - **To motivate your staff and your community;**
  - **To improve your programme;**
  - **To plan new activities;**
  - **To advocate with your community and donors.**

16.2 • M & E action plan of programme:

Short description of activity or indicator

Monitoring or evaluation task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
Prepare (and if possible pilot) tools.				
Collect the data.				
Analyse the data.				
Feedback the results to the programme.				

16.3 • M & E action plan of programme: THE PROGRAMME OF OUR COMMUNITY

Monitoring Example

Short description of activity

1. Train trainers on how to conduct family skills training (10 participants to attend 3 week-end sessions (2 days each).

Monitoring task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
Prepare and pilot: • Registration form • Attendance record • Pre- and post-test questionnaire • Questionnaire to gather feedback of participants • Questionnaire to gather the feedback of trainers	*Facilitator(s)*	*The facilitator(s) will discuss the forms together with the project coordinator*	*This will be part of the preparation of the training materials by the facilitator(s)*	*Part of the job description of the facilitator(s) (remember to add it and discuss it with him/her/them!!!)*
Collect the data.	*Facilitator(s)*	*Facilitator(s) to make sure that participants fill in the questionnaires and to collect questionnaire.*	• The registration form and the pre-test questionnaire should be filled in immediately before the start of the training (before the start of the first weekend). • The attendance record should be taken at the first break of each day. • The facilitator feedback form should be filled in at the end of each day.	*Part of the job description of the facilitator(s) (remember to add it and discuss it with him/her!!!)*

Monitoring task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
			• The feedback forms should be filled in at the end of each weekend. • The post-test questionnaire should be filled in at the end of the training (end of the last weekend).	
Analyse the data.	*Facilitator(s)*	*Facilitator(s)*	• After each weekend, the results from the attendance records and the participants and facilitator(s) feedback should be analysed. • At the end of the training, the results from the pre- and post- test should also be analysed together with the attendance records and the feedbacks.	*Part of the job description of the facilitator(s) (remember to add it and discuss it with him/her!!!)*
Feedback	*Facilitator(s)*	*Project coordinator*	• Facilitator(s) and project coordinator to meet after each weekend to discuss results from attendance records and feedback and to troubleshoot any possible problem arising.	*Part of the job description of the facilitator(s) (remember to add it and discuss it with him/her!!!)*

Monitoring task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
Feedback	*Facilitator(s)*	*Project Coordinator*	• Facilitator(s) and project coordinator to meet at the end of the training to discuss results from the attendance records, feedback, and tests and possible lessons learned 'for next time'.	

Evaluation Example

Short description of indicator
Parents take an active interest in the activities of their children.

Evaluation task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
Prepare and pilot: • The short surveys. • The warm-up activities and questions for the FGDs.	*Sylvia, one of the facilitators of the family skills programme. She has gone to the UNODC training on Monitoring and Evaluation ☺.*	• The project coordinator and the other facilitators to provide input and comment. • A few parents and children to pilot the short survey and discuss the plan for the FGD.	*After the facilitators have been trained and before the family skills programme begins.*	• Sylvia's additional working time and fee. • Examples of surveys and/or plans of FGDs (NOTE: check the UNODC website!!! **www.unodc.org/youthnet**
Collect the data.	*Sylvia will coordinate the collection of information.*	• All facilitators with regard to the survey. • Sylvia and a couple of facilitators to organise and facilitate the FGDs.	• The survey will be administered before the very first family skills meeting and during the big end-of-programme ceremony. • The FGD are to be organised before the start of the programme and in the week after the end, but before the big end-of-programme ceremony.	• The additional working time of Sylvia and the facilitators. • Room, stationery/ materials, transportation, refreshments and child care for the FGDs.
Analyse the data.	*Sylvia assisted by two volunteers.*	• The project coordinator to provide monitoring and support, as well as all the information resulting from the MONITORING of these activities.	• After the big end-of-programme ceremony. It will probably take one or two months.	• The additional working time of Sylvia and of the volunteers.

Evaluation task	***Who will do it?***	***Who will be involved and how?***	***When will this happen and how long will it take?***	***What resources will be needed, if any?***
Prepare feedback of the results of the family skills programme in three different format: • For the parents and other stakeholder in the community. • For the children. • For the donor (report).	*Sylvia, as discussed with the project coordinator and the other facilitators.*	• The project coordinator and the other facilitators. • A few parents and children willing to share their stories with the community.	• Three to six months after the big end-of-programme ceremony one big meeting organise the meetings and prepare the report and send it to the donor.	• The additional working time of Sylvia and the facilitators. • Some time to identify the parents and children willing to share their stories with the community and prepare their intervention in the meetings. • Room, stationery/ materials, transportation, refreshments and child care for the meetings.

16.4 • Monitoring and evaluation plans checklist

1. Monitoring methodology

1.1 Is it clear how the attendance and the characteristic of participants will be monitored? This is especially important in the case of a SERIES of sessions!

1.2 Is it clear how the feedback of participants and staff will be collected?

1.3 Is there need for additional monitoring visits and support?

1.4 Is there need for immediate pre-implementation and post-implementation tests (e.g. for a training workshop)?

2. Monitoring action plan

2.1 Is the preparation of the tools comprehensively planned for, including looking for existing tools and piloting of the tools?

2.2 Are the collection AND the analysis of the data sufficiently provided for?

2.3 Is there clear provision for feeding the results back in a manner that can influence the implementation of activities?

3. Indicators, data sources, data collection methods

3.1 Is there more than one indicator per objective?

3.2 Is there more than one data source and/or data collection method per indicator?

3.3 Is the assumption on which the choice of the indicator has been based logical AND supported by evidence?

4. Evaluation action plan

4.1 Is the preparation of the tools comprehensive, including looking for existing tools and piloting of the tools?

4.2 Are the collection AND the analysis of the data sufficiently provided for?

4.3 Are stakeholders involved appropriately?

4.4 Is there provision for feeding the results back differently and appropriately to different stakeholders?

17 • Feedback on the workshop and goodbyes

PREPARATION

- ***Questionnaire 17.1 Post-training test: one copy per participant.***
- ***Questionnaire Feedback of participants on the sessions of day 3 and on the workshop as a whole: one copy per participant.***
- ***If an official closing is desirable / necessary, organise speakers as appropriate.***
- ***Flip chart with the results of the two human surveys from the first day.***
- ***Flip chart where to note the results of the two human surveys.***
- ***Handout 17.3 Answers to the pre/post-training test: one copy per participant***

15min **Plenary > Formal feedback**

- *Give participants the post-training and the feedback questionnaires and ask them to fill them in and return them to you immediately.*
- *Stress that both are totally anonymous and that the test is not there to test participants, but to test whether the workshop has been able to discuss at least some basic concepts appropriately.*
- *Collect them as participants finish.*

15 **Plenary > Closing**

- *Make sure that all participants have filled-in and returned the post-training test and the feedback questionnaire.*
- *Give participants a few words of appreciation, congratulation and goodbye and, if at all possible, a sense of what will happen after the workshop.*
- *The 20 minutes include the time for an official closing speech, if deemed desirable/ necessary.*

10 **Plenary > One last activity before saying goodbye**

- *Tell participants that before you all go, you would like to do ONE more small activity. You would like to know what their feelings are about monitoring and evaluation now that we are at the end of the workshop.*
- *Re-do the 'how much do you love/hate monitoring and evaluation' human survey (see description of session 1 Introductions). Don't forget to note on the flipchart how many participants "hate" evaluation, how many think it is "ok", and how many "love it".*
- *Re-do the 'how much do you feel you understand about monitoring and evaluation' human survey and note results on flip chart.*
- *Compare results on the flip charts with the results of the human surveys in the first day. Hopefully, an improvement in*

appreciation of and confidence about monitoring and evaluation will be noticeable. Take the opportunity to conclude with a few congratulatory and celebratory words and a round of applause for everyone!

- *Distribute handout 17.3 Answers to the pre/post-training test.*

[-] **Feedback of the facilitators**

- *Please fill in the questionnaire Feedback of facilitators on the sessions of day 3 and on the workshop as a whole either while participants are filling the post-training questionnaire and their own feedback questionnaire, or in the evening, while your feelings and impressions from the day and from the workshop as a whole are still fresh.*

17.1 • Post-training test

We would like to know more about what you know about monitoring and evaluation, NOW THAT YOU HAVE COMPLETED THE WORKSHOP! This is a test for us, not for you … and is completely anonymous!

Here there are a series of statements with regard monitoring and evaluation of drug abuse prevention. Some statements need to be completed. In some cases, we would like to know whether the statements are true or false.

Tell us which one is the right option in your opinion by circling the appropriate letter. Hopefully, we will have discussed these issues for you to have an idea at least! If not, it is no problem at all! Do not mark anything and go to the next question. Before you leave, we will give you the answers … and in any case, you can always come and discuss them with us!

Monitoring is about …
… the implementation of activities.
… the impact of activities.

Good evaluation is also based on monitoring.
True
False

An evaluation must be based on a scientific research methodology (i.e. a quasi experimental or experimental design).
True
False

Good monitoring information is mostly based on:
Good attendance records
Feedback of participants and staff
Both

"Training of parents of 11-13 years old in family skills". This statement is:
An objective.
An activity.
A goal.

Evaluation should be <u>ultimately</u> concerned with:
How the activities of our programmes have been implemented.
The impact of the activities of our programmes.
Both.

In a logic model, the link between how the proposed activities will lead to the objectives should be:
Clear: activities should be intensive enough to support the achievement of the objective.
Evidence-based: there should be research and past experience confirming that activities will lead to the objective.
Both.

One indicator is usually sufficient to assess whether a project has reached a specific objective or not.
True
False

A drug abuse prevention project is not effective if it does not show a reduction in the number of people who start or use drugs.
True
False

Surveys are the best method to collect data during an evaluation.
True
False

Asking a group of project participants to draw a map is a good way to understand better the way the project has changed:
Their physical environment.
The way they spend their free-time.
Both.

Planning the monitoring and evaluation of your project should be done during implementation, so as to be ready to collect the information at the end of the activities.
True
False

Feedback of participants on the sessions of day 3 and on the workshop as a whole

Session 13 • Surveys

This is the session when we discussed surveys and especially how to prepare a good questionnaire.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 14 • Mapping, performance, collage as data collection methods

This is the session in which we tried out three less traditional methods of collecting data, as well as the triangulation of information from different methods/ sources.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 15 • Attendance records

This is the session in which we discussed the importance of attendance records by analyzing some simple results from both monitoring and evaluation, seeing how information based on attendance records make a huge difference.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

Session 16 • Your monitoring and evaluation plan

This is the session in which we detailed at least part of a monitoring and evaluation plan and we shared it with each other.

Please score as follows: 1 (very little), 2 (little/ not enough), 3 (medium/ enough), 4 (quite a bit/ more than enough), 5 (a lot)

Question	***1***	***2***	***3***	***4***	***5***
Was the session clear?					
Was the session pleasant?					
How much did you learn in this session?					
How much do you think you will be able to use the information/ skills covered in this session in your future work?					

If you have any suggestions on how this session could be improved, please write them below!

What did you expect to learn in this workshop? Please give us examples.

Were your expectations met? Please give us examples of WHAT in the workshop met your expectations and also of what DID NOT meet your expectations

What are the two most important things that you learned?

What are the two things in the workshop you would have done differently?

Is there anything else you would like to tell us about the workshop? Please write it below.

THANK YOU SO MUCH!
KEEP IN TOUCH AND, IN THE MEANTIME, TAKE GOOD CARE!

17.3 • Answers to the pre/post-training test

Here are the answers to the test that you took before and after the workshop. The correct answer is in bold and, unless the correct answer is really self-explanatory, there are a few lines of comment to explain why we think this is the case. Disagreements? Questions? Clarifications? Doubts? Ask your facilitator or contact us at ***youthmail@unodc.org***

1. Monitoring is about …
… the implementation of activities*.*
… the impact of activities.

Comment
Although monitoring and evaluation might be defined differently in different contexts, it is generally accepted that monitoring concerns itself with the implementation of activities, while evaluation is more concerned with the impact of activities.

2. Good evaluation is also based on monitoring.
True
False

Comment
Although evaluation is mostly concerned with the impact of activities, it is also important to know how activities have been implemented. Do you remember the example of the soup? It is good to know what we achieved (the soup was GREAT!), but it is also good to know how we did it (i.e. the recipe and what we changed if anything)!

3. An evaluation must be based on a scientific research methodology (i.e. a quasi experimental or experimental design)
True
False

Comment
If a programme has the resources to hire an external evaluator or the assistance of researchers to undertake an evaluation on the basis of a scientific research methodology (i.e. including control groups (quasi-experimental design) or even randomly assigned control groups (experimental design), this is great. However, a programme can still undertake an evaluation that is meaningful and useful through a carefully planned monitoring and pre- and post-implementation assessments.

4. Good monitoring information is mostly based on:
Good attendance records
Feedback of participants and staff
Both

Comment
Good attendance records and feedbacks of participants and staff would already provide quite an accurate picture of the implementation of the activities. In some activities, monitoring visits or immediate tests might be recommendable.

5. "Training of parents of 11-13 years old in family skills". This statement is:
An objective.
***An activity**.*
A goal.

Comment
Objectives and goals are situations that we want to change in our target group. In this case, that would be the change in family skills in the parents. This statement is an activity, although it might be made more specific.

6. Evaluation should be ultimately concerned with:
How the activities of our programmes have been implemented.
***The impact of the activities of our programmes**.*
Both.

Comment
Although in evaluation it is also important to know how activities have been implemented, as stated in the comment to question 2., it is also true that evaluation is ultimately concerned with the impact of activities (whether the soup was so great or not, after all!)!

7. In a logic model, the link between how the proposed activities will lead to the objectives should be:
Clear: activities should be intensive enough to support the achievement of the objective.
Evidence-based: there should be research and past experience confirming that activities will lead to the objective.
***Both**.*

Comment
Activities should be appropriate and of sufficient duration and intensity in order for your project to achieve its objectives. Sometimes, the link between activities and the achievement of objectives seems intuitive to us, but actually, if we look at the scientific evidence this link does not hold true (e.g. provide information on its own does not achieve the prevention of the initiation of drug use). That is why the link should also be based on scientific evidence.

8. One indicator is usually sufficient to assess whether a project has reached a specific objective or not.
True
False

Comment
It can happen that one indicator is enough to assess whether an objective has been achieved or not. However, generally two to three indicators per objective are more recommendable.

9. A drug abuse prevention project is not effective if it does not show a reduction in the number of people that start or use drugs.
True
False

Comment
False! False! False! If a drug abuse prevention project can demonstrate to have changed a risk or a protective factor that has been shown by research to be linked to drug abuse, it can still be said that it is effective and that it CONTRIBUTES to preventing drug abuse.

10. Surveys are the best method to collect data during an evaluation.
True
False

Comment
Survey can be anonymous, good for large populations and to understand the extent to which things have changed. However, they can be difficult to organise, they are not very participatory and they are not very good at providing information on the reason why things have changed. A mix of quantitative and qualitative methods is always advisable.

11. Asking a group of project participants to draw a map is a good way to understand better the way the project has changed:
Their physical environment.
The way they spend their free-time.
***Both**.*

Comment
Participants can use maps to describe their physical environment, but also their social interactions. For example, in this case they could use a map to show the groups or the places they spend more or less free-time with.

12. Planning the monitoring and evaluation of your project should be done during implementation, so as to be ready to collect the information at the end of activities.
True
False

Comment
Monitoring and evaluation MUST be planned BEFORE the beginning of activities and in most evaluation you will need to collect some baseline data before the activities begin.

Feedback of facilitators on the sessions of day 3 and on the workshop as a whole

Session 13 • Surveys

1. Did you manage to cover all the components of this session as planned?

Card survey of surveys	❑	*Yes*	❑	*No*
Presentation	❑	*Yes*	❑	*No*
Survey critique	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 14 • Mapping, performance, collage as data collection methods

1. Did you manage to cover all the components of this session as planned?

Participants prepare and present information through three different methods	❑	*Yes*	❑	*No*
Participants utilize information presented through the three different methods to arrive at general conclusions (triangulation)	❑	*Yes*	❑	*No*
Discussion on advantages and disadvantages of these less traditionals data collection methods.	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 15 • Attendance records

1. Did you manage to cover all the components of this session as planned?

Introductory discussion on the importance of attendance records.	❑ *Yes*	❑ *No*
Analysis of monitoring and evaluation results based on attendance records.	❑ *Yes*	❑ *No*
Short review of tips to keep good attendance records.	❑ *Yes*	❑ *No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Session 16 • Your monitoring and evaluation plan

1. Did you manage to cover all the components of this session as planned?

Presentation on important elements in planning monitoring and evaluation.	❑	*Yes*	❑	*No*
Participants prepare the action plan for the monitoring of one activity and, with regard to evaluation, for one indicator.	❑	*Yes*	❑	*No*
Participants share their monitoring plan, their evaluation plan and the two examples of action plan.	❑	*Yes*	❑	*No*
Short de-briefing session.	❑	*Yes*	❑	*No*

If you marked "no" on any of the above, please explain what you did differently and why.

2. Did any part of the session work particularly well? In which way? Why do you think this was the case?

3. Did any part of the session work less well? Why do you think this was the case?

4. Please note here any suggestions for improvement that you might have or amendments to be made to the materials of this session, if any.

Apart from what you have told us through your feedback on the single sessions, please list here things that were particularly positive about the workshop.

.

Apart from what you have told us through your feedback on the single sessions, what are the things in the workshop you would have done differently? Why?

THANK YOU SO MUCH!
KEEP IN TOUCH AND, IN THE MEANTIME, TAKE GOOD CARE!

18 • Analysis of data

- *After all the hard work of the facilitation, yes, we need you to undertake some more work to analyse the data and send to us all the information on the meeting.*
- *To facilitate the reporting, we have prepared an excel spreadsheet that you should fill in and send to us.*
- *If you fill in the excel spreadsheet fully and you sent to us a few pictures from/ materials produced during the workshop, we will prepare and send to you certificates of participation for all your participants and trainers.*

Preparation

- *Ideally, you should have filled in three feedback forms for facilitators during or immediately after the workshop. If not, please do so now, before you start inputting the data in the spreadsheet.*
- *To fill in the spreadsheet, you will need at hand the following documents/ information:*

✧ *Details as to the time and location of the workshop.*
✧ *Details of participants, including (given) name, family name/ surname, gender, year of birth, town and country of residence.*
✧ *Should participants wish to be included in our emailing list, you might want to indicate also the name of the organisation or the project they work or volunteer for, the town and country where they work or volunteer for the organisation or the project, and an active email address.*
✧ *Details of facilitators, including (given) name, family name/ surname, gender, year of birth, town and country of residence.*
✧ *Should facilitators wish to be included in our emailing list, you might want to indicate also the name of the organisation or the project they work or volunteer for, the town and country where they work or volunteer for the organisation or the project, and an active email address.*
✧ *The pre-test questionnaires filled in by participants.*
✧ *The post-test questionnaires filled in by participants.*
✧ *The THREE feedback forms filled in by participants.*
✧ *The THREE feedback forms filled in by you (the facilitators).*

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