MONITORING AND EVALUATION OF HEALTH SYSTEMS STRENGTHENING IN LOW AND MIDDLE INCOME COUNTRIES (221.705.11)

Health Systems Summer Institute 2019

Instructor:
George W. Pariyo, MBChB, PhD, Senior Scientist

Health Systems Program
Department of International Health
Johns Hopkins Bloomberg School of Public Health
General Course Information and Syllabus

Primary Instructor
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Welcome letter
Dear Participant,

Welcome to the fourth edition of the Course “Monitoring and Evaluation of Health Systems Strengthening in Low and Middle Income Countries”! We are delighted that you have chosen to enroll for this landmark course. It is designed to be a one-stop course for acquiring essential principles and practical skills in designing and implementing monitoring and evaluation (M&E) programs in support of health systems strengthening (HSS) in Low and Middle Income Countries (LMICs). We hope that you will find the course beneficial towards achieving your professional and career development goals as well as contributing to improving your work in the field of HSS. Below and in the following opening pages of the syllabus you will find general course information. The faculty and staff of the course and indeed of the Health Systems Summer Institute and the Health Systems Program at the Department of International Health will be pleased to assist you in any way that will make your stay productive and enjoyable. Do not hesitate to contact us in case of need.

With best wishes

George W. Pariyo (Primary Instructor)
Melissa Reed (Co-ordinator)
Yousra Yusuf (TA)
Madhuram Nagarajan (TA)
James Kumwenda (TA)

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Course Description

Covers the essentials of monitoring and evaluating health systems strengthening in LMICs. The class analyzes the development of theories of change, and their application to the design of monitoring and evaluation systems, as well as alternative approaches to evaluating equity impacts. The development of monitoring indicators, use of quantitative techniques and the integration of M&E into health systems decision making will all be addressed.

Course Aim

This course aims to provide the participant concepts and hands-on experience in development and use of monitoring and evaluation techniques for health systems strengthening in Low and Middle Income Country settings.

Course Learning Objectives

Upon successfully completing this course, students/participants are expected to be able to:
1. Discuss and apply different models and approaches to M&E of health systems strengthening and decision-making
2. Collect, analyze, interpret and use routine data for health decision making
3. Use monitoring indicators and evaluation findings to inform policy and managerial decisions.
4. Utilize appropriate M&E techniques to find solutions to health systems problems.
5. Select and commission appropriate evaluation designs for health systems strengthening activities

Intended Audience

It is suitable for officials in ministries of health (MOH) in LMICs, program officers in multi-lateral and bilateral health development agencies, and managers of international and national non-governmental organizations (NGOs) as well as postgraduate students who need applied skills in this field.

Prerequisites

Managerial experience in a public health program in LMICs. Participants with demonstrated interest or upcoming work assignments at policy or management level in LMICs are welcome.

Course Structure

24 Contact Hours during a two-week summer institute session.
Each day will be divided into two 1.5-2 hour sessions with a 15-20 minute break between each session.

### Course modules

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<tr>
<th>Module</th>
<th>Description</th>
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</thead>
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<td>Module 1</td>
<td>Approaches to health systems strengthening and assessment</td>
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<td>Module 2</td>
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<td>Module 3</td>
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<td>Module 4</td>
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<td>Module 5</td>
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<td>Module 6</td>
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<td>Module 7</td>
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<td>Module 8</td>
<td>Project work/paper</td>
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</tbody>
</table>

### Educational Methods

A mixture of methods of delivery to be used as appropriate to the topic but will include the following:

- **Lecture** - these will be brief and will highlight core concepts and practical application areas.
- **Group Exercises** - group work, followed by presentation and discussion in plenary will ensure the course is participatory. Exercises to be based on participants own previous or current work situation and professional engagements. Groups will present their work and receive comments from other groups and the course facilitator(s).
- **Discussions** - participants are encouraged to share examples from their own work situation if deemed relevant to illustrate or stress a point covered in the sessions.

### Methods of Assessment/Evaluation

- **In-class attendance, participation and/or online participation (30%)**
  
  Class attendance and participation in class discussions will be graded. To obtain an excused absence, please contact the TA and faculty ahead of time. After two unexcused absences, points will be deducted from your grade.

- **Group work (30%)**
  
  On-site group work (20%).
  
  Group-organized sessions (10%).

- **Written project (40%)**
  
  One assignment will be due at the end of the two weeks of the course (20%).
  
  The second (final product) will be due two weeks after the course ends (20%).

### Text Books
There is no single textbook for this course, a useful list of key references is provided in the following section.

**Academic Ethics and Student Conduct Code**

Students enrolled in the Bloomberg School of Public Health of The Johns Hopkins University assume an obligation to conduct themselves in a manner appropriate to the University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either School or University committees or recognized groups or organizations.

Students should be familiar with the policies and procedures specified under Policy and Procedure Manual Student-01 (Academic Ethics), available on the school's [http://my.jhsphs.edu](http://my.jhsphs.edu) portal.

The faculty, staff and students of the Bloomberg School of Public Health and the Johns Hopkins University have the shared responsibility to conduct themselves in a manner that upholds the law and respects the rights of others. Students enrolled in the School are subject to the Student Conduct Code (detailed in Policy and Procedure Manual Student-06) and assume an obligation to conduct themselves in a manner which upholds the law and respects the rights of others. They are responsible for maintaining the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the School's educational, research, and professional practice missions.

**Disability Support Services**

If you are a student with a documented disability who requires an academic accommodation, please contact the Office of Disability Support Services at 410-502-6602 or via email at JHSPH.dss@jhu.edu. Accommodations take effect upon approval and apply to the remainder of the time for which a student is registered and enrolled at the Bloomberg School of Public Health.
## Course Schedule

<table>
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<th>Day/Date</th>
<th>Session</th>
<th>Topic</th>
<th>Instructor/Facilitator</th>
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</thead>
<tbody>
<tr>
<td>Day One (Monday June 10)</td>
<td>1.1</td>
<td>Approaches to Health Systems Strengthening and Assessment I</td>
<td>Dr Pariyo</td>
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<tr>
<td></td>
<td>1.2</td>
<td>Approaches to Health Systems Strengthening and Assessment II</td>
<td>Dr Pariyo</td>
</tr>
<tr>
<td>Day Two (Tuesday June 11)</td>
<td>2.1</td>
<td>Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks I</td>
<td>Dr Pariyo</td>
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<tr>
<td></td>
<td>2.2</td>
<td>Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks II</td>
<td>Dr Pariyo</td>
</tr>
<tr>
<td>Day Three (Wednesday June 12)</td>
<td>3.1</td>
<td>Managing for Results I</td>
<td>Dr Del Prado</td>
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<tr>
<td></td>
<td>3.2</td>
<td>Managing for Results II</td>
<td>Dr Del Prado</td>
</tr>
<tr>
<td>Day Four (Thursday June 13)</td>
<td>4</td>
<td>M&amp;E designs</td>
<td>Dr Pariyo</td>
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<tr>
<td></td>
<td>5</td>
<td>Types and sources of data *Assignment 1 due at COB (for credit students)</td>
<td>Dr Pariyo</td>
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<tr>
<td>Day Five (Friday June 14)</td>
<td>6</td>
<td>Indicators and their applications in M&amp;E of health systems strengthening</td>
<td>Dr Pariyo</td>
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<td></td>
<td>7</td>
<td>Using program review and evaluation results</td>
<td>Dr Pariyo</td>
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<tr>
<td>Day Six (Saturday June 15)</td>
<td>8.1</td>
<td>Project work (individual or group)</td>
<td>Dr Pariyo</td>
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<tr>
<td></td>
<td>8.2</td>
<td>Project work (individual or group)</td>
<td>Dr Pariyo</td>
</tr>
</tbody>
</table>

*Assignment two will be due two weeks after the course ends*
Description of Modules, Activities and List of Readings

Assigned readings and activities to be completed prior to the first session:

**Activity 1** – Watch YouTube Video: “Health Systems Strengthening” by David Peters
https://www.youtube.com/watch?v=kCKM4Zul1Ac
List lessons learnt from FHS and from the Ebola epidemic
Watch and listen again

**Activity 2** - Watch YouTube video: “Why Strengthen Essential Public Health Functions?” by David Bishai
https://www.youtube.com/watch?v=eJ_AMiqtbul&list=PLeWQqSPMQQBbVjEyiWYSr-zad3pCtmhlQ

List the strategies mentioned in the video

**Activity 3** – read the article, “How well do health systems perform?” in World Health Report 2000 – Health Systems: improving performance

**Recommended Readings:**


**Activity 4** - Each participant will be expected to identify a practical work or program situation from his/her own work situation or professional interests requiring improved M&E to be shared in class. Examples include, a request for proposals for a health systems evaluation, an evaluation report of a completed health systems evaluation, report of a program review, a bottleneck analysis of the health system, a health systems strengthening proposal submitted to government or a donor agency, an NGO’s project review report of an on-going project, or a situation analysis of a health system conducted as part of a country’s health sector strategy or plan development. Participants may also choose to subsequently develop this into individual or group project during session 8.
Session 1: Approaches to health systems strengthening and assessment

1.1 Health systems strengthening approaches

Session objectives

• Explain relevance of health systems building blocks in Health Systems Strengthening
• Identify strategies commonly used for strengthening health systems in low and middle income countries.
• Identify HSS strategies that are readily amenable to M&E

Overview
This is an interactive session drawing from participants' background readings and personal experiences.

Required Readings:

Additional Readings:


### 1.2 Health Systems Performance Assessment

**Session objectives**

- Explain the differences between Monitoring and Evaluation
- Reflect on past experiences of HSS and value of M&E
- Begin to identify potential project for personal or group work

**Overview**

A brief overview lecture on M&E and how it fits in the management cycle. A discussion of differences between monitoring and evaluation and their purposes. The basic difference between monitoring as being continuous, and mainly related to activities, whereas evaluation is periodic and mainly related to objectives to be illustrated with examples drawn from participants own work and past experiences.
Exercise - Review of M&E experiences - Participants to go into their groups and do Exercise (Sharing M&E experiences). They will mention the prominent management and service delivery activities going on in their work settings. For some of these activities, they will state what form of monitoring if any is done, who does monitoring, and what information and indicators are used. They should give examples and discuss any instances when they used information obtained during monitoring to make decisions. Those participants who have ever participated in an evaluation are asked to answer questions and share their experiences on what the objectives being evaluated were, what was done, which data was collected, who participated and how much the evaluation cost.

Required Readings:


Additional Readings:


Session 2: Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks

Session objectives

- Explain steps in planning and how they relate to M&E
- Discuss common terminologies used in M&E to focus evaluations
- Explain key steps in conducting program evaluations
- Develop a theory of change, results chain, logical framework, or evaluation framework for a particular HSS program
- Start developing an evaluation plan for a priority HSS initiative

Overview

Overview lecture – A quick review of the 4 main planning cycle questions and how they relate to M&E; a) “where are we now?”, b) “where do we want to go?”, c) “how shall we get there?”, and d) “how shall we know when we arrive?”. The links between these questions and situation analysis, setting goals and objectives, identification of activities and resources, and monitoring and evaluation to be briefly illustrated with examples. Good planning as a basis for future monitoring and evaluation to be highlighted.

The systems model as basis for results chain for M & E - A brief lecture to review with participants the systems model and features of a logical framework. Use of a case study to illustrate inputs, processes, outputs, outcomes and impact. Similarities and differences between some common terminologies used in M&E e.g., theory of change, logical frameworks, program theory, impact model, and evaluation frameworks, to be discussed using examples.

Exercise

Drawing from participants own work experience and/or selected HSS example, develop a theory of change and/or construct a logical framework outlining in matrix form key features including narrative summary (with Goal, Purpose/Outcomes, Outputs/products, Inputs), indicators, means of verification including methods, data sources and measurement frequency, as well as key assumptions.

Case studies

IMCI multi-country evaluation
Cardiovascular Health Initiative - Resolve to Save Lives

Required Readings:


**Additional Readings:**


Session 3: Managing for Results

Session Objectives

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Overview

(a short paragraph here summarizing what the session covers)

Public health leaders need to be well equipped with competencies to enable them to: SCAN for opportunities and resources; FOCUS on priority areas for attention without losing the vision; ALIGN and MOBILIZE critical constituencies to produce desired results; INSPIRE by walking ones talk and acknowledging creativity and effort; PLAN for tomorrow and anticipate the future; ORGANIZE to get all needed resources at the right time, place and quantities; IMPLEMENT the plans to deliver intended results; MONITOR the work to keep things on track and EVALUATE whether intended results are achieved.

Required Readings: (suggest here 2-3 key readings)
Session 4: M&E designs

Session Objectives

- Explain purpose and types of evaluation designs
- Discuss common methods for conducting evaluations

Overview

The session illustrates when to use adequacy, plausibility and probability designs. Different types, processes and purposes of evaluation designs to be presented followed by discussion.

Required Readings:


Additional Readings:


Session 5: Types and sources of data

Session Objectives

- Identify types and sources of data for M&E
- Discuss advantages and disadvantages of M&E data sources
- Review strategies for ensuring data quality

Overview

Sources of data for monitoring and evaluation to be presented in an illustrated lecture. Sources of data and designs for management decision-making and evaluations: routine records; periodic surveys – including commonly available secondary data sources that can be tapped in evaluation to be reviewed e.g., DHS, MICS, LSIS, SARA, SPA, HDSS, etc; special studies – observational, analytical, quasi-experimental, experimental.

Examples of how these can be obtained in participants’ own settings to be discussed. Advantages and disadvantages of the different sources to be discussed.

Required Reading(s):


Additional Readings:

Session 6: Indicators and their applications in M&E of Health Systems Strengthening

Session Objectives

- Review of concepts of indicators, targets and milestones in monitoring
- Review concept and characteristics of indicators in evaluation

Overview

Targets/milestones in monitoring activities - using examples of both management support and health service intervention activities, the differences between targets and milestones to be illustrated. The purpose for monitoring, corrective action, to be discussed with examples.

Indicators in evaluation – The concept of indicators to be introduced/reviewed and illustrated with examples. This session highlights the identification, formulation and use of indicators, qualities of good indicators. Some examples of basic indicators for assessing health systems performance at national and sub-national levels to be discussed. Different types of indicators to be assessed against criteria of good indicators. The importance of having measurable, sensitive and valid indicators to be stressed. Examples of indicators to be used in evaluation and how these differ from monitoring indicators. The groups will be asked to share examples of indicators and the types of data that would be needed.

Exercises

1. In an exercise (Identifying activities, targets and milestones), the participants to identify activities from the objectives formulated in an earlier exercise (Setting goals and objectives) and identify targets/outputs and milestones for monitoring. They will then design a monitoring system using activities that they are involved in as an exercise (Monitoring). They will outline how they would monitor the activities and what information they would use.

Required Readings:

Additional Readings:


Session 7: Using program review and evaluation results

Session Objectives

- Explain relevance of program reviews and uses of evaluation results
- The management response following an evaluation

Overview

Planning for improved monitoring and evaluation - This interactive session mainly serves to give participants an opportunity to work on concrete examples from their own work or professional setting. Participants to discuss practical steps they could take in improving M & E for selected programme areas in their setting and how they would use program review and evaluation results. Participants to work in groups with others of shared interest or work individually.

Practical Session: A participant presents a case study based on his/her own work situation and interest, and uses the session to get some useful advice from peers and course facilitators.

Required Readings:


Additional Readings:

[Accessed April 20, 2017].
Session 8: Project work (individual or group)

Session Objectives

- Apply principles and skills acquired so far to a concrete HSS situation from work environment or realistic scenario based on expected future work.
- Develop an evaluation plan addressing a priority issue of interest to the participant or that has future application in participant’s own work setting.
- Share experiences and feedback to improve individual or group project which will be completed at home station.

Overview

Working individually or in a group, participants focus on developing an individual project based on a realistic scenario from their own work (past, current or expected). This project will serve to consolidate various principles and techniques learnt throughout the course, and apply to a concrete health systems strengthening situation in LMICs.

Required Readings:


Additional Readings:


Suggested Case Studies


Session 9: Social event (optional)

Session 10: Final presentations and farewell

Full List of Activities and Guidelines for Homework and Group Work

Pre-course readings and activities

Activity 1 – Watch YouTube Video: “Health Systems Strengthening” by David Peters https://www.youtube.com/watch?v=kCKM4Zul1Ac
List lessons learnt from FHS and from the Ebola epidemic
Watch and listen again

Activity 2 - Watch YouTube video: “Why Strengthen Essential Public Health Functions?” by David Bishai https://www.youtube.com/watch?v=eJ_AMiqtbui&list=PLEWQqSPMQQBbVjEyjWYSr-zad3pCtmhIQ
List the strategies mentioned in the video


Readings:

Activity 4 - Each participant will be expected to identify a practical work or program situation from his/her own work situation or professional interests requiring improved M&E to be shared in class. Examples include, a request for proposals for a health systems evaluation, an evaluation report of a completed health systems evaluation, report of a program review, a bottleneck analysis of the health system, a health systems strengthening proposal submitted to government or a donor agency, an NGO’s project review report of an on-going project, or a situation analysis of a health system conducted as part of a country’s health sector strategy or plan development. Participants may also choose to subsequently develop this into individual or group project during session 8.
Session 1: Approaches to health systems strengthening and assessment

**Health systems strengthening approaches**

Brainstorm and list approaches to health systems strengthening and decision-making that may involve monitoring and evaluation

**Health Systems Performance Assessment**

Homework

1. Read Murray and Frenk paper – A framework for assessing the performance of health systems

Activity

**Group Exercise: Experiences on Monitoring and Evaluation**

Participants will work according to their groups. In this exercise you will review what you have done or are doing in Monitoring and Evaluation in your present work environment. The exercise is meant to answer the question “where are we now?” as far as M & E is concerned. It will also provide an opportunity to participants to share experiences from other settings.

A. Have you ever done or are you currently doing monitoring in your work? If so, follow the following steps:

1. Through brainstorming, the group lists health systems strengthening and management activities that they have ever implemented or are implementing.

2. Select at least 5 prominent (where you spend most of your resources, time and energy) health systems strengthening and 5 management activities to proceed with the next steps.

3. Identify which of these prominent activities (health systems strengthening and management) that you or members of your team monitored. If you monitored all, say so!

4. Which targets, milestones and indicators did you use?
5. Name the persons (or designations of) who have been doing the monitoring.

6. Did you collect or use any information (qualitative and quantitative) to make decisions? If so, give examples of decisions you took and the source of information upon which you based your decisions.

B. Have you ever done or been involved in doing an evaluation in your work or elsewhere? If so, share what you recall of your experience with your group on the following:

1. What were some of the objectives of the project or programme for which evaluation was done?

2. Who were the key stakeholders for the evaluation?

3. Who are the people who made up the evaluation team?

4. What data or information was collected during the evaluation? How was this data/information collected?

5. How long did the evaluation last?

6. How much did it cost?
Session 2: Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks

Group Exercise 1: Setting Goals and Objectives, formulating a theory of change

In your group(s) you should proceed as follows:

1. Select a group leader and a group secretary to do the recording. Identify one person who will present the work of the group.
2. The group leader asks each one to silently (without showing your answers to the others) write down on a plain piece of paper 5 top problems that you face or are likely to face attempting to strengthen health systems in LMICs.
3. Each one (silently again) tries to number the list of problems in order of priority.
4. The group leader asks each one to read out his/her list. The secretary records all answers on a flip chart without discussion or criticism of any one answer.
5. The group discusses the list of problems and agrees to merge similar ones.
6. The group has to reach a decision on which are the 5 most important priority HSS problems they would choose to address. (You could use consensus, voting, tallying, etc).
7. Select ONE of the 5 problems identified above.
8. Formulate a Goal aimed at solving the problem. (Write it out on flip chart for showing to others).
9. From the goal statement above, formulate TWO objectives you would come up with in addressing your chosen problem.
10. Write down a narrative paragraph expressing a theory of change for your chosen topic. The format is; “If we (inputs/processes)…then we will (outputs)…This will lead to (outcomes)…resulting in (impact)…”

Present your work in plenary.

Activity
Individually or in groups, develop an outline of a theory of change. Formulate a results chain, logical framework or impact model showing the following key elements:

1. Narrative summary
   - Goal – what is the broad aim to be achieved with a particular HSS effort or program
   - Purpose to be achieved/Outcome – what are the key intermediate results at population or system level are to be achieved towards attainment of the program goal?
• Outputs/products – immediate results to be obtained on completion of activities
• Inputs – key resources that are needed
2. A few key indicators
• Numerators
• Denominators
3. Means of verification
• Methods for data collection
• Data sources
• Frequency of measurement
4. Assumptions
• Key conditions that should be met for success
• Likely and unlikely events outside your control which you should take into consideration, how likely are they (e.g., chances that they will become reality), and what mitigating measures do you anticipate?

NB: It is not expected that this will be completed in class session but you should get started and advance as far as possible as this will help in your subsequent individual project development.

Appendix: Template for logical framework

<table>
<thead>
<tr>
<th>Narrative Summary</th>
<th>Indicators</th>
<th>Means of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal (or broad HSS development objective)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Purpose/Outcomes (e.g., intermediate result to be achieved at population level)</td>
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<td></td>
<td></td>
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<tr>
<td>Outputs/Products (e.g., results to be available/deliverables on ending activities)</td>
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<tr>
<td>Key processes/activities (e.g., intermediate activities to be performed towards producing the required products or outputs)</td>
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<td></td>
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<tr>
<td>Inputs (key resources and inputs to be provided)</td>
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</tbody>
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Session 4 & 5: M&E designs/Types and sources of data

Group Exercise: Planning for Improved Monitoring and Evaluation and Choosing an Evaluation Design

Participants will work according to their group(s). In this exercise you will review your previous draft developed under session 3 and decide if the design you had in mind is appropriate. Decide which category of evaluation design is most appropriate and why (e.g., adequacy, plausibility or probability). This exercise helps to consolidate some of the principles learnt so far and apply to a concrete HSS program situation addressing a perceived priority area of HSS. It will help prepare the individual project which you will continue to refine and eventually submit at the end of the course.

Some questions that can help you include the following:

1. Which HSS strategies do you consider most important and feasible to address in your setting.

2. Which decisions do you think you will need to make that will benefit from a robust M&E plan?

3. Which information do you need to make those decisions? Is it available from routinely or periodically available sources or will you need special efforts such as extra data collection or surveys?

4. What will you do to obtain the needed information?

5. What resources do you need to monitor the on-going activities and what resources will you need to conduct an evaluation? Have you made provisions for these resources or are they readily available?
Session 6: Indicators and their applications in M&E of Health Systems Strengthening

Activity

Group Exercise: Identifying Activities, Targets and Milestones

Using the objectives you formulated in the previous Exercise (under session 3), you will now proceed to identify activities, set targets, and decide on milestones. [You may continue with the same group leader and secretary or you may change].

1. Identify activities that will be implemented towards achieving one or both of the objectives. [State at least 4 activities].
2. For each activity, identify what targets you could set.
3. Give examples of milestones (landmark achievements) you would look out for.
4. Present your work in plenary.

Group Exercise: Monitoring

Participants will work in group(s). In this exercise you will design a monitoring system.

1. List health systems strengthening or management activities that the group members carry out or are responsible for.
2. Choose TWO HSS activities and TWO management support activities that ought to be monitored.
3. Identify persons or officials that would be interested in monitoring these activities.
4. Formulate two standards or indicators to monitor each of the activities.
5. Identify and state the data required for each indicator.
6. Where and how would this data be obtained?
7. How frequently would these measurements need to be made to be useful?
8. Show or demonstrate how the indicators chosen may be calculated.
9. Suggest how this information on indicators may be used.
10. Who should do monitoring?
Session 7: Using program review and evaluation results

Activity

A volunteer participant to present his/her case study for developing an evaluation plan, followed by discussions and suggestions from peers and facilitators.
Session 8: Project work (individual or group)

Activity

Each participant to present her/his work in plenary, followed by suggestions and feedback from colleagues and course facilitators.

Appendix: Outline for developing individual or group project paper

Introduction

Background

Stakeholder Engagement

Program Theory of Change

Focus of Evaluation/Evaluation Objectives
(it is useful here to think of the key questions the evaluation should answer, based on the program theory of change, or logical framework, which indicators will be used, key assumptions)

Methods
(think of the indicators you have identified, methods for data collection, population, data sources, analysis, frequency of measurement, etc)

Plans for Dissemination and Use of Evaluation Results

Key documents reviewed
### Appendix: Indicative Course Time-Table (Between June 10th and June 22nd, 2019)

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
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<tbody>
<tr>
<td>08:00 - 10:00 AM</td>
<td>Welcome/Introduction Course expectations Session 1.1: Approaches to Health Systems Strengthening and Assessment I - Health systems strengthening</td>
<td>Re-cap of Day I Session 2.1: Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks I</td>
<td>Re-cap of Day II Session 3.1: Managing for Results</td>
<td>Re-cap of Day III Session 4: M&amp;E designs</td>
<td>Re-cap of Day IV Session 6: Indicators and their applications in M&amp;E of Health Systems Strengthening</td>
<td>Re-CAP of Day V Session 8.1: Project work (individual or group)</td>
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<td>10:20 - 11:50 AM</td>
<td>Session 1.2: Approaches to Health Systems Strengthening and Assessment II - Performance Assessments</td>
<td>Session 2.2: Theory of change/Program Theory/Logical Frameworks/Evaluation Frameworks II</td>
<td>Session 3.2: Managing for Results</td>
<td>Session 5: Types and sources of data</td>
<td>Session 7: Using program review and evaluation results</td>
<td>Session 8.2: Project work (individual or group)</td>
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### 221.705.11 M & E of HSS in Low and Middle Income Countries

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<th>TIME</th>
<th>MONDAY</th>
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**COURSE INSTRUCTORS:**
1. Dr. George W. Pariyo, MB.Ch.B, MSc [PHC Mgt], PhD, Senior Scientist (Primary)
2. Ruben F Del Prado MD MPH (Guest Lecturer)

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