

USAID|Ghana EG Office

IPs' M&E and Gender PoCs Meeting

M&E Lingo Game/Competition

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BOLGATANGA

Purpose:

- Refreshing our understanding of M&E concepts, tools and terminologies
- Improve our ability to clearly communicate these concepts, tools and terminologies with non M&E people

The Game comprises:

- Riddles
- Calling out a missing word or phrase in a statement
- Defining given terms

How It works:

- Participants will form five groups. Members should not necessarily be staff of one and the same IP
- Each group will name itself and write it boldly on an A4 sheet with a marker, fold it horizontally and place it on its table
- Each group will be given one chance to respond to a question/riddle
- A groups earns three points/marks for a correct answer
- If a group is unable to answer a question, the question is transferred to the next group
- A group that correctly answers a question transferred from another will earn two points/marks
- The group that earns the highest points/marks wins
- Each member of the winning team gets any of the following souvenirs—
 - e.g. special pens, key holders or note pads
- The second team also gets some prizes but not as many as the winning team

Resources Required...

- Five moderators:/facilitators
- 3 Quiz Masters taking turns to ask questions-- Augustine Amedzi (METSS), Dela Akanko, Africa Lead & Eric Sunu, ADVANCE
- 1 Score Recorder – Evelyn Osei
- 1 Time Keeper – Samuel Baidoo (IPIMFS (implemented by Sahel Grains))
- One set of flip charts
- Three different colored markers

Suggested Areas for Questions/Riddles

- Theory of Change
- Results Framework
- Logical Framework
- Baselines, Targets and Indicator Tracking
- The USAID Evaluation Policy
- Evaluation Statements of Work
- Evaluation Design
- Etc.

Suggested Reference Documents

- ADS 201
- USAID Evaluation Policy
- Other USAID Resources
 - [USAID Learning Lab](#)
 - [Agrilinks.org](#)

Rules for the Game/Competition

- Mobile phones should be off and placed in the middle of the table.
- Each team has one chance to answer a question;
- One team member should answer a question at a time

Game Start...

Riddles



RIDDLE I!

I am very helpful to M&E staff and projects, but they sometimes see me as a bug as I keep them on their toes. I visit you to see how you are doing and to advice you but I am commonly seen as a fault finder. The USAID ADS 201.3.5.8 adequately spells out my purpose and that make me feel good about myself. I never visit you without my five buddies. I am useful in ***influencing management decisions.***



Who am I?



RIDDLE 2!

My formula is simple. I make you look attractive to USAID and admired by stakeholders for your results. I help you to communicate progress and **to proudly showcase** a difference you have made and to prove the importance of your existence. I am sometimes showcased like a celebrity and I make you look good among your peers.

Who am I?





RIDDLE 3!

I am required for all Performance Indicators and must be completed within 3 months of the start of indicators data collection. My existence is critical to promote data quality. I am so important that I must be accessible to relevant Missions or OU staff.



Who am I?



RIDDLE 4!

I am an entity or individual who enters into a contract and/agreement with USAID to support the achievement of foreign assistance goals via overseas development programs.

Who am I?





RIDDLE 5!

I was developed for use with USAID projects in the late 1960s. By mid 1970s, I was being used to design a wide range of projects. My usage expanded over the next decade to include other bilateral donors mainly UN Agencies and World Bank.

Who am i?





RIDDLE 6!

I am a key requirement when developing an M&E Plan and I can be established on a rolling basis.

In determining my state, you may sometimes have to collate data/information from other stakeholders . I am key to determining your progress though some projects take me for granted and they come searching for me mostly, when it is too late. Without me, you will have challenges in management decision-making and your evaluation efforts will be hindered.



Who am I?

RIDDLE 7!

I help you to justify a program by describing in concrete terms what USAID investment will promote. I orient my stakeholders to the task to be accomplished and motivate project implementers to do their best.

I promote transparency and accountability by making available information on whether results have been achieved or not overtime.

You are sometimes accountable to me during FTFMS reporting depending on your achievement.

Who am I?





RIDDLE 8!

I am an intervention designed to achieve specific objectives within specified resources and implementation schedules, often within the framework of a broader program.

Who am i?





RIDDLE 9!

I am your key basis for providing objective evidence that an intended change is occurring. I lie at the heart of developing an effective Performance Management System. I am so important that when I am selected, I have to be precise, reliable, valid, measurable and practicable.

Who am I?





RIDDLE 10!

I am designed to measure the progress toward achieving results identified in the Regional/ Country Development Cooperation Strategy (R/CDCS) and project log frame in order to inform decision making, resource allocation, learning and adapting. At the Mission level, I serve as a tool to plan and manage the process of monitoring, evaluation and analyzing progress toward achieving the results specified in the R/CDCS results framework and project log frames.

Who am I?





RIDDLE I I!

I am a very important member of the USAID family. I am so important that I am part of an interagency effort to consolidate US Government reporting. You are all accountable to me and I keep you glued to your seats every year. Six agencies including the U.S. Agency for International Development (USAID), the U.S. Department of Agriculture (USDA), Millennium Challenge Corporation (MCC), Peace Corps, Department of Treasury, and the U.S. African Development Foundation (USADF) contribute data to me.

Who am I?





RIDDLE 12!

I am an important element of a comprehensive monitoring and evaluation system. I distill a project's information into a short concise format. I am key for decision-making purposes . I have siblings that can be changed where required with some justification.

In summary, I am a simple standardized way of presenting M&E project data.

Who am I?





RIDDLE 13!

When I am mentioned by USAID to Implementing Partners, M&E staff sometimes get the shivers, especially when there are some challenges with implementation. My policy was developed in 2011 and updated in October 2016 by USAID. I make projects demonstrate results, generate evidence to inform decisions, promote learning and ensure accountability. I commonly occur during the implementation phase to improve the performance of existing interventions or policies, assess their effects and impacts, and inform decisions about future programming.

Who am I?





RIDDLE 14!

My approach focuses on continuous critical reflection and I demand a radical shift towards more and better learning in development thinking and practice. My approach may also be able to create a productive (albeit small) space for critical reflection of what you think. One key reason why I am an important part of your M&E life is because I help you develop a causal pathway to identify necessary and sufficient outcomes needed to achieve a goal.



Who am I?



RIDDLE 15!

I am clearly defined in the USAID Automated Directives System (ADS) Chapter 201.

I am super tangible, immediately occur, and an intended merchandise, more like pineapple processed into juice but not exactly that.

I am sometimes easy to report on but I am not given much importance as my bother that comes after me. USAID looks out more for my brother though I came first. I am usually represented in numbers, percentages etc.



Who am I?

Call out the missing word/phrase....



1. Performance Monitoring is the systematic process of planning, collecting, analyzing, and using performance monitoring data and evaluations to track progress, influence decision-making, and improve results.

2. Performance Indicators is the ongoing and systematic collection of performance indicator data and other quantitative or qualitative information to reveal whether implementation is on track and whether expected results are being achieved. It includes monitoring of outputs and project and strategic outcomes.

3. Key Performance Indicators measure expected outputs and outcomes of strategies, projects, or activities based on a Mission's Results Framework or a project's or activity's logic model



4. Quasi-experiments measure the change in a development outcome that is attributable to a defined intervention. They typically involve the collection of baseline data for both an intervention group and a comparison or control group, as well as a second round of data collection after the intervention, some times even years later.

5. Counterfactuals refers to hypothetical statement of what would have happened (or not) had the program not been implemented.

6. Evaluations encompass a broad range of evaluation methods. They often incorporate before–after comparisons but generally lack a rigorously defined counterfactual. They may address descriptive, normative, and/or cause-and-effect questions.



Can you identify the data quality standard?

13. Data are current and information is available on time: _____

14. If the process were repeated over and over again it would yield the same result:

15. Data have been protected from deliberate bias or manipulation for political/personal reasons: _____

16. Data are accurate with sufficient detail: _____

17. Data which clearly, directly and adequately represents the result that was intended to be measured: _____

What is the meaning of.....?

1. Activity:

A specific action or process undertaken over a specific period of time by an organization to convert resources to products or services to achieve results

2. Assumptions:

For project management, assumptions are hypotheses about causal linkages or factors that could affect the progress or success of an intervention.

3. Attribution:

Ascribing a causal link between observed changes and a specific intervention(s) or program, taking into account the effects of other interventions and possible confounding factors

4. Cluster sampling:

A sampling method conducted in two or more stages in which each unit is selected as part of some natural group rather than individually (such as all persons living in a state, city block, or a family).

5. Control Group:

A randomly selected group that does not receive the services, products or activities of the program being evaluated.

6. Comparison Group:

A non-randomly selected group that does not receive the services, products or activities of the program being evaluated.

7. Evaluation Design: The methodology selected for collecting and analyzing data in order to reach defensible conclusions about program or project efficiency and effectiveness.

8. Focus Group: A group of people convened for the purpose of obtaining perceptions or opinions, suggesting ideas, or recommending actions. A focus group is a method of collecting information for the evaluation process that relies on the particular dynamic of group settings.

9. Independent Variable: A variable that may influence or predict to some degree, directly or indirectly, the dependent variable. An independent variable may be able to be manipulated by the researcher (for example, introduction of an intervention in a program) or it may be a factor that cannot be manipulated (for example, the age of beneficiaries).

10. Mixed Methods: Use of both quantitative and qualitative methods of data collection in an evaluation.

I 1. Participatory Evaluation: An evaluation in which managers, implementing staff and beneficiaries work together to choose a research design, collect data, and report findings.

I 2. Project Appraisal:

A comprehensive and systematic review of all aspects of the project — technical, financial, economic, social, institutional, environmental — to determine whether an investment should go ahead.

I 3. Stakeholders:

Entities (governments, agencies, companies, organizations, communities, individuals, etc.) that have a direct or indirect interest in a project, program, or policy and any related evaluation.

I 4. Sustainability:

The degree to which services or processes continue once inputs (funding, materials, training, etc.) provided by the original source(s) decreases or discontinues.

I 5. Survey:

Systematic collection of information from a defined population through interviews or questionnaires.

