Data Demand and Use Curriculum

Facilitator's Guide

August 2018

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MEASURE Evaluation

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CONTENTS

CURRICULUM OVERVIEW

Significant human and financial resources have been invested worldwide in the collection of data to measure public health at various levels, such as within a specific population, facility, or community. However, this information is not always used efficiently to inform policy and programmatic decision making. Health programs and policymakers often fail to link evidence to decisions about how to address public health issues. As a result, they are not able to respond most effectively to priority needs of the populations they serve.

Using data effectively for evidence-based decision making involves the following considerations:

- How does information flow up to decision makers, and how do they use it to make their decisions?
- In what contexts are data collected and decisions made?
- What are the organizational infrastructures and technical capacities of those who generate and use data?

This curriculum and facilitator's guide was designed to explain the conceptual basis for training on data demand and use (DDU) within an organization or program, or at the national, state, or district levels of government. It provides tools created by MEASURE Evaluation to facilitate the use of data in decision making. The goal is two-fold:

- Improve the understanding of the role of data in decision making, the context of decision making, the determinants of data use, and the importance of data sharing and feedback.
- Build skills for applying DDU tools.

Ideally, this training course should be delivered to teams from the same organization or government level. Each team should include both data users and data producers. Data users are health professionals, policymakers, and other key health decision makers who use data to inform the design, implementation, monitoring, and improvement of health programs. Data producers are professionals who acquire and analyze health data and prepare them for distribution to users. These professionals may be monitoring and evaluation (M&E) specialists, data clerks, and researchers. This team approach to training ensures that all data producers and professionals involved understand their respective roles in DDU and how their roles interact with each other.

When team training is not feasible, this course may be used in separate trainings for data users and data producers from the same organization. To minimize costs, this type of training can be conducted as an add-on to previously scheduled meetings. In such a case trainers should emphasize the links between data users and data producers.

CURRICULUM AND TRAINING COMPONENTS

This curriculum and facilitator's guide contains tools, information, and instructional guidance for a seven-session course on DDU designed to be conducted during a three-day workshop. A reading list of relevant resources is enclosed, with online links to download the documents. The appendices provide learning activity handouts and useful forms such as Pre-Test and Post-Test questionnaires to assess participant expectations, the Pre- and Post-Test Answer Key, and a Daily Evaluation form.

This publication is accompanied by a PowerPoint presentation (*Data Demand and Use Workshop Guide)* providing detailed curriculum information and notes to help the facilitator or trainer cover key concepts in each session. Taken together these materials are designed to help the trainer time each session, solicit feedback from the group of participants, and implement the small-group practice work. The package provides all of the resources needed to conduct the course.

Components of this training package include:

- Facilitator's guidance (in this document and the accompanying workshop guide slides)
- Workshop curriculum (outlined here and presented in detail in the workshop guide) for the following seven sessions:
    - Data Demand and Use: The Foundation of Health System Improvement
    - Data Demand and Use Concepts
    - Context of Decision Making
    - Seven Steps for Using Information
    - Linking Data to Action
    - Transforming Data into Information
    - Crafting Solutions, Taking Action, and Monitoring Progress
- Handouts (see Appendices). These include work instructions and blank versions of the DDU tools for use in group activities. The handouts are easy to reproduce and numbered to correspond to the relevant session, as follows:
    - Learning Activity 3. Stakeholder Analysis Tool
    - Learning Activity 5. Framework for Linking Data with Action
    - Learning Activity 7.1. Action Plan to Address Barriers to Data Use
- Resources for background reading:
    - *Data Demand and Information Use in the Health Sector: Conceptual Framework*. MEASURE Evaluation, 2006. https://www.measureevaluation.org/resources/publications/ms-06-16a
    - *Tools for Data Demand and Use in the Health Sector*. MEASURE Evaluation, 2011. https://www.measureevaluation.org/resources/publications/ms-11-46
    - *Data Demand and Information Use in the Health Sector: Case Study Series*. MEASURE Evaluation, 2008. https://www.measureevaluation.org/resources/publications/sr-08-44

- *Building the Bridge from Human Resources Data to Effective Decisions: Ten Pillars of Successful Data-Driven Decision Making.* Ummuro Adano, Management Sciences for Health. August, 2008. https://www.intrahealth.org/resources/building-bridge-human-resources-data-effective-decisions-ten-pillars-successful-data
- *A Model for Evidence-Informed Decision Making in Public Health.* Fact Sheet. National Collaborating Center for Methods and Tools, McMaster University. http://www.nccmt.ca/uploads/media/media/0001/01/4504c27e14836059b8fd3ce3b3eaac2ed2ce6ed6.pdf

Each training session has a similar format. The session begins with a slide on learning objectives for participants. Subsequent slides present the technical content of the session. Key points are summarized, followed by group discussion and/or learning activities. Some sessions contain discussion questions to encourage participation and active engagement. Small group activities are designed to help participants practice applying new knowledge and skills. For example, in Session 3, participants work together using a tool to help them identify stakeholders. In Session 5, participants work in small groups to identify priority decisions and link them to data. In Session 7, participants brainstorm potential barriers to data use and develop actions plans to overcome those barriers. We estimate time periods for each session and activity, though these may be adjusted as needed.. The Quick Reference Table below outlines the seven sessions, their corresponding slides, and small group activities.

Quick Reference Table for Workshop Sessions

Session	Overview	Key Topics	Activities
Introduction	Welcome and Overview	• Training objectives • Overview of sessions	Pre-Test (handout, see Appendices)
1)	Data Demand and Use: The Foundation of Health System Improvement	• Describe the role of DDU in a functional health information system	Learning Activity 1 (discussion)
2)	DDU Concepts	• Define DDU	Learning Activity 2 (discussion)
3)	Context of Decision Making	• Understand the context of data use	Learning Activity 3 (Stakeholder Analysis Tool, handout, see Appendices) Learning Activity 3.1 (discussion)
4)	Seven Steps for Using Information	• Define DDU • Identify barriers to data use and develop recommendations to overcome them • Identify locally relevant programmatic questions and link the questions to available data	Learning Activity 4 (discussion)

Session	Overview	Key Topics	Activities
5)	Linking Data to Action	• Identify locally relevant programmatic questions and link the questions to available data • Use tools and strategies to facilitate data use during decision making	Learning Activity 5 (Framework for Linking Data to Action, handout, see Appendices) Learning Activity 5.1 (discussion)
6)	Transforming Data into Information	• Understand types of descriptive data analysis	Learning Activity 6 (Trend Analysis) Learning Activity 6.1 (discussion)
7)	Crafting Solutions, Taking Action, and Monitoring Progress	• Identify barriers to data use and develop recommendations to overcome them • Use tools and strategies to facilitate data use during decision making	Learning Activity 7 (discussions and brainstorming) Learning Activity 7.1 (Develop Action Plan to Address Barriers to Data Use, handout, see Appendices)

HOW TO USE THE TRAINING CURRICULUM

Facilitator Guidance

This curriculum and facilitator's guide provides general directions and comments about the sessions, activity handouts (see Appendices), and online links to helpful background readings. The *Data Demand and Use Workshop Guide* (PowerPoint) is a detailed slide presentation of the training sessions with extensive notes for facilitators and trainers.

Training sessions are outlined and described here and in the workshop guide in the order in which they are intended to be presented. While they are organized sequentially, the order of Sessions 1–4 can be rearranged, depending on the context of the training and the participants being trained. However, Sessions 5 and 6 should never be reordered regardless of who is being trained. The sample agenda below provides guidance for the standard three-day training.

Sample Agenda for Three-Day Training

This workshop has six learning objectives: five designed to enhance knowledge and one to impart skill. At the end of this workshop, participants should have the knowledge to:

- Describe the role of data demand and use in a functional health information system.
- Define data demand and use.
- Understand the context of data use.
- Identify barriers to data use and develop recommendations to overcome them.
- Identify locally relevant programmatic questions and link those questions to available data.

Participants should acquire the skill to:

- •Use tools and strategies to facilitate data use during decision making.

Participants will work in small groups, with each team producing three outputs:

- •A completed Framework for Linking Data with Action that outlines 1–3 priority programmatic questions, the data that can inform them, and a timeline for responding to those questions.
- •A completed Data Use Action Plan to overcome data use barriers and sustain information use during decision making.
- •Three commitments to improve data use at their jobs when they return to the workplace.

Data Demand and Use Curriculum Training Workshop Agenda

Time	Session
Day 1	
8:30–9:00 am	Registration
9:00–9:30	**Introduction**. Welcome remarks
9:30–10:00	Workshop overview
10:00–10:30	Tea break
10:30–11:30	**Session 1.** Data Demand and Use: The Foundation of Health System Improvement
11:30–12:30	**Session 2**. Data Demand and Use Concepts
12:30–1:30 pm	Lunch
1:30–4:30	**Session 3.** Context of Decision Making
4:30–5:00	Day 1 Review
Day 2	
9:00–9:30 am	Day 1 Review and Day 2 Preview
9:30–10:30	**Session 4.** Seven Steps for Using Information
10:30–11:00	Tea break
11:00–12:30	**Session 5.** Linking Data to Action
12:30–1:30 pm	Lunch
1:30–4:30	**Session 5.** Linking Data to Action
4:30–5:00	Day 2 Review
Day 3	
9:00–9:30 am	Day 2 Review and Day 3 Preview
9:30–10:30	**Session 6.** Transforming Data into Information
10:30–11:00	Tea break
11:00–12:30	**Session 7.** Crafting Solutions, Taking Action, and Monitoring Progress
12:30–1:30 pm	Lunch
1:30–3:30	**Session 7.** Crafting Solutions, Taking Action, and Monitoring Progress
3:30–4:30	Workshop conclusion

SESSION GUIDANCE

Introduction. Welcome and Overview

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handouts. Pre-Test for participants and Pre-and Post-Test Answer Key for instructor (see Appendices).

Time: 1 hour

Objective: Provide an overview of the workshop and agenda to participants.

Workshop Overview

Trainer Notes	Steps
1) Introductions (15 minutes)	1) Introduce the workshop, allowing the host organization to make remarks. Introduce the facilitators/trainers and have all participants introduce themselves to the rest of the group. Choose a method for participant introductions as an icebreaker. You could ask participants to introduce themselves with a brief statement or to turn to the person on their right and spend a few minutes interviewing them. Each person then introduces the person on their right to the larger group.
2) Expectations (15 minutes)	2) Ask participants to list their expectations for the training. Write expectations on a flip chart. Display workshop objectives. Compare the participant reasons for attending the workshop with the workshop's learning objectives. Highlight agreement and constructively manage any participant expectations that may not be met.
3) Ground rules (5 minutes)	3) Ask participants to set ground rules for the training (such as no cell phones and be on time). Write ground rules on a flip chart and display for the rest of the training.
4) Pre-Test (10 minutes)	4) Distribute Pre-test handout and give participants 10 minutes to work on it.
5) Pre-Test review (15 minutes)	5) Use the Pre- and Post-Test Answer Key (see Appendices) to review participants' answers to the pre-test. Discuss with the group. Have participants self-grade their tests. Discuss any questions or points that need clarification.

SESSION 1. DATA DEMAND AND USE: THE FOUNDATION OF HEALTH SYSTEM IMPROVEMENT

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides

Time: 1 hour

Objective: Describe the role of DDU in a functional health information system.

Session 1

Trainer Notes	Steps
1) Present technical content (50 minutes)	See PowerPoint slides and notes for specific guidance.
2) Group discussion/questions (10 minutes)	Learning Activity 1. (Session 1 review.) Leave time for group discussion, review, and questions that participants may have.

SESSION 2. DATA DEMAND AND USE CONCEPTS

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides

Time: 1 hour

Objective: Define DDU.

Session 2

Trainer Notes	Steps
1) Present technical content. (50 minutes)	See PowerPoint slides and notes for specific guidance.
2) Group discussion/questions. (10 minutes)	Learning Activity 2. (Session review.) Leave time for group discussion, review, and questions that participants may have.

SESSION 3. CONTEXT OF DECISION MAKING

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handout. Learning Activity 3 (Stakeholder Analysis Tool, see Appendices)

Time: 3 hours

Objective: Understand the context of data use

Session 3

Trainer Notes	Steps
1) Present technical content. (50 minutes)	See PowerPoint slides and notes for specific guidance.
2) Stakeholder analysis matrix. (45 minutes)	Learning Activity 3 (Stakeholder Analysis Tool, handout, see Appendices). The goal is to learn how to analyze stakeholders and assess how to engage them in date use. Give each participant one copy of the Stakeholder Analysis Tool handout. Instruct them to begin working individually. If anyone needs help they should raise their hand. Ask them to respect their colleagues who may struggle with this exercise. Individual Work (15 minutes): Ask participants to read the handout and begin to think about their stakeholders, making notes in each column. Work in Pairs (30 minutes): Once the 15 minutes have passed, ask participants to pair with a colleague who works in their department. Ask them to compare their sheets and revise the information into one sheet. They will use their combined and refined matrix during the next stage of this activity.
3) Stakeholder engagement plan. (1 hour)	Learning Activity 3.1. (Small group work, 1 hour.) Participants should break into groups of 4–6 individuals. Each group will represent one department, sector, or program area. Each group will need a peer-facilitator, a presenter, and a note taker. The note taker will document what the group wants to present with a flip chart. Each group has one hour to take information from their stakeholder analysis matrix to create a stakeholder engagement plan.
4) Report back. (15 minutes)	Each group will have 3–5 minutes to share their completed plans with the larger group.
5) Group discussion/questions. (10 minutes)	Learning Activity 3.2. (Session review.) Leave time for group discussion, review, and questions that participants may have.

Day 1 Review

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handout. Workshop Daily Evaluation (see Appendices)

Time: 30 minutes

Objective: Review content covered during Day 1 and solicit feedback from participants.

Day 1 Review

Trainer Notes	Steps
1) Review. (15 minutes)	Review contents briefly and address any outstanding questions that weren't covered during the day. Address any topics that were not clear.
2) Workshop feedback. (15 minutes)	Distribute workshop evaluation form. Ask participants to provide feedback on the sessions.

SESSION 4. SEVEN STEPS FOR USING INFORMATION

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides

Time: 1 hour

Objective: Define data demand and use. Identify barriers to data use and develop recommendations to overcome them. Identify locally relevant programmatic questions and link those questions to available data.

Session 4

Trainer Notes	Steps
1) Present technical content. (50 minutes)	See PowerPoint slides and notes for specific guidance.
2) Group discussion/questions. (10 minutes)	Learning Activity 4. (Review.) Leave time for group discussion, review, and questions that participants may have.

SESSION 5. LINKING DATA TO ACTION

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handout. Learning Activity 5 (Framework for Linking Data with Action, see Appendices)

Time: 4 hours

Objective: Identify locally relevant programmatic questions and link those questions to available data. Use tools and strategies to facilitate data use during decision making.

Session 5

Trainer Notes	Steps
1) Present technical content. (50 minutes)	See PowerPoint slides and notes for specific guidance.
2) Linking Data with Action. (1 hour)	Learning Activity 5. (Framework for Linking Data with Action, handout, see Appendices). Divide the participants into small groups of 6–8 people. Lead them through these four steps: • Brainstorm priority questions and list them on flip chart. Which planning questions do I need more information about before I can make a decision? • Identify the group's top three questions and list one in in the Framework for Linking Data with Action • Identify data needs. • Complete remaining columns.
3) Peer review of frameworks. (30 minutes)	Ask each group to present its framework back to the larger group. All small groups will have a chance to critically assess each other's frameworks and ask questions, provide feedback, and make suggestions for improvements.
4) Updates to frameworks. (30 minutes)	Give all the small groups time to make updates to their framework based on the peer review process.
5) Gallery walk. (1 hour)	Ask each group to hang its completed framework on the wall. Participants will have an hour to examine the other groups' frameworks, ask questions, and learn more.
6) Group discussion/questions. (10 minutes)	Learning Activity 5.1. (Session 5 review.) Leave time for group discussion, review, and questions that participants may have.

Day 2 Review

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handout. Workshop Daily Evaluation Form (see Appendices)

Time: 30 minutes

Objective: Review content covered during Day 2 and solicit feedback from participants.

Day 2 Review

Trainer Notes	Steps
1) Review. (15 minutes)	Review contents briefly and address any outstanding questions that weren't covered during the day. Address any topics that were not clear.
2) Workshop feedback. (15 minutes)	Distribute workshop evaluation form. Ask participants to provide feedback on the day.

SESSION 6. TRANSFORMING DATA INTO INFORMATION

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Learning Activity (Trend Analysis)

Time: 1 hour

Objective: Understand types of descriptive data analysis.

Session 6

Trainer Notes	Steps
1) Present technical content. (20 minutes)	See PowerPoint slides and notes for specific guidance.
2) Trend analysis. (30 minutes)	Learning Activity 6 is about trend analysis (see PowerPoint for graphs and charts, and guidance about this exercise). Participants should work in pairs. Ask pairs to study graphs and charts shown on Trend Analysis slide, discuss the following questions, and prepare to report back their answers: • What is the general direction and shape of the trends? • Can you identify any inflection points? • What policy, intervention, or programmatic change could this represent? • Are there any outliers? What could these represent (high performance, low performance, data quality issues?) • How would you describe progress on this indicator to date? • What would your projection for the next year be based on each graph? • How could you use the information displayed on each of these graphs. Select participants one at a time from different pairs and ask them to talk through their responses and what they learned from looking at the graphs. After one participant does this, ask others to weigh in before you select a participant from the next group.
3) Group discussion/questions. (10 minutes)	Learning Activity 6.1. (Review.) Leave time for group discussion, review, and questions that participants may have.

SESSION 7. CRAFTING SOLUTIONS, TAKING ACTION, AND MONITORING PROGRESS

Materials:

- Flip chart, markers
- LCD, laptop, and screen
- PowerPoint slides
- Handout. Learning Activity 7.1 (Action Plan to Address Barriers to Data Use, see Appendices)

Time: 3 ½ hours

Objective: Identify barriers to data use and develop recommendations to overcome them.

Session 7

Trainer Notes	Steps
1) Present technical content. (30 minutes)	See PowerPoint slides and notes for specific guidance.
2) Small group discussions and brainstorming (60 minutes)	Learning Activity 7 has several parts. First, break into groups of 2– 3 participants. Display the slide on Identifying Barriers to Data Use with three questions. Allow groups 10 minutes to quickly brainstorm at least three examples of each kind of barrier (technical, behavioral, and organizational). After 10 minutes, have each small group pair with another small group so that you now have half the number of groups, each with 4–6 participants. Give them 10 minutes to review each other's work and combine their new group's responses on one flip chart. Ask them to keep the flipchart and be prepared to reconvene with that same group of 4–6 for a later learning activity. After 10 minutes, have groups merge again into larger groups (8–12 participants). Give them 10 minutes to review each other's work and combine their group's responses on one flip chart. After 10 minutes, have groups merge again into two very large groups. Give them 10 minutes to review each other's work and combine their group's responses on one flip chart. Ask each

Trainer Notes	Steps
	group to report their barriers. Note similarities between the two large groups. Ask participants to reassemble into the previous small groups of 4–6. Ask them to brainstorm at least 10 barriers and write them on a flip chart (20 minutes). Then ask them to do the following (5 minutes): • Look at the barriers on your flip chart. Do you want to add anything? Revise anything? Remove anything? • Prioritize the barriers from most to least important.
3) Action Plan to Address Barriers to Data Use (85 minutes)	Learning Activity 7.1. Action Plan to Address Barriers to Data Use (handout). Ask participants to complete the action plan template on either a flip chart or laptop selecting their top three barriers. (30 minutes) Each group will have up to 5 minutes to share their report in plenary. Allow for questions. After each group has presented, summarize key learning points. (25 minutes)
4) Technical content continued. (30 minutes)	See PowerPoint slides and notes for specific guidance.

Trainer Notes	Steps
5) Data use commitments. (30 minutes)	Break participants into small groups. Have them discuss specific ways (commitments) to integrate data use in their work. They should select one leader per group, who could serve as a continuing point of contact to encourage group members to uphold their commitments. These contact persons may be asked by MOH, PEPFAR, or MEASURE Evaluation to answer questions regarding implementation of the group's commitments. When selecting a leader, groups should consider the leader's availability and accessibility to discuss data use progress among other group members and with MOH, PEPFAR, and/or MEASURE Evaluation. Once leaders have been selected, groups should discuss what they can do to facilitate data use at their jobs within two months. They should consider actions that are feasible and within their control. Ask the groups to: • Write your group's commitments on the flip chart. Select one person to present the list to the larger group.

WORKSHOP CONCLUSION

Materials:

- Group expectations from Introduction session written on flip chart
- Handout. Daily Evaluation Form (see Appendices)

Time: 1 hour
Objective: To review expectations and wrap up the workshop.

At the end of the workshop, the facilitator should review the training expectations solicited from participants during the Introduction session to determine if they were met. The facilitator also should encourage participants to complete a training evaluation form so that information is collected on how to improve the training to better meet the learning needs of students in their specific context.

APPENDIX 1. PRE-TEST

Name:

Instructions: Please select one best answer and write it in the "Response" column.

#	Question	Response Options	Response
1	Why do we invest in making M&E systems functional?	a) To improve reporting b) To collect data c) To use information for program improvement d) To create an environment that helps meet performance goals e) All of the above f) None of the above g) c and d only	
2	What are results?	a) Work performed to produce products b) Changes in a population c) Capacity of individuals to implement an activity	
3	How do we determine targets?	a) Ask our supervisors what they want them to be b) Look at past performance c) Look at past performance, existing resources, and demand for services	
4	What is data demand?	d) Advocating for a policy or program e) Allocating resources f) Specifying needed information g) Program monitoring	
5	Without DDU tools and strategies, what are data primarily used for?	a) Individual patient care b) Data collection and collation c) Providing M&E employment opportunities d) All of the above e) None of the above	
6	Data informed decision making is an event.	True False	
7	Why is data feedback important?	a) Funnels planning and problem solving into a small group of decision makers who own the information b) Empowers staff and the organization to learn c) Allows staff to focus on their jobs and the status quo	
8	Who are data users and data producers?	a) Stakeholders b) Policy makers c) M&E officers	
9	When we want to use information, we must go "fishing" through all the data we collected first.	True False	

#	Question	Response Options	Response
10	What must we do first before we can translate data into strategic information?	a) Identify questions b) Prioritize questions c) Identify data sources d) All of the above e) None of the above	
11	The *Framework for Linking Data with Action* is an important DDU tool because it creates a time-bound plan, encourages use of existing information, and monitors use during decision making.	True False	
12	Data and information mean the same thing.	True False	
13	Service coverage analysis tells us the ratio between the supply of services and the demand for services.	True False	
14	Why would we conduct a trend analysis?	a) To understand what people are wearing b) To describe how resources are spent c) To compare the before and after effect of an intervention	
15	The best way to build data use into your work is to plan for it.	True False	

APPENDIX 2. LEARNING ACTIVITY 3 — STAKEHOLDER ANALYSIS TOOL

Stakeholder Analysis Matrix[1]

Program issue: _____

Proposed activity: _____

Date: _____

Name of stakeholder organization, group, or individual National, regional, or local?	**Stakeholder description** Primary purpose, affiliation, funding	**Potential role in the issue or activity** Vested interest in the activity	**Level of knowledge of the issue** Specific areas of expertise	**Level of commitment** Support or oppose the activity, to what extent, and why?	**Available resources** Staff, volunteers, money, technology, information, influence	**Constraints** Limitations: need funds to participate, lack of personnel, political or other barriers
Government sector						
Political sector						
Commercial sector						

Name of stakeholder organization, group, or individual National, regional, or local?	**Stakeholder description** Primary purpose, affiliation, funding	**Potential role in the issue or activity** Vested interest in the activity	**Level of knowledge of the issue** Specific areas of expertise	**Level of commitment** Support or oppose the activity, to what extent, and why?	**Available resources** Staff, volunteers, money, technology, information, influence	**Constraints** Limitations: need funds to participate, lack of personnel, political or other barriers
Non-governmental sector						
Other civil society target audiences						
International donors						

[1] Adapted from Brinkerhoff, D. and B. Crosby, Managing Policy Reform: Concepts and Tools for Decision-makers in Developing and Transitioning Countries, Kumarian Press, CT, 2002 and POLICY, Networking for Policy Change: An Advocacy Training Manual, 1999.

Stakeholder Engagement Plan[2]

Program issue: _____

Proposed activity: _____

Date: _____

Stakeholder organization, group, or individual	**Potential role in the activity**	**Engagement strategy** How will you engage this stakeholder in the activity?	**Follow-up strategy** Plans for feedback or continued involvement
Government sector			
Political sector			
Commercial sector			

Stakeholder organization, group, or individual	**Potential role in the activity**	**Engagement strategy** How will you engage this stakeholder in the activity?	**Follow-up strategy** Plans for feedback or continued involvement
Non-governmental sector			
Other civil society target audiences			
International donors			

[2] Adapted from Brinkerhoff, D. and B. Crosby, Managing Policy Reform: Concepts and Tools for Decision-makers in Developing and Transitioning Countries, Kumarian Press, CT, 2002 and POLICY, Networking for Policy Change: An Advocacy Training Manual, 1999.

APPENDIX 3. LEARNING ACTIVITY 5 — FRAMEWORK FOR LINKING DATA WITH ACTION

Group Name:						
Policy or Programmatic Question	**Data Source**	**Indicator/Data Required**	**Timeline (Analysis) (Decision)**	**Communication Channel**	**Decision Maker (DM) and Other Stakeholder (OS)**	**Action/Decision**

APPENDIX 4. LEARNING ACTIVITY 7.1 — ACTION PLAN TO ADDRESS BARRIERS TO DATA USE

Instructions:

- Select a reporter.
- Discuss barriers to data use experienced in your work. Here are some questions to start your discussion:
    - Have you ever had an experience while making a policy- or program-related decision when you were concerned about the quality of the information being used?
    - Does your agency have the technical capacity to ensure access to and availability of reliable data?
    - What specific challenges have you experienced among your staff when it comes to using data?
    - How does your organization support having the necessary information to make decisions?
- After identifying barriers, prioritize them and select the five most important barriers.
- Craft solutions for each priority barrier.
- Fill out the attached Action Plan for at least three of the prioritized barriers.

Action Plan to Address Barriers to Data Use

Barrier	Steps Involved	Person(s) Responsible	Other Stakeholders	General Timeline
	1. 2. 3.			
	1. 2. 3.			
	1. 2. 3.			
	1. 2. 3.			

APPENDIX 5. POST-TEST

Name:

Instructions: Please select one best answer and write it in the "Response" column.

#	Question	Response Options	Response
1	Why do we invest in making M&E systems functional?	h) To improve reporting i) To collect data j) To use information for program improvement k) To create an environment that helps meet performance goals l) All of the above m) None of the above n) j and k only	
2	What are results?	d) Work performed to produce products e) Changes in a population f) Capacity of individuals to implement an activity	
3	How do we determine targets?	h) Ask our supervisors what they want them to be i) Look at past performance j) Look at past performance, existing resources, and demand for services	
4	What is data demand?	k) Advocating for a policy or program l) Allocating resources m) Specifying needed information n) Program monitoring	
5	Without DDU tools and strategies, what are data primarily used for?	f) Individual patient care g) Data collection and collation h) Providing M&E employment opportunities i) All of the above j) None of the above	
6	Data informed decision making is an event.	True False	
7	Why is data feedback important?	d) Funnels planning and problem solving into a small group of decision makers who own the information e) Empowers staff and the organization to learn f) Allows staff to focus on their jobs and the status quo	
8	Who are data users and data producers?	d) Stakeholders e) Policy makers f) M&E officers	
9	When we want to use information, we must go "fishing" through all the data we collected first.	True False	

#	Question	Response Options	Response
10	What must we do first before we can translate data into strategic information?	f) Identify questions g) Prioritize questions h) Identify data sources i) All of the above j) None of the above	
11	The *Framework for Linking Data with Action* is an important DDU tool because it creates a time-bound plan, encourages use of existing information, and monitors use during decision making.	True False	
12	Data and information mean the same thing.	True False	
13	Service coverage analysis tells us the ratio between the supply of services and the demand of services.	True False	
14	Why would we conduct a trend analysis?	d) To understand what people are wearing e) To describe how resources are spent f) To compare the before and after effect of an intervention	
15	The best way to build data use into your work is to plan for it.	True False	

APPENDIX 6. PRE- AND POST-TEST ANSWER KEY

#	Question	Response Options	Response
1	Why do we invest in making M&E systems functional?	o) To improve reporting p) To collect Data q) To use information for program improvement r) To create an environment that helps meet performance goals s) All of the above t) None of the above **u) c and d only**	**G**
2	What are results?	g) Work performed to produce products **h) Changes in a population** i) Capacity of individuals to implement an activity	**B**
3	How do we determine targets?	o) Ask our supervisors what they want them to be p) Look at past performance **q) Look at past performance, existing resources, and demand for services**	**C**
4	What is data demand?	r) Advocating for a policy or program s) Allocating resources **t) Specifying needed information** u) Program monitoring	**C**
5	Without DDU tools and strategies, what are data primarily used for?	k) Individual patient care l) Data collection and collation m) Providing M&E employment opportunities **n) All of the above** o) None of the above	**D**
6	Data informed decision making is an event.	True **False**	**False**
7	Why is data feedback important?	g) Funnels planning and problem solving into a small group of decision makers who own the information **h) Empowers staff and the organization to learn** i) Allows staff to focus on their jobs and the status quo	**B**
8	Who are data users and data producers?	**g) Stakeholders** h) Policy makers i) M&E officers	**A**
9	When we want to use information, we must go "fishing" through all the data we collected first.	True **False**	**False**
10	What must we do first before we can translate data into strategic information?	k) Identify questions l) Prioritize questions m) Identify data sources **n) All of the above** o) None of the above	**D**

#	Question	Response Options	Response
11	The *Framework for Linking Data with Action* is an important DDU tool because it creates a time-bound plan, encourages use of existing information, and monitors use during decision making.	**True** False	**True**
12	Data and information mean the same thing.	True **False**	**False**
13	Service coverage analysis tells us the ratio between the supply of services and the demand of services.	**True** False	**True**
14	Why would we conduct a trend analysis?	g) To understand what people are wearing h) To describe how resources are spent **i) To compare the before and after effect of an intervention**	**C**
15	The best way to build data use into your work is to plan for it.	**True** False	**True**

APPENDIX 7. DAILY WORKSHOP EVALUATION

1. What did you like best about the workshop today?

2. What did you learn that was new today?

3. What did you learn today that needs further clarification?

4. How would you rate the facilitators today on a scale of 1 (needs improvement) to 5 (great!)

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