Monitoring and Evaluation Capacity Assessment Toolkit
User Guide

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MEASURE
Evaluation PIMA

Monitoring and Evaluation Capacity Assessment Toolkit
User Guide

MEASURE Evaluation
University of North Carolina at Chapel Hill
123 West Franklin Street, Suite 330
Chapel Hill, NC 27516 USA
Phone: +1 919-445-9350
measure@unc.edu
www.measureevaluation.org

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CONTENTS

1 INTRODUCTION

The Monitoring and Evaluation Capacity Assessment Toolkit (MECAT) is a set of tools that guide organizations[1] through a process to assess their current monitoring and evaluation (M&E) capacity, identify gaps, and plan ways to strengthen their M&E systems.

MECAT uses four methods and supporting tools in the assessment process: (1) a group assessment, (2) an individual assessment, (3) key informant interviews, and (4) a desk review. With this approach, organizations, national health programs, and subnational health teams can accurately assess program strengths and weaknesses and plan the steps needed to strengthen the M&E functions.

History

MEASURE Evaluation PIMA (MEval-PIMA) developed MECAT to assess M&E capacity of five national programs and target counties in Kenya. MEval-PIMA, with support from the United States Agency for International Development and other partners, was tasked with a major challenge—to conduct baseline assessments of the five programs and target counties.

The MEval-PIMA assessment team reviewed many M&E assessment tools, noting strengths of the tools' features, and quickly recognized the need for a comprehensive assessment tool that could screen an M&E system for quality and autonomy and present the findings in a visually appealing and intuitively clear way. MECAT was developed based on a review of the Joint United Nations Programme on HIV/AIDS (UNAIDS) 12 Components M&E Systems Assessment (UNAIDS, 2009a), the Monitoring and Evaluation System Strengthening Tool (UNAIDS, 2010), the MEASURE Evaluation PRISM framework (MEASURE Evaluation, 2008), the MEASURE Evaluation individual competency assessment tool SCORE-ME (MEASURE Evaluation, 2012), and the Organizational Capacity Assessment Tool (Management Sciences for Health, 2012). The UNAIDS Standards for a Competency-Based Approach to Monitoring and Evaluating Curricula & Trainings (UNAIDS, 2009b) was also considered in developing the individual assessment tool.

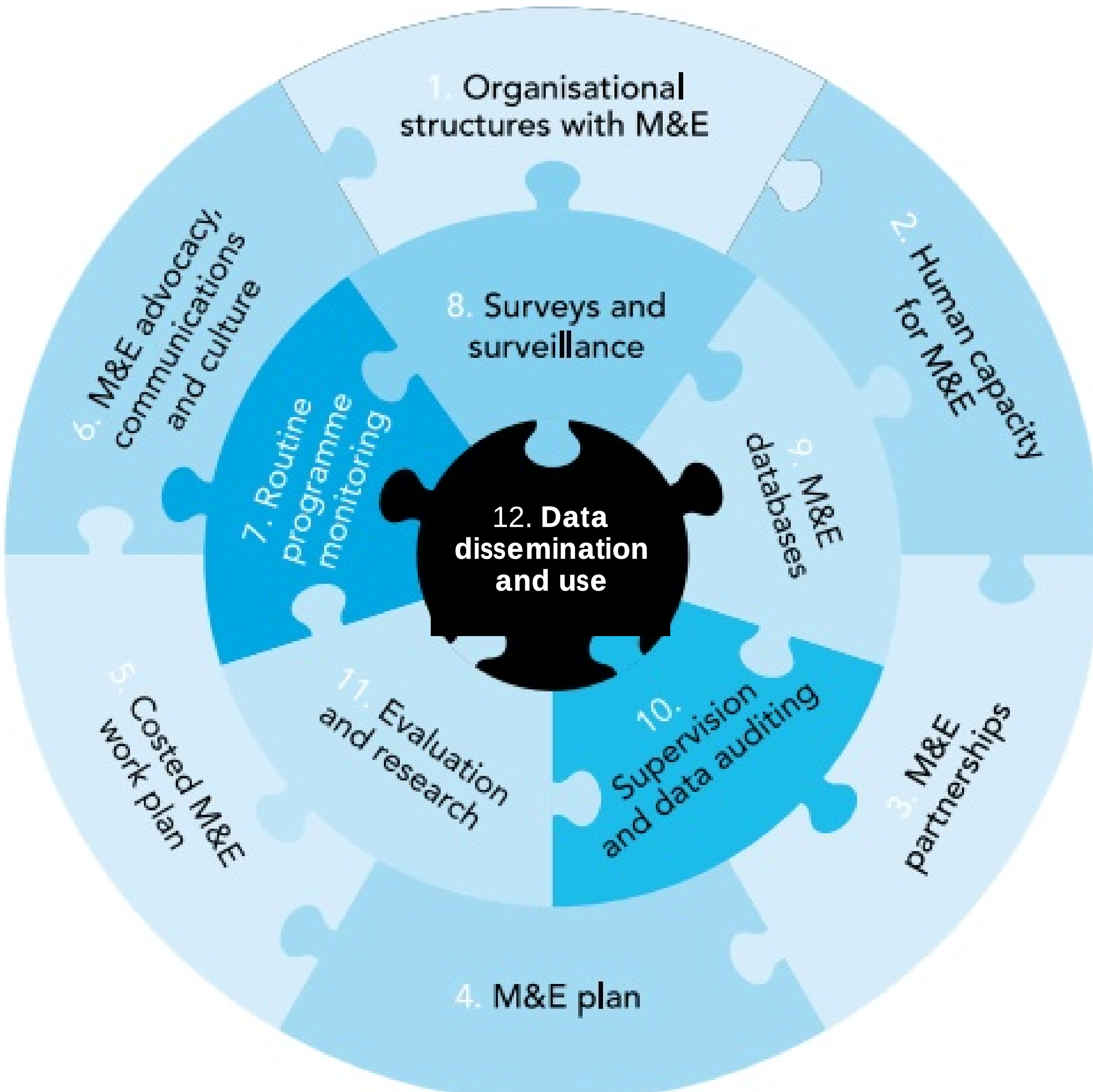
These tools provided a framework for determining an organization's M&E capacity but failed to capture M&E capacity of individual staff. In addition, these tools measured the status of part of the M&E system, or whether parts of the system were present, but they did not explore how well the system functioned or how technically and financially autonomous an organization is in implementing M&E functions. Identification of this gap led to the creation of MECAT.

MECAT assesses capacity across the 12 UNAIDS components, which MECAT refers to as "capacity areas."

[1] In this user guide, the term "organization" identifies the target group or entity being assessed, whether it is a country-wide health program, subnational health program, hospital, health clinic, implementing partner organization, local nongovernmental organization, or other type of organization.

MECAT assesses capacity across the 12 UNAIDS components, which MECAT refers to as "capacity areas." The UNAIDS 12 Components M&E Systems Assessment model uses an assessment approach that captures many facets of an organization's strengths and weaknesses, but it lacks a tool to assess individual M&E skills. Figure 1 illustrates the interconnections to show how the organization performs overall. The outer ring depicts the fundamental organizational features, actions, and human resources needed for data collection use. The middle ring represents the mechanism used to collect, verify, and analyze the data. The center ring focuses solely on the primary purpose of the M&E system: data use for decision making.

Figure 1. UNAIDS 12 components of M&E system assessment model



Source: UNAIDS, 2009a

MECAT incorporates the following definitions:

Capacity: The ability of an organization to carry out stated objectives. Capacity is the ability to combine available resources with the actions needed to transform those resources into results (LaFonde, et al., 2003).

Capacity building: Also known as capacity development, this process improves the abilities of individuals, organizations, and groups, individually and collectively, to perform functions, meet objectives, and improve results (Godfrey, et al., 2002).

Performance: Signifies an organization's abilities, productivity, and competence to achieve established objectives, goals, and standards (Godfrey, et al., 2002).

Overview

MECAT is intended for health management teams at all levels of government—district and regional health centers, hospitals, ministries of health, and individuals in an M&E unit. MECAT can also be customized for use by sectors outside national and subnational governments, such as development practitioners, for other technical or programmatic areas using the same capacity areas that MEval-PIMA used to develop MECAT.

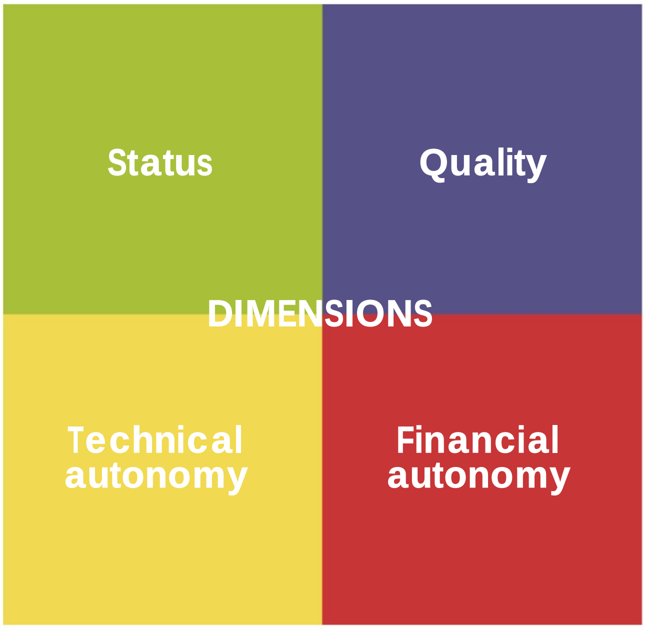
MECAT encourages participants to take ownership of the organization's M&E processes. The participatory approach MECAT uses involves the people who carry out the daily work of their organizations and helps them determine performance expectations and assess capacity. The results can guide staff to design M&E capacity-building interventions, develop an action plan, track activities, and measure changes in M&E system performance over time.

MECAT sets out to accomplish these objectives:

- To understand, document, and clarify an organization's M&E performance objectives
- To determine the status of performance and capacity in M&E capacity areas
- To identify gaps in the capacity of an organization to meet M&E performance objectives

Each of MECAT's 12 capacity areas is broken down into several elements. Elements are specific measured factors within each capacity area. Within the elements, MECAT measures capacity across four dimensions: status, quality, technical autonomy, and financial autonomy. These dimensions measure how well an organization can perform specific tasks and meet objectives. Figure 2 illustrates the four dimensions of capacity.

Figure 2. MECAT measures four M&E capacity dimensions



Status: This dimension indicates whether an element exists, such as an M&E plan.

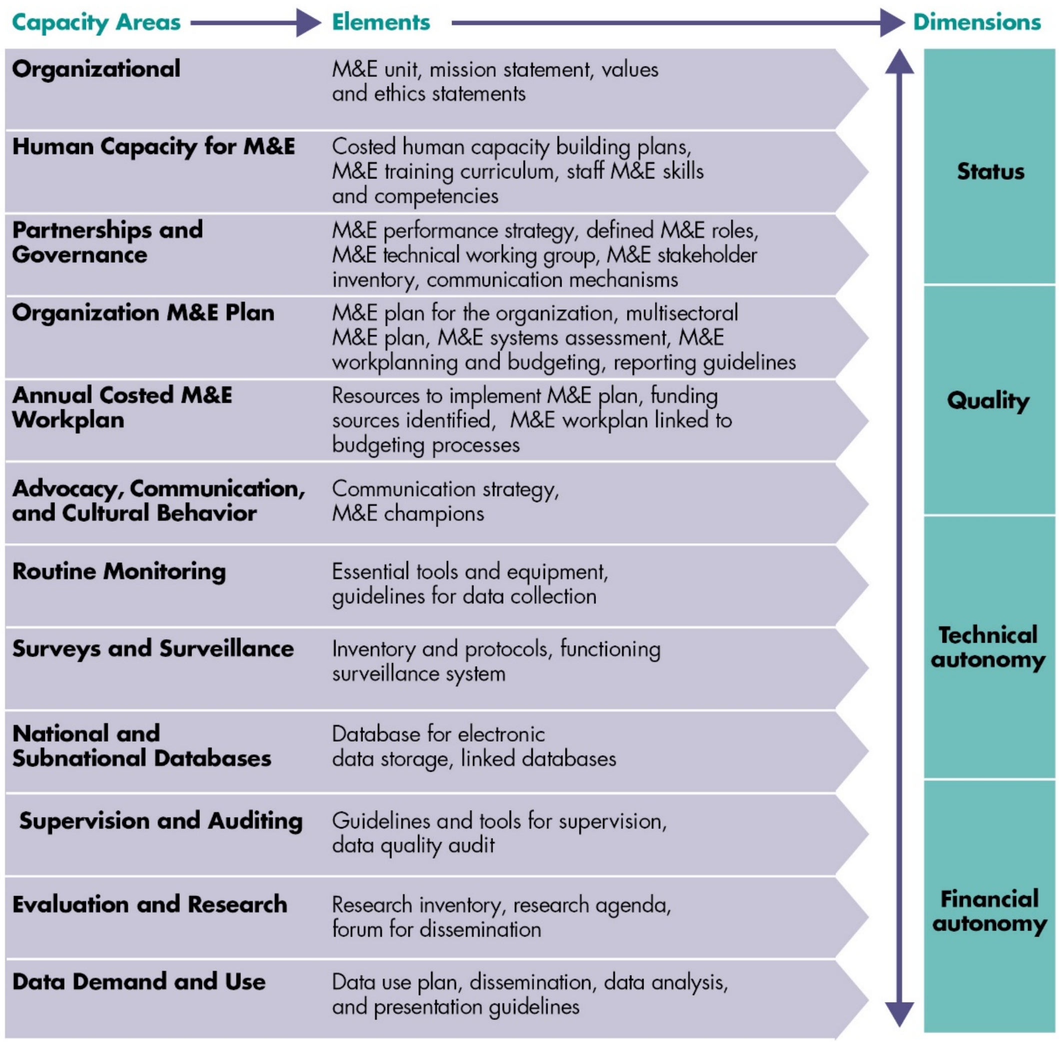
Quality: This dimension indicates the degree of quality a specific task or deliverable meets according to established quality norms.

Technical autonomy: This dimension indicates an organization's **internal** capacity to accomplish tasks in the 12 capacity areas.

Financial autonomy: This dimension indicates an organization's ability to financially support its undertakings on key tasks in the 12 capacity areas.

Figure 3 demonstrates how the four dimensions are measured across the 12 capacity areas and their respective elements.

Figure 3. MECAT components, elements, and dimensions



MECAT would be beneficial to assess M&E capacity in the following ways:

- Internal capacity assessment to develop strategic and professional development plans in M&E system strengthening
- Baseline capacity assessment prior to capacity-building interventions, possibly followed by future assessments to demonstrate change, conducted by internal or external entities
- Routine assessment for monitoring M&E capacity

2 UNDERSTANDING THE METHODS AND TOOLS

To measure an organization's capacity in the four dimensions—status, quality, technical autonomy, and financial autonomy—MECAT uses four methods: group assessment, individual assessment, key informant interviews, and a desk review. The four methods are connected and have associated tools. Information collected with one method informs the entire process. Figure 4 illustrates the interconnections among the four methods, and Table 1 introduces the methods and their associated tools.

Figure 4. MECAT methods

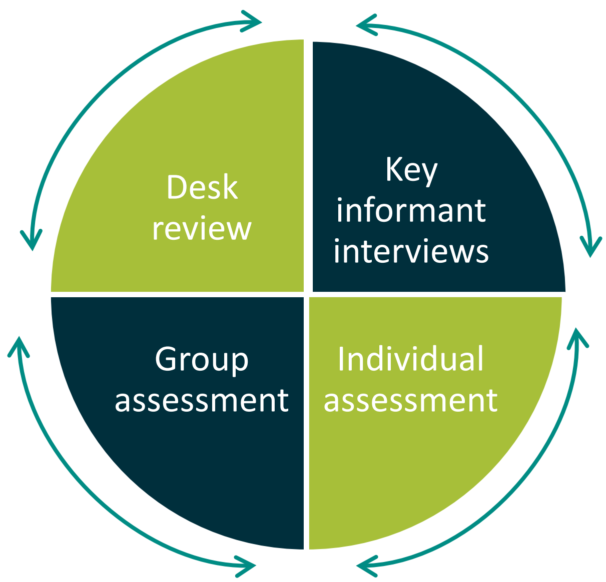


Table 1. MECAT process tools and methods

Method	MECAT-specific tool	Target	Questions addressed
Group assessment	Group assessment Excel-based workbook	M&E organization	• What is the status of M&E activities? • What is the capacity in M&E functional areas?
Individual assessment	Individual assessment Excel-based workbook	M&E staff	
Key informant interviews	Key informant interview guide	M&E stakeholders and program and technical staff	• What are the objectives and expectations for the organization's M&E? • What is the capacity in M&E functional areas? • How well is the organization performing against its objectives and expectations?
Desk review	Desk review guidance	Organizational documentation	

Group Assessment

Method description: This organizational self-assessment is completed by a group of key M&E staff and stakeholders from the organization being assessed. The group assessment is administered as an in-person workshop with the selected participants and facilitated by skilled M&E advisors familiar with the M&E context in the organization.

Purpose: M&E organizations assess their M&E capacity according to the 12 capacity areas. For each capacity area, several elements are evaluated on the four dimensions: status, quality, technical autonomy, and financial autonomy. Completing this assessment will provide the organization with a comprehensive picture of its M&E capacity, which will be supplemented with information collected from the individual assessments, key informant interviews, and desk review.

Tool: Group assessment Excel-based workbook

Tool description: The group assessment uses an Excel workbook with questions that assess an organization's current M&E capacity and its ability to meet performance expectations. The facilitator reads through the questions in the workbook and asks the participants to answer them through facilitated group consensus. The answers are aggregated in dashboards in the workbook to facilitate analysis and action planning. The group assessment has the option to capture M&E capacity data at two points in time, labeled baseline and end line.

The workbook contains 12 tabs with questions, one for each capacity area. The questions in each capacity area are grouped by element, and each element has questions corresponding to the four dimensions (status, quality, technical autonomy, and financial autonomy) (see Figure 5). It is important to note that some elements have more than one quality question, because more than one factor impacts quality for that element. For each question, answers are provided in a drop-down list in the "Score" column. Once an answer is selected, the cell will change color to correspond to the selected answer. For example, in a 3-point scale, the highest-ranking answer will turn the cell green, the second highest-ranking answer will turn it yellow, and the lowest-ranking answer will be red. Once an answer is selected, a numerical value automatically populates the "Rank" column (see Figure 6). If a drop-down menu does not appear or a numerical value does not automatically populate the "Rank" column when you are choosing a score, consult the codebook in Appendix C to manually score and assign ranks to the questions.

TIPS

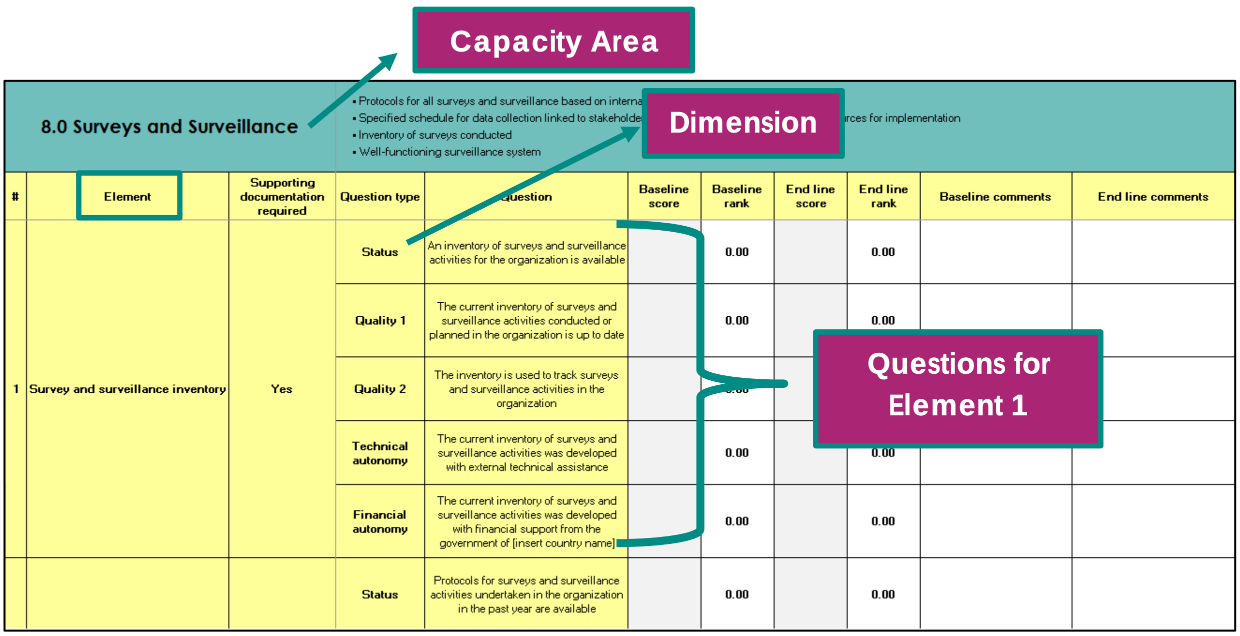
If a drop-down menu does not appear or a numerical value does not automatically populate the "Rank" column when you are choosing a score, consult the codebook in Appendix C to manually score and assign ranks to the questions.

TIPS

The workbook offers organizations an opportunity to conduct a baseline assessment of M&E capacity followed by an end line assessment in the same workbook to easily assess changes in M&E capacity from one point in time to another.

The workbook offers organizations an opportunity to conduct a baseline assessment of M&E capacity followed by an end line assessment in the same workbook to easily assess changes in M&E capacity from one point in time to another. On the “Cover page” tab, users can select whether to display the score, rank, and comment columns for the baseline, end line, or both (see Figure 7). When conducting an end line assessment in the same workbook that contains the baseline assessment data, users may want to select “End line” during the data collection to hide the baseline data and to avoid biasing the participants or the facilitator. After data collection, during the data analysis and action planning, you can choose “Show both” to see data for both the baseline and end line assessment in each of the 12 tabs. Note: Even if you have only one set of data showing in the tabs, the dashboards will show all data contained in the workbook.

Figure 5. Sample tab from group assessment

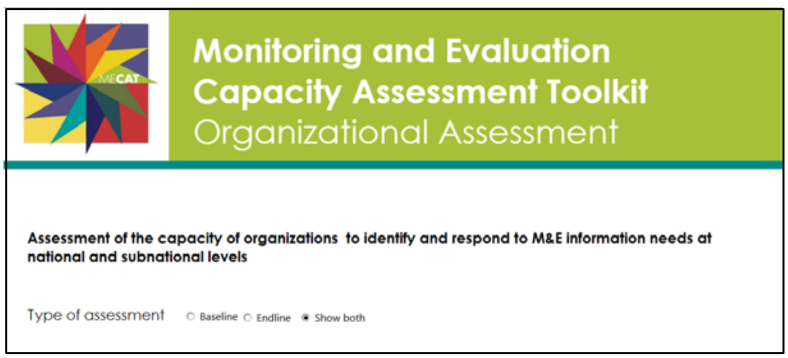


#	Element	Supporting documentation required	Question type	Question	Baseline score	Baseline rank	End line score	End line rank	Baseline comments	End line comments
1	Survey and surveillance inventory	Yes	Status	An inventory of surveys and surveillance activities for the organization is available		0.00		0.00		
			Quality 1	The current inventory of surveys and surveillance activities conducted or planned in the organization is up to date		0.00		0.00		
			Quality 2	The inventory is used to track surveys and surveillance activities in the organization		0.00				
			Technical autonomy	The current inventory of surveys and surveillance activities was developed with external technical assistance		0.00		0.00		
			Financial autonomy	The current inventory of surveys and surveillance activities was developed with financial support from the government of [insert country name]		0.00		0.00		
			Status	Protocols for surveys and surveillance activities undertaken in the organization in the past year are available		0.00		0.00		

Figure 6. Using the group workbook

8.0 Surveys and Surveillance			• Protocols for all surveys and surveillance based on international standards • Specified schedule for data collection linked to stakeholders' needs, including identification of resources for implementation • Inventory of surveys conducted • Well-functioning surveillance system							
#	**Element**	**Supporting documentation required**	**Question type**	**Question**	**Baseline score**	**Baseline rank**	**End line score**	**End line rank**	**Baseline comments**	**End line comments**
			Status	An inventory of surveys and surveillance activities for the organization is available	Yes mostly	10.00		0.00		
			Quality 1	The current inventory of surveys and surveillance activities conducted or planned in the organization is up to date	Yes partly	5.00		0.00		
1	**Survey and surveillance inventory**	**Yes**	**Quality 2**	The inventory is used to track surveys and surveillance activities in the organization		0.00		0.00		
			Technical autonomy	The current inventory of surveys and surveillance activities was developed with external technical assistance	Agree Disagree Strongly agree Strongly disagree	0.00		0.00		
			Financial autonomy	The current inventory of surveys and surveillance activities was developed with financial support from the government of [insert country name]		0.00		0.00		
			Status	Protocols for surveys and surveillance activities undertaken in		0.00		0.00		

Figure 7. Option to select type of assessment



Individual Assessment

Method description: Individually completed self-assessment of M&E competencies

Purpose: M&E staff within the organization can assess their own M&E capacity. Understanding the strengths and gaps for individual-level competencies can allow the organization to prioritize training and staffing needs. This tool identifies skills and proficiency among individual assessment participants in key competencies:

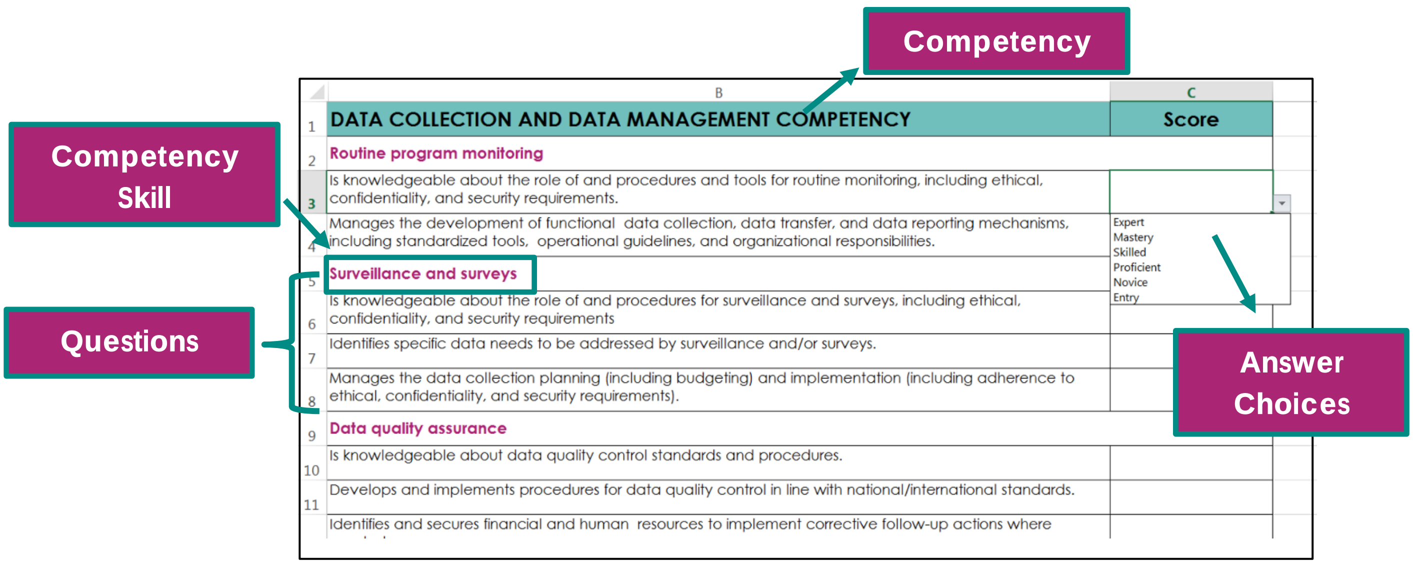
- M&E leadership
- Data collection and management
- Evaluation
- Data analysis, dissemination, and use
- General management

Tool: Individual assessment Excel-based workbook

Tool description: The individual assessment tool is an Excel workbook with questions that assess a person's M&E knowledge, skills, and competencies. M&E staff fill out the assessment individually to produce individual scores that populate dashboards in the tool. Scores from the individual assessment can be aggregated across staff members to reveal the average competency levels among M&E staff in the organization.

The individual assessment workbook contains five tabs that people will use to assess their competency level. Each tab corresponds to a competency that is broken down into individual competency skills. Each competency skill includes several questions on which individuals will assess themselves. The "Score" column contains a drop-down list for each statement with options for people to select to rate their level for that competency skill (see Figure 8).

Figure 8. Sample individual assessment tab



Key Informant Interviews

Method description: Interviews with key informants outside the organization

Purpose: By interviewing M&E stakeholders outside the organization, you can gain an understanding of the M&E performance expectations and the larger context for M&E beyond the organization. For example, if you are assessing a county M&E program, M&E stakeholders can provide information on whether the data produced are meeting their needs and expectations. The key informant interviews can also provide more contextual data about the external barriers and facilitators impacting the M&E system performance, such as a lack of funding for M&E or policies that encourage M&E planning. These interviews also serve as a point of verification with stakeholders on the expected capacity and performance of the M&E unit.

Tool: Key informant interview guide (see Appendix B)

Tool description: Key informant interviews are conducted with a small number of key stakeholders. Stakeholders are people from organizations that use data from the M&E program: selected senior program staff, M&E unit staff, and development partner staff. The questions in the key informant interview should be developed based on the desk review and focus on the 12 capacity areas in the group assessment.

Desk Review

Method description: Desk review of M&E documents and documents related to strategic and organizational planning

Purpose: The desk review will provide context about M&E systems in the organization being assessed. It will also provide the group assessment facilitators with background information on the M&E context and will clarify M&E performance expectations for the organization. For example, an M&E plan would document the indicators and data sources the organization plans to use. This will be important background information to have to understand answers in the group assessment on a wide range of normative M&E functions supported by international best practices. Information collected during the desk review can help to frame or customize questions in the other tools as well as provide context to the answers received.

Tool: Desk review guidance (see Appendix A)

Tool description: The desk review guidance provides examples of documents to identify the following:

- History and structure of the institution and M&E activities
- Status of the institution and M&E activities
- Existing documentation related to M&E capacity and performance expectations
- Existing documentation of the gaps in M&E capacity, such as any previous assessments

3 STRUCTURE OF THE ASSESSMENT

MECAT's four methods build on each other to produce a comprehensive view of an organization's M&E capacity, but the implementation of these methods is not linear. Typically, the key informant interviews and desk review are conducted first, but if the group assessment or individual assessments raise any additional questions, follow-up interviews may be conducted or additional documents collected to gain clarification or confirmation. These follow-ups can make the process iterative and qualitative. A sample timeline for the assessment is below in Table 2. See Figure 14 for a summary of the MECAT steps.

Table 2. Sample MECAT timeline

Assessment phase	Duration (weeks)																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Stakeholder consultations																		
Desk review																		
Protocol development and institutional review board review																		
Key informant interviews																		
Group and individual assessments																		
Data analysis																		
Review of preliminary findings																		
Report writing																		
Review of draft report and consolidation																		
Report finalization																		
Dissemination																		

Steps in the MECAT Process

Step 1: Identify the need for an M&E capacity assessment and decide who will lead the MECAT assessment.

It is important to work with the organization's leaders to identify the need for an M&E capacity assessment. This will promote organizational ownership of the assessment. Once the need for an assessment has been identified, it should be decided whether the organization will lead an internal MECAT assessment or whether the MECAT will be led by an external party. If an external party is leading the assessment, an official letter, notification, or request to participate should be sent to the organization before the MECAT assessment begins. If an organization is assessing itself, buy-in by the leaders to conduct the MECAT will be needed.

Step 2: Identify and engage stakeholders in M&E for the targeted program, county, or organization.

Participants should meet specific criteria related to their involvement with the organization's M&E functions. The facilitation team can identify participants for each part of the MECAT assessment by asking these questions:

- Key informant interviews:
  - Who could help you gain perspective on M&E performance expectations?
  - Who uses the data produced by the M&E unit?
    - Examples are M&E staff, key M&E stakeholders, and people or organizations who use data from the M&E program managers
.
- Group assessment:
  - Who can assess current M&E capacity?
  - Who conducts M&E activities or provides M&E support to the organization?
  - Who develops the action plans for the organization?
    - Examples are program and organizational directors or managers from as many technical areas as possible (if assessing more than one area), M&E staff, and representatives from different geographical areas (e.g., counties, subcounties, districts).
  - The target audience for the workshop can also be identified through key informant interviews and the desk review.

- Individual assessment
  - Who among those participating in the group assessment is involved in daily M&E functions?
    - Examples are all staff in the M&E unit in addition to program managers and other implementers with a role in the collection, analysis, or use of data.

Step 3: Initiate the desk review.

The desk review provides context on the M&E environment before the group assessments, individual assessments, and key informant interviews are conducted. As these assessments and interviews are conducted, additional documents of interest may surface, so the desk review process is iterative and should remain open and flexible. The group assessment facilitators and those who will be conducting the key informant interviews should be familiar with the findings of the desk review so they have a working knowledge of M&E performance expectations of the organization. See Appendix A for desk review guidance.

Step 4: Adapt the assessment tools.

MECAT was developed using international M&E best practices, but there may be some questions in the assessment tools that need to be re-phrased to fit your context and be understandable to those participating in the assessment. One of the first steps in adapting the tools is to replace the term "organization" with the program or government entity to be assessed. Using the initial results from the desk review, the MECAT assessment team can adapt the group assessment workbook questions and key informant interview guides to better fit the context. For example, one question in the group assessment refers to the Medium-Term Expenditure Framework. If your organization does not use this framework for budgeting, adapt this question to reflect the appropriate budgeting process in your setting. In addition, some of the questions have bracketed text where the facilitating team should fill in the correct information. Questions about the M&E plan and costed work plan should be adapted to show that these are integrated in an M&E plan at a higher level. For example, if the assessment is being conducted in a county, Element 3 of Capacity Area 4 should be about a county's integrated development plan or a similar document. If the assessment is being conducted in a national health program, such as a national malaria control program, the program's M&E plan should be linked to the national multisectoral M&E plan.

Step 5: Initiate key informant interviews.

The key informant interviews are meant to identify performance expectations for the M&E unit, establish context, and triangulate the findings from the individual assessments and group assessment. Like the desk review, the key informant interviews are intended to occur throughout the process of conducting the individual assessments and group assessment.

Interviewees should complete informed consent. When possible, the interviews should be recorded for more in-depth transcription. Appropriate measures should be taken to protect the confidentiality of participants. Interviewers should use the Key Informant Interview Guide as a basis for the interview; however, the interviews should be semi-structured, leaving room to probe on relevant topics. As the assessment process continues and the assessments are conducted, more candidates for interviews may be identified. The list of interviewees, schedule of interviews, and data collected from all interviews should be kept together for ease of analysis and incorporation in MECAT's findings.

Step 6: Identify the MECAT facilitation team for the group assessment.

Ideally, the MECAT group assessment should be facilitated by a knowledgeable and respected team that has a detailed understanding of the mandates, program operations, M&E issues, program design, history, and operations. For example, for an assessment of a national malaria control program, MECAT should be facilitated by a malaria specialist or someone with a background in infectious disease control. If the assessment is being conducted by an entity external to the organization, the group assessment facilitation team should have a working knowledge of the M&E program before the assessment. The facilitation team should prepare for the group assessment, by reviewing the results of the desk review and any key informant interviews that take place before the assessment. The facilitation team should also be familiar with the workbook. Instructions on how to score the questions are provided in the "Instructions" tab of the workbook.

Step 7: Facilitate a group assessment workshop and conduct individual assessments.

The group assessment is facilitated as a workshop. Previous MECAT experience has shown that the workshop takes about three days, but this may vary based on how the agenda is structured and the number of participants (see sample agenda: Appendix G). At the beginning of the workshop, an orientation session should be dedicated to going through the tool tab by tab, so that participants are familiar with the assessment and the types of questions it contains before the assessment begins. During this workshop, the facilitator will guide the group through the group assessment process.

1.0 Organizational			• Leadership: Effective leadership for M&E in the organization • Human Resources: Job descriptions for M&E staff, adequate numb • Organizational Culture: Organizational commitment to ensure M& • Organizational Roles and Functions: Well-defined organization stru private, and civil society organizations; written mandates for planning, for key individuals and organizations at all levels • Organizational Mechanisms: Routine mechanisms for M&E plannir monitoring the performance of the M&E system; incentives for M&E sys • Organizational Performance: Key organizations achieve their annu			
#	Element	Supporting documentation required	Question type	Question	Baseline score	Baseline rank
1	Mission statement or stated objectives	Yes	Status	The organization has a mission statement or stated objectives for health		0.00
			Quality 1	The organization's M&E activities are aligned with the mission and objectives of the health sector		0.00
			Quality 2	Staff are able to state the mission statement and objectives		0.00
			Technical autonomy	The mission statement was developed with external technical assistance		0.00

Using the group assessment Excel-based workbook, the facilitator will guide the group toward a consensus on a score for each question using the Delphi technique.[2] For example, when a participant proposes an answer to a question from the workbook, the facilitator should stop and ask, "What does everyone think about that?", "Is [insert participant's name]'s take on this adequate?", or "Are there any other views from the group?"

As the discussion continues, the facilitation team should capture all comments and help the team reach consensus (a dedicated notetaker is highly recommended as part of the workshop). It is crucial that the facilitator be knowledgeable about the program, because she or he should be able to talk through the group's multiple responses to build consensus. If consensus cannot be reached, the group should vote on the score by a simple majority. Text data can be captured in the questionnaires in the comment box to document how a score was reached. These text notes can be used in later discussions about action planning.

As part of the workshop, the facilitator should introduce and distribute the individual assessment to the participants through a USB drive or email. The members of the M&E staff should assess their own competencies and skills using the individual assessment Excel-based workbook, during time carved out from the larger program (see sample timetable from the Kenya assessments: Appendix G). After people have completed the assessment, the facilitation team should collect a copy from them to summarize and leave them with a copy for their personal use and professional development planning. After the workshop, the

[2] The Delphi technique is a method that derives quantitative data through a participatory approach. For more information, see http://www.betterevaluation.org/en/evaluation-options/delphitechnique.

Excel-based assessment is emailed to additional M&E staff who may not have been able to attend the workshop.

Step 8: Analyze the findings.

Desk review

Findings from the desk review should be summarized in a summary report for the team to reference as they move through the assessment process. The desk review results will also be used in providing background on the M&E system when preparing a report on the MECAT findings and explaining the quantitative findings from the group and individual assessments. For example, low scores in the supervision and auditing capacity area of the assessment might be explained by documentation in the desk review that shows a funding gap for supportive supervision activities.

Key Informant Interviews

Each interview should be transcribed so that its contents can be analyzed. To analyze the interviews, thematic analysis or more formal qualitative coding and analysis techniques can be used, supported by qualitative analysis software. One method would be to conduct thematic analysis using themes aligned with the 12 capacity areas in the group assessment. Another method would be to use content analyses to determine the themes that emerge from the interviews and code using these themes. A combination of both methods could also be used. The implementing assessment team should determine the method that best suits the context and the intended use of the findings. The key informant interview data should be used to triangulate and augment findings from the group or individual assessments. Information obtained from the key informants may also lead the team to identify other M&E stakeholders who should be interviewed or other areas of inquiry.

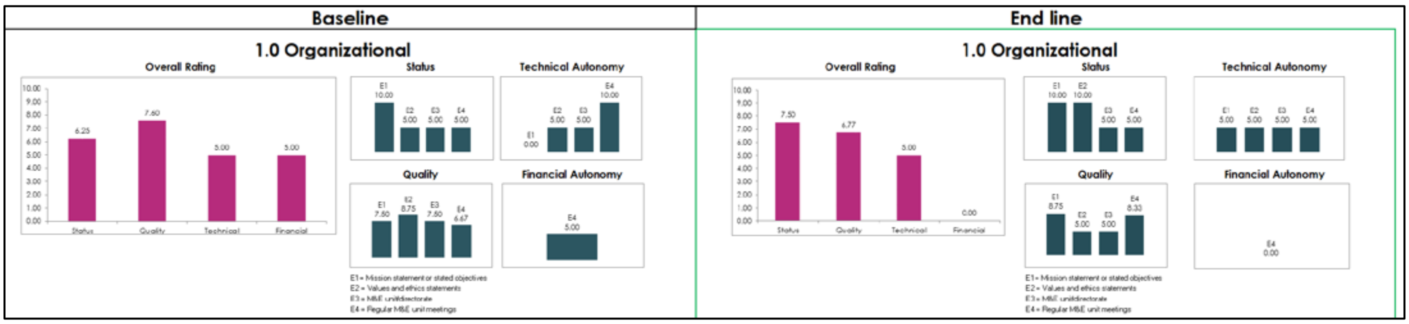
The group assessment tool has dashboards that automatically populate when the data are entered in the workbooks.

Group Assessment

The group assessment tool has dashboards that automatically populate when the data are entered in the workbooks. The dashboard tabs, titled “Dashboards” and “Overall Dashboards,” contain any baseline and end line data that have been entered in the workbook. Figure 9 shows the dashboards for Capacity Area 1: Organizational. The “Dashboards” tab displays dashboards and scores for each of the 12 capacity areas. The graph on the left shows the average scores for status, quality, technical autonomy, and financial autonomy for the capacity area. The graphs on the right show the scores for questions grouped by dimension.

The questions are scored on a scale from 0–10, where 0 is the lowest score and 10 is the highest score. In the sample dashboard in Figure 9, the graph on the left indicates that for Capacity Area 1 at baseline, the dimension with the highest average score was Quality (7.60). This score means that for Capacity Area 1, the sample organization conducts its organizational functions to a high degree of quality. In contrast, dimensions with the lowest average scores were Technical (5) and Financial (5), meaning that the organization could improve its technical and financial autonomy in performing the functions in Capacity Area 1. Using the "Dashboards" tab, the group can get a sense of which capacity areas and specific elements the organization is strong in and which capacity areas and elements need more investment or work.

Figure 9. Sample dashboard



The "Overall Dashboards" tab contains spider graphs for each dimension that show the average dimension score by capacity area. The "Overall Dashboards" tab also contains a table of dimension averages by capacity area. This tab has both baseline and end line data. See Figures 10 and 11 and Table 3 for examples of these dashboards.

The questions are scored on a scale from 0–10, where 0 is the lowest score and 10 is the highest score. There is one graph for each dimension with the capacity area averages for that dimension plotted on the radii (or spokes) for each capacity area. The higher the scores for each capacity area, the closer the plotted values come to going along the edge of the graph (see the Status graph in Figure 10). The lower scores are plotted closer to the center of the graph, creating a smaller figure or area under the curve (see the Quality graph in Figure 10). When there is a mix of high and low scores, the shapes vary quite a bit (see the Financial graph in Figure 10). Table 3 shows the numerical values that were used to create the graphs. These graphs can help the group determine whether there are specific dimensions that need more investment overall and which capacity areas are strong or weak in the dimensions. When the workbook contains both baseline and end line data, you can see changes in dimensions over time (See Figure 11).

TIPS

If your dashboards on either tab are not populating, check to see whether the hidden "Data" tab is populating with data. If the dashboards still do not populate, see the analysis plan in Appendix E for instructions on calculating the average dimension scores by capacity area and how to create the bar charts and spider graphs.

Figure 10. Sample dimension spider graphs by capacity area for baseline data only

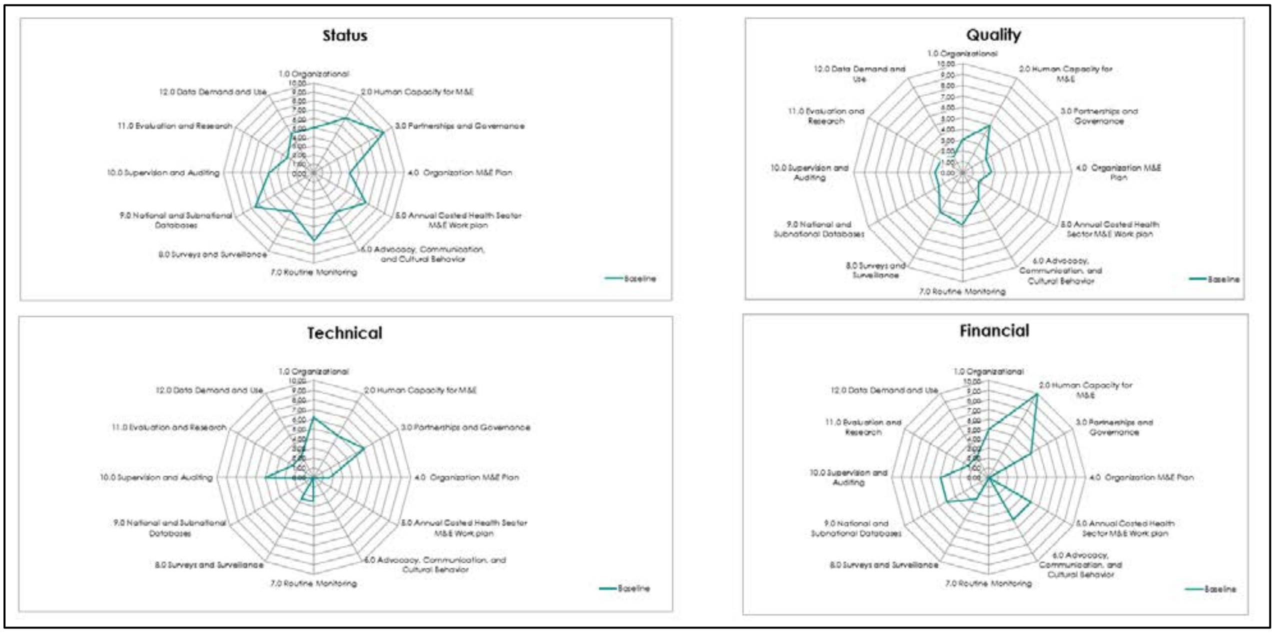


Figure 11. Sample dimension spider graphs by capacity area for both baseline and end line data

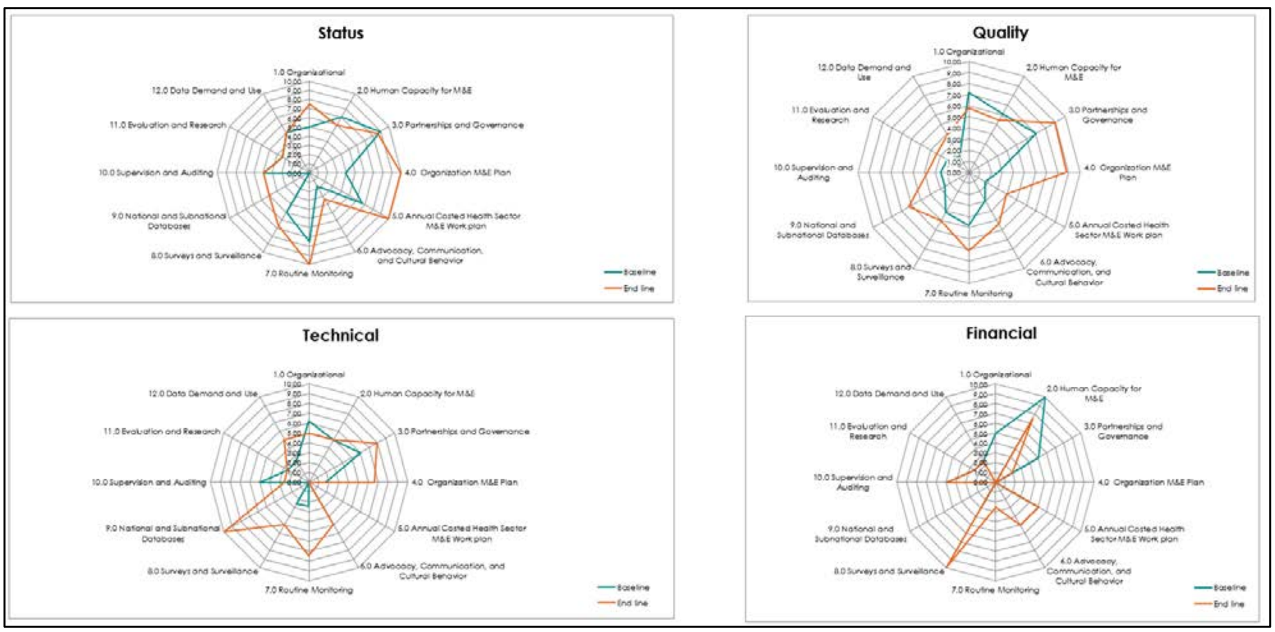


Table 3. Sample table of dimension averages by capacity area

	Status		Quality		Technical		Financial	
	Baseline	End line	Baseline	End line	Baseline	End line	Baseline	End line
1.0 Organizational	5.00	7.50	7.19	5.83	6.25	5.00	5.00	0.00
2.0 Human Capacity for M&E	7.00	6.00	6.08	5.42	5.00	5.00	10.00	7.50
3.0 Partnerships and Governance	8.93	8.57	7.02	8.96	6.00	8.00	5.00	2.00
4.0 Organization M&E Plan	4.00	10.00	2.67	8.83	1.67	6.67	0.00	0.00
5.0 Annual Costed Health Sector	6.67	10.00	1.67	3.89	0.00	0.00	5.00	5.00
6.0 Advocacy, Communication, and Cultural Behavior	1.67	3.33	3.00	5.40	0.00	5.00	0.00	5.00
7.0 Routine Monitoring	7.50	10.00	4.79	7.08	2.50	7.50	0.00	2.50
8.0 Surveys and Surveillance	5.00	6.67	4.17	5.00	2.50	5.00	2.50	10.00
9.0 National and Subnational Databases	0.00	5.00	2.50	6.25	0.00	10.00	0.00	0.00
10.0 Supervision and Auditing	5.00	5.00	2.50	3.75	5.00	2.50	5.00	5.00
11.0 Evaluation and Research	3.33	3.33	2.22	3.33	2.50	2.50	2.50	2.50
12.0 Data Demand and Use	5.00	5.00	1.67	3.89	2.50	5.00	2.50	2.50

Individual Assessments

Data from the individual assessment tool also create a dashboard displaying a person's summary scores from the assessment. Figures 12 and 13 show sample graphs from the "Dashboard" tab of the individual assessment. The bar graphs in Figure 12 display the average scores for each competency skill, broken out by competency. For example, the graph at the top left in Figure 12 shows the average competency skill scores for the M&E Leadership competency. Each of these scores is an average score of the questions in that competency skill. The spider graph in Figure 13 shows the average scores for each competency. The "Summary" tab of the individual assessment contains data tables that populate the graphs in the "Dashboard" tab. These tables show that the averages for each competency are calculated by summing the total scores of each competency skill and dividing by the total number of questions in that competency.

These dashboards and tables show the M&E competencies where a staff member is strong or needs professional development. The person's results are typically kept private and not displayed to the group.

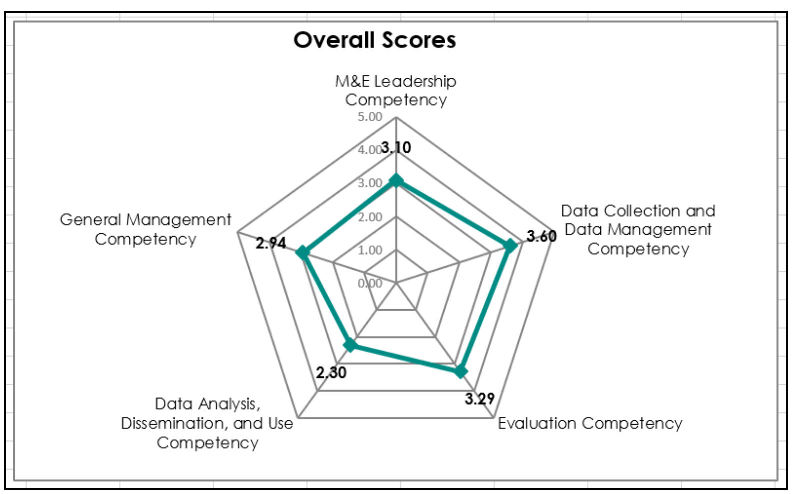
The individual responses from the staff members should be collated and summarized to get a better picture of overall staff strengths and weaknesses, which can identify needed investments in the Human Capacity for M&E capacity area. A spider graph can be created using the averages for each of the competencies. Another option would be to develop a box and whisker plot of the summarized staff responses to the individual assessment.

TIPS

If the dashboards do not populate in the individual assessment, see Appendix D for a coding scale for the individual assessment and Appendix F for an analysis plan that explains how the bar charts and tables are created.

Figure 12. Results of individual assessments

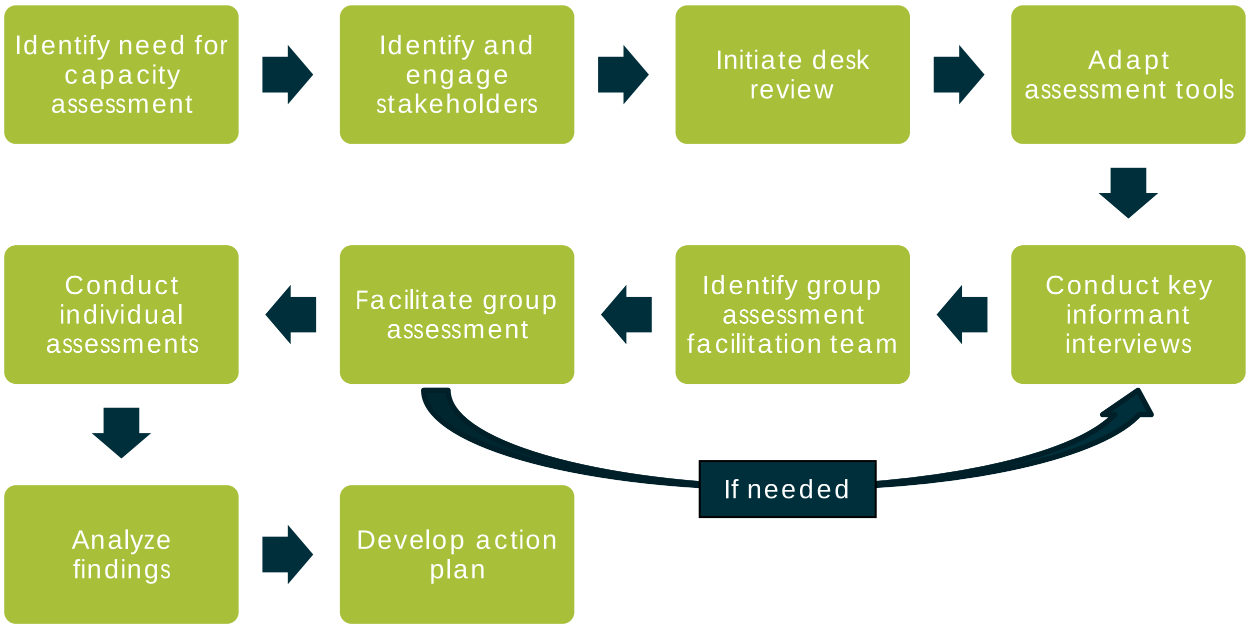
Figure 13. Summary spider graph for individual assessments



The results and findings from each of the four methods will be combined to form a cohesive narrative about the current M&E capacity of the organization so that action plans for building capacity can be developed (see Section 4 for details).

See Figure 14 below for a summary of the MECAT steps.

Figure 14. Steps of the MECAT process



Organizational Capacity Index

The Organizational Capacity Index (OCI) is an additional index that can be calculated using the data generated from the group assessment to provide a summary score of the organization's capacity. To calculate the OCI, summarize all the scores for the status and quality questions and divide by the total possible points of all those questions.

However, this highly reductive index should be used with caution, because it does not provide nuanced information about an M&E system's strengths and weaknesses. In addition, the computation of the OCI does not make a numerical value judgment about the relative weight of any capacity area or constituent element (for example, that having an M&E plan is better than having a program strategic plan). The OCI treats all capacity areas and elements as equally important: a view informed by the total M&E system approach of the MECAT method—that individual parts are as important as the whole. Furthermore, using this measure longitudinally could result in challenges, because some parts of the system could strengthen and some could weaken, resulting in zero net change in the OCI. The OCI does, however, provide a single number to show overall system performance, if that is deemed appropriate for a given context.

4 USING THE FINDINGS

Once you have completed the assessments and done the analysis, you can begin to interpret the meaning of your findings and begin action planning.

As part of your group assessment workshop or in follow-up meetings with stakeholders, you should discuss areas that are strengths and areas that could be improved using both the group assessment and the summarized individual assessment results of the organization's M&E staff. The dashboards and graphs created with these results should be shared with the group to foster this discussion. Some questions to guide this discussion could be:

- In which capacity areas are we particularly strong?
- Which capacity areas do we need to improve? Are there particular elements that need improvement in each capacity area? For example, what will be done to transform any yellow box or red box issues identified with the group assessment tool to a green box?
- Looking at the overall dimension spider graphs, how did we perform in each dimension? Which capacity areas are contributing to low dimension scores?
- In which staff competencies are we particularly strong?
- Which M&E competencies do we need to provide professional development for staff or seek out additional staff?
- What action steps can we take to address these areas for improvement?
- What resources will we need to take these action steps?
- If using baseline and end line data, which capacity areas and elements have shown improvement? Which have declined? Where do we still need improvement?

The findings from the desk review and key informant interviews can explain and provide further evidence to support the group assessment findings. For example, the group assessment could find strong scores in developing M&E partnerships, including technical working groups. The desk review could reveal agendas and notes from recent technical working group meetings, and the key informant interviews with implementing partners could reflect strong coordination of M&E activities.

The findings from the desk review and key informant interviews can explain and provide further evidence to support the group assessment findings.

Staff can use their own assessment scores to develop action plans for their own professional development. The summarized individual assessment results from the staff members can be used to explain or augment the group assessment findings in the Human Capacity for M&E capacity area as well in as other capacity areas. For example, lower scores in the Surveys and Surveillance capacity area of the group assessment may be explained by a lack of staff trained in survey development and implementation.

Through these discussions, the group should start to come to a consensus on items to be added to the action plan to improve the organization's M&E capacity. The group assessment workbook contains an action plan template that identifies an action, timeframe for completion, and people responsible for each of the identified gaps or weaknesses. In creating the action plan, the facilitators should encourage the group to set goals and objectives that are specific, measurable, achievable, results-focused, and time-bound. The action plans can be revised after the data and findings from the group assessment, individual assessment, desk review, and key informant interviews have been presented and discussed with other stakeholders.

After finalizing the action plan, the facilitating team and sponsoring organization, along with stakeholders, can decide whether and when they will repeat the MECAT assessment to monitor progress toward building M&E capacity. The team can also choose to formally document the MECAT process and results in a MECAT report. Examples of such reports from Kenya can be found on the MEASURE Evaluation PIMA website, under Baseline Assessments: https://www.measureevaluation.org/pima/baseline-assessments.

5 RECENT APPLICATIONS

MECAT has been used in Kenya at both the national and subnational levels. At the national level, the team assessed individual programs. At the subnational level, the team worked with 17 county health management teams (CHMTs) to assess the county-wide M&E system for health in those counties.

At the national level, MEval-PIMA used MECAT to establish the M&E capacity of six programs: the Division of Community Health Services; the Division of Malaria Control; the Division of Reproductive Health; the Division of Disease Surveillance and Response, within the Kenyan Ministry of Health; the Department of Civil Registration and Vital Statistics, within the Ministry of Immigration; and the Department of Children's Services, within the Ministry of East African Community, Labor and Social Protection.

Using MECAT, these beneficiaries could identify weaknesses in their current M&E capacity, establish the actions that needed to be taken to address the gaps and weaknesses, and assign a point person to be responsible for each action. The data were compiled, and an action plan was developed to lay out the next steps to improve the M&E capacity of the program. MEASURE Evaluation PIMA conducted several end line assessments, followed-up on the action plans for several of the programs, and reviewed the application of the plans to determine whether M&E capacity was improved.

At the subnational level, 17 CHMTs used MECAT to establish the M&E capacity of their respective county departments of health. The CHMTs could identify gaps in their counties' current M&E capacity, determine the actions that needed to be taken to address the weaknesses, and assign someone to be responsible for each action. Then they developed an action plan to establish the next steps to improve county M&E capacity.

Additionally, in the Democratic Republic of the Congo, MEASURE Evaluation used MECAT to conduct M&E capacity assessments of three provincial teams. Using the results, the provincial teams were able to identify bottlenecks in the M&E system and develop M&E capacity-building plans to address gaps. With support from MEASURE Evaluation, the provincial teams are implementing these plans. MEASURE Evaluation also used MECAT in Zambia to pilot-test the integration of more gender-specific questions in the tool.

Based on these applications of MECAT, we learned these lessons:

- MECAT is best administered in a workshop setting in which the participants know the intended beneficiary of the assessment.
- Institutions must recognize and own their need for an assessment of M&E capacity.

6 FUTURE CONSIDERATIONS AND TOOLKIT

As evidenced by applications of MECAT to date, this tool helps national and county health programs identify and plan for their M&E capacity needs. Future work with MECAT involves assessing changes and improvements in M&E capacity. An organization can use MECAT to measure M&E capacity at two points in time to determine changes over time. Additional methods are needed to attribute changes to an organization's or partner's interventions in the M&E systems, however. For example, outcome mapping methods can attribute changes to their causes, such as the most significant change. The *Case Study to Measure National HIV M&E System Strengthening: Nigeria* is an example of how these methods can be used. Being able to attribute change in M&E capacity to interventions to strengthen the M&E system will allow an organization to argue forcefully that the interventions are worth the investment.

This tool will be updated based on previous and new experiences. The trends in performance will be documented through follow-on assessments. Future versions of MECAT might include other tools for understanding changes in capacity.

For more information, please contact measure@measureevaluation.org.

MECAT is available online at https://www.measureevaluation.org/pima/m-e-capacity.

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8 APPENDIXES

Appendix A. Desk Review Guidance

Appendix B. Key Informant Interview Guide

Appendix C. Group Assessment Codebook

Appendix D. Individual Assessment Codebook

Appendix E. Group Assessment Analysis Plan

Appendix F. Individual Assessment Analysis Plan

Appendix G. Sample Group Assessment Workshop Agenda

APPENDIX A. DESK REVIEW GUIDANCE

The desk review is an important part of MECAT. The following questions provide some guidance in determining which documents could be helpful in conducting the desk review.

- What documents could help you determine the status of M&E?
- What documents provide information on the history and structure of M&E activities?
- Have there been previous M&E capacity assessments for the organization?

Here are examples of the types of documents that might provide useful information:

- Health sector and organizational strategic plans (national and subnational levels)
- M&E plans
- Organizational work plan
- Sectoral development plans (national and subnational levels)
- History and organizational structure documents
- Previous M&E capacity assessments
- Evaluation plans
- M&E training materials
- M&E job descriptions

APPENDIX B. KEY INFORMANT INTERVIEW GUIDE

Introduction

The purpose of these questions is to understand current monitoring and evaluation (M&E) capacity levels, constraints, and needed interventions for improvement.

A: Organization and Human Capacity for M&E

1. **What are the overall stated objectives for M&E?**

   Probe:

   a. What is the mission?
   b. What is the stated mandate?
   c. Does [the organization] have an ethics and values statement?

2. **How does the mission statement link with the stated objectives?**

   Probe:

   a. How appropriate is the mission statement in regard to the mandate?
   b. What are your views regarding the appropriateness of the values and ethics statements in regard to the organization's mandate?
   c. Do your values include attention to gender equity? How so?

3. **Briefly describe the history of the M&E unit.**

   Probe:

   a. When and why was the unit established?
   b. What policy formalized the unit?
   c. What was the rationale for forming the unit?
   d. What was the original structure of the unit?
   e. What were the functions and how have these evolved over time?

4. **What is your view on the level of knowledge and skills within the organization to meet data collection needs?**

   Probe:

   a. Are additional data collection knowledge or skills needed?
   b. How often are the M&E-related skills and competencies of the M&E staff assessed?
   c. What additional knowledge or skills (if any) specific to M&E are needed?
   d. In your view, do the M&E staff possess the knowledge and skills to handle and analyze sex disaggregated and gender-sensitive data?
   e. What is your view regarding the level of knowledge and practical skills to support evaluation of the organization's activities?
   f. How can staff be empowered to develop their own priorities and strategies for work?

5. **What is your view regarding organization's capacity to undertake M&E functions?**

   Probe:

   a. Organizational (relevance of organizational vision, capacity for leadership, and management systems)
   b. Human resources (current staffing numbers and different skills mix, i.e., knowledge, attitude, competency needed to deliver M&E)
   c. Partnership and governance (working with partners and coordination structures to support governance)
   d. Routine monitoring (ability to undertake routine monitoring in line with organization's mandate)
   e. Evaluation and research
   f. Data management and audit
   g. Information technology, including M&E data systems
   h. Capacity for data supervision
   i. Data demand and information use
   j. Decision-making process (policies, programs, routine procedures, committees and committee structures)

6. **How does the organization keep up-to-date with developments in M&E?**

   Probe:

   a. Is there a database or register of who is receiving M&E training to avoid duplication and ensure complementarity?
   b. Is there a database of trainers, listservs, and other technical service providers capable of building M&E capacity?
   c. Do you have suggestions for improving the coordination of M&E training in the organization?
   d. Do members participate in subnational, national, and international forums, or workshops for M&E?

B: Leadership, Management, Partnerships, and Governance

7. **What do you consider to be the key mandate of the M&E unit?**

8. **What is your vision for M&E for this organization?**

   Probe:

   a. Why is M&E important to you?
   b. In your opinion, how do staff value or rate M&E?
   c. What role do leaders play in achieving the M&E vision for the organization?
   d. What attributes should a good leader in the organization exhibit or have, such as championing M&E activities?

9. **What mechanisms exist to support the M&E mandate?**

   Probe:

   a. What policy (if any) supports the M&E functions?
   b. Is there an M&E technical working group in place? Is composition?
   c. How have the M&E technical working group meetings helped the M&E unit perform the M&E activities?
   d. How does the M&E unit support the other program functional areas?
   e. How can participation and collaboration with other departments be improved?

10. **What opportunities exist to improve M&E capacity?**

    Probe:

    a. Internal (human resources, skills, leadership, infrastructure)
    b. Externally (political, legislative and regulatory, international, national, external stakeholder relations)
    c. What M&E-related support does the organization receive from partners?
    d. How can this support be improved?

C: M&E Plan, Costed Work Plan, and Routine Monitoring

11. **In your opinion, how well is the M&E plan linked to the M&E strategy?**

    Probe:

    a. What factors influence the implementation of the current M&E work plan?
    b. What challenges affect the implementation of the current M&E work plan?

12. **Provide examples of instances in which unplanned activities (not in annual work plan) kept you from being able to implement major areas of the work plan in the past year.**

D: Evaluation, Research, Supervision, and Data Use

13. **In your opinion, how do surveys or surveillance activities contribute to measuring indicators in the M&E plan?**

    Probe:

    a. Who determines the agenda for research and surveys for the organization?
    b. What factors influence which agenda for research is prioritized?
    c. How are findings from data quality audits disseminated?
    d. How has the last data quality assessment feedback been used to improve service delivery? Please give examples.
    e. Please give examples of data that the organization uses or has used for either planning or to monitor goals as set out in the M&E plan?
    f. Are sex-aggregated and gender-sensitive data used in policy or program decisions for the organization?
    g. What additional information would you need to in order to make policy or program decisions?
    h. How do you actively encourage and support the use of information in decision making?

i. What specific challenges have you experienced among your staff when it comes to using data?
j. What concerns do you have regarding the quality of information being used in making program-related decisions?
k. Are there any non-technical challenges in your experiences in sharing survey and research data? (examples of non-technical challenges: financial, attitude, environment)
l. What risks (if any) are associated with sharing information? What are they?

APPENDIX C. MECAT GROUP ASSESSMENT CODEBOOK

This appendix contains the answer choices and their respective numerical scores. This codebook can be used to score questions if the drop-down answer choices are not appearing for the questions or the dashboards in the group assessment are not populating correctly.

1.0 Organizational

#	Element	Question type	Question	Score=rank
1	Mission statement or stated objectives	Status	The organization has a mission statement or stated objectives for health	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The organization's M&E activities are aligned with the mission and objectives of the health sector	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	Staff are able to state the mission statement and objectives	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The mission statement was developed with external technical assistance	Yes completely=0 Yes partly=5 Not at all=10
2	Values and ethics statements	Status	Values and ethics statements are available	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	Staff are able to summarize the organization's health sector values and ethics statements	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	Staff in the organization know and apply these values and ethics	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	The organization's health sector values include attention to gender equity	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The values and ethics statements were developed with external technical assistance	Yes completely=0 Yes partly=5 Not at all=10
3	M&E unit/directorate	Status	The organization has an M&E unit/directorate	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	The entity has the written mandate to execute its M&E functions	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5

#	Element	Question type	Question	Score=rank
		Quality 2	The M&E responsibilities are clearly defined in job descriptions	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	The number of casual, contract, secondment, and permanent M&E posts at the unit/directorate is adequate	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The organization relies on external M&E on an ongoing basis to fulfill routine M&E tasks	Yes mostly=0 Yes partly=5 Not at all=10
4	**Regular M&E unit meetings**	**Status**	M&E unit meets regularly to assess progress, plan, and coordinate	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	Meeting minutes are circulated to the unit members	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	How often do you hold the M&E unit/directorate meetings	Weekly=10 Monthly=8 Quarterly=6 Biannually=4 Annually=2
		Quality 3	There are routine mechanisms for M&E planning and management, for monitoring the performance of the M&E system and incentives, and for M&E system performance	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	M&E unit meetings require technical assistance from external stakeholders	Yes completely=0 Yes partly=5 Not at all=10
		Financial autonomy	M&E unit meetings are facilitated mainly through the support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

2.0 Human Capacity for M&E

#	Element	Question type	Question	Score=rank
1	**Staff M&E skills and competencies**	**Status**	M&E unit has staff to fulfill its mandate	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	Staff at the M&E unit have qualifications that are specific to M&E	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	Staff are able to package the data to support decision making	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	Staff are able to collate, process, and analyze data	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 4	Staff are able to collect, process, and analyze sex-disaggregated data and gender-sensitive data to analyze potential gender differences in health access/use/quality	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 5	M&E staff can use GIS and/or other applications to produce simple graphics/map products	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 6	Staff are appropriately trained to carry out tasks relating to assessment of data quality (completeness, timeliness, accuracy, reliability)	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	M&E staff rely on external M&E technical support on an ongoing basis to accomplish any of its routine M&E tasks	Yes completely=0 Yes partly=5 Not at all=10
		Financial autonomy	The government of [insert country name] supports training on issues regarding M&E	Yes mostly=10 Yes partly=5 Not at all=0
2	**Costed human capacity-building plan**	**Status**	The human capacity-building plan is costed	Yes completely=10 Yes partly=5 Not at all=0*

#	Element	Question type	Question	Score=rank
		Quality 1	The identified gaps in M&E-related skills and competencies are incorporated into the human capacity-building plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	There is a mechanism to coordinate M&E human capacity building to avoid duplication	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
3	**Costed human capacity-building plan for organizational development (OD)**	**Status**	The capacity building plan for OD is costed	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	The identified gaps in OD-related skills and competencies are incorporated into the capacity-building plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree= 2.5
		Quality 2	There is a mechanism to coordinate OD capacity-building plan and activities to avoid duplication	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
4	**Costed human capacity-building plan for data demand and information use (DDIU)**	**Status**	The DDIU capacity-building plan is costed	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	The identified gaps in DDIU-related skills and competencies are incorporated into the capacity-building plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	There is a mechanism to coordinate DDIU capacity-building plan and activities to avoid duplication	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
5	**Validated M&E training curriculum**	**Status**	M&E training curriculum is available	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	M&E training curriculum is mostly implemented through linkages with colleges, universities, and technical schools	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	Printed copies of the M&E training curriculum are readily available	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree= 2.5
		Quality 3	The M&E training curriculum includes a session or sub-session on gender in M&E	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Technical autonomy	The development and adoption of the M&E training curriculum relies on external technical support	Yes completely=0 Yes partly=5 Not at all=10
		Financial autonomy	The development and adoption of the M&E training curriculum was supported with government of [insert country name] funds	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

3.0 Partnerships and Governance

#	Element	Question type	Question	Score=rank
1	**Strategy or policy to acknowledge and support M&E performance**	**Status**	The organization has a strategy or policy in place to acknowledge and support good M&E performance and to help correct weak or incorrect M&E performance	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	When was the current strategy or policy reviewed?	Less than 1 year=10 1–2 years=7.5 2–3 years=5 Greater than 3 years=2.5
		Technical autonomy	The current strategy was reviewed with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The review of the strategy or policy was undertaken with financial support from the government of [insert country name]	Yes completely=10 Yes partly=5 Not at all=0
2	**Standard operating procedures that define roles and responsibilities related to M&E functions and activities**	**Status**	Copies of standard operating procedures defining the roles and responsibilities exist	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	Standard operating procedures that define roles and responsibilities related to M&E functions and activities are known by staff	Yes completely=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 2	Standard operating procedures that define roles and responsibilities related to M&E functions and activities are adhered to	Yes completely=10 Yes partly=5 Not at all=0
		Technical autonomy	Standard operating procedures that define roles and responsibilities related to M&E functions and activities were developed with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	Standard operating procedures that define roles and responsibilities related to M&E functions and activities were developed with financial assistance from the government of [insert country name]	Yes completely=10 Yes partly=5 Not at all=0
3	**M&E technical working group (TWG)**	**Status**	There is a TWG that meets to discuss the organization's M&E issues	Yes formal=10 Yes ad hoc=5 None=0*
		Quality 1	The TWG is composed of relevant stakeholders	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	How often does the organization's M&E TWG meet?	Never=0 Annually=5 Biannually=7.5 Quarterly=10
		Quality 3	Majority of members attend the TWG meetings	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5

#	Element	Question type	Question	Score=rank
		Quality 4	There are terms of reference for the M&E TWG coordinated by the organization clarifying the TWG's role in approving documents, providing technical leadership, and coordinating the M&E system	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 5	Minutes from TWGs, including action points, are circulated to the members regularly	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The TWG meetings are coordinated with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The TWG meetings are financially supported by the government of [insert country name]	Yes completely=10 Yes partly=5 Not at all=0
4	**Commitment from stakeholders in the organization's M&E activities and performance**	**Status**	Key stakeholders participate in the TWG meetings	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 1	M&E is discussed as a standing agenda item in other program areas	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
5	**Updated inventory of M&E stakeholders for the organization**	**Status**	An inventory of M&E stakeholders for the organization is available	Yes=10 Yes, as a draft=5 Not at all=0*
		Quality 1	The structured database of stakeholders is complete (organization profile, physical, telephone, email contact, contact person)	Yes completely=10 Yes incomplete=5 Not at all=0
		Quality 2	The inventory of M&E stakeholders for the organization is periodically updated	Annually=10 Every two years=5 Not at all=0
		Technical autonomy	The inventory of stakeholders (database) was developed with external technical support	Not at all=10 Yes partly=5 Yes completely=0

#	Element	Question type	Question	Score=rank
		Financial autonomy	The inventory of stakeholders (database) was prepared with financial support from the government of [insert country name]	Yes completely=10 Yes partly=5 Not at all=0
6	**Clear mechanisms (e.g., feedback reports, newsletters) to communicate M&E activities and decisions**	**Status**	Clear mechanisms (e.g., feedback reports, newsletters) to communicate about M&E activities and decisions exist	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 1	There are regular M&E-related meetings for the stakeholders	Annually=2.5 Biannually=5 Quarterly=7.5 Monthly=10
		Quality 2	The meeting to communicate M&E activities and decisions involves relevant staff stakeholders	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	The organization, in partnership with stakeholders, has structures, mechanisms, procedures, and a timeframe for transmitting, entering, extracting, merging, and transferring data between databases used by the organization and other existing databases	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 4	M&E-related communication products (newsletters, bulletin) and decisions are shared in a timely manner with relevant stakeholders	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The communication systems and mechanisms are implemented with external technical support	Not at all=10 Yes partly=5 Yes completely=0

#	Element	Question type	Question	Score=rank
		Financial autonomy	The communication systems and mechanisms are implemented with financial support from the government of [insert country name]	Yes completely=10 Yes partly=5 Not at all=0
7	**M&E unit supports other program functional areas**	**Status**	M&E unit supports other program functional areas	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5

* If status rank is 0, the dimensions that follow for that element will all rank 0.

4.0 Organization M&E Plan

#	Element	Question type	Question	Score=rank
1	**Ability of the organization to prepare accurate annual work plans, budgets, and schedules**	**Status**	The current annual work plan is available	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The current annual work plan is reviewed and in line with government planning cycles	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	The current annual work plan includes a monitoring and evaluation framework with results and activities	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	The current annual work plan feeds into the program's M&E plan and strategic plan	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 4	The budget monitoring process includes request date, responses, date and % of requested funding received, etc.	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 5	The total budget cost for last year's M&E planned activities was achieved	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The current project annual work plan was developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0

#	Element	Question type	Question	Score=rank
		Financial autonomy	The current project annual work plan was developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**Clear guidelines with dates specifying when information or reports need to be both received and distributed**	**Status**	Clear guidelines specifying when information or reports need to be received and distributed exist	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The M&E staff are aware of guidelines specifying when information or reports need to be both received and distributed	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	Information and data are received as per the stipulated guidelines	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 3	Relevant staff at the M&E unit have skills to carry out the tasks relating to compilation and processing of information needs of the organization	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
3	**National multi-sectoral M&E plan**	**Status**	There is a national multi-sectoral M&E plan	Yes completely=10 Yes partly=5 Not at all=0*
		Quality 1	Unit-specific M&E plans are linked to the multi-sectoral M&E plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Quality 2	M&E unit actively participated in the development of the current national multi-sectoral M&E plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
4	**M&E plan for the organization**	**Status**	There is a reviewed and updated M&E plan for the organization	Yes, reviewed and updated=10 Yes, under review=5 Not at all=0*
		Quality 1	The set of indicators in the M&E plan were assessed during the development of the M&E plan before finalization (against national indicator standards)	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5

#	Element	Question type	Question	Score=rank
		Technical autonomy	The M&E plan was developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The M&E plan was developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
5	**Health sector M&E system assessment (gap analysis, mid-term reviews)**	**Status**	The current M&E system has been assessed	Yes reviewed=10 Yes, under review=5 Not at all=0*
		Quality 1	Findings from the system assessment have been included in the M&E plan	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The M&E system assessment was done with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The M&E system assessment was supported financially by the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

5.0 Annual Costed Health Sector M&E Work Plan

#	Element	Question type	Question	Score=rank
1	**Costed M&E activities with identified sources of funding in the annual work plan**	**Status**	The current M&E work plan and activities are costed	Yes=10 No=0*
		Quality 1	The M&E plan clearly identifies activities, responsible implementers, timeframe, activity costs, and sources of funding	Yes completely=10 Yes partly=5 Not at all=0
2	**M&E work plan is linked to the medium-term expenditure framework**	**Status**	The current M&E work plan is linked to the medium-term expenditure framework budgets	Yes=10 No=0*
		Quality 1	Activities in the M&E work plan are allocated and have specific timeframes for implementation	Yes=10 No=0

		Quality 2	The current M&E work plan has been updated based on performance monitoring	Yes=10 No=0
		Quality 3	The current M&E work plan has been endorsed by relevant stakeholders	Yes=10 No=0
3	**Committed resources to implement M&E work plan**	**Status**	Specific resources (human, financial, and physical) have been committed to implement the M&E work plan	Yes=10 No=0*
		Quality 1	The committed resources are adequate to implement the M&E work plan	Yes=10 No=0
		Financial autonomy	The committed resources to implement the M&E work plan are financed by the government of [insert country name]	Yes mostly=10 Yes partly=5 No not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

6.0 Advocacy, Communication, and Cultural Behavior

#	Element	Question type	Question	Score=rank
1	**M&E champions**	**Status**	There are people who strongly advocate for and support M&E for the organization	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	The organizational leadership supports the M&E activities	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	There is an M&E champion who can advocate for attention to gender in analysis, reporting, and use of sex-disaggregated and gender-sensitive data	Yes mostly=10 Yes partly=5 Not at all=0
2	**Health sector communication strategy**	**Status**	The organization has a specific health sector communication strategy	Yes approved=10 Yes draft=5 Not at all=0*

#	Element	Question type	Question	Score=rank
		Quality 1	The communication strategy addresses all aspects of the organization's activities	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	There is a focal person or team in charge of advocacy, communication, and social mobilization	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	The focal person or team has terms of reference that outline how communication should be conducted	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The organization's communication strategy was developed with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The organization's communication strategy was implemented with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
3	**M&E strategies and products are included in the health sector strategic plan**	**Status**	The M&E strategies and products are included in the [national or subnational] strategic plan	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

7.0 Routine Monitoring

#	Element	Question type	Question	Score=rank
1	**Essential tools and equipment for data management (e.g., collection, transfer, storage, analysis)**	**Status**	Essential tools and equipment for data management are available	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	All tiers use standardized data collection forms	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The tools capture essential indicators for routine performance monitoring	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 3	The organization has identified gaps in the existing tools that need to be updated	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 4	The identified gaps have been integrated into the DHIS2 or unified national database for health data	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	Essential tools were developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	Essential tools were developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**M&E guidelines to document procedures for collecting, recording, collating, and reporting routine program data**	**Status**	There are M&E guidelines to document the procedures for recording, collecting, collating, and reporting routine data from the health information system	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The organization conforms to the best practices on collecting, recording, collating, and reporting routine program data	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The organization's M&E plan includes activities for gender-based analysis	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	When was the current M&E guideline customized or adapted?	Less than 1 year=10 1–2 years=7.5 2–3 years=5 Greater than 3 years=2.5
		Technical autonomy	The national guidelines were customized or adapted for the organization with external technical assistance	Not at all=10 Yes partly=5 Yes mostly=0

#	Element	Question type	Question	Score=rank
		Financial autonomy	The national guidelines were customized or adapted with financial support of government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

8.0 Surveys and Surveillance

#	Element	Question type	Question	Score=rank
1	**Survey and surveillance inventory**	**Status**	An inventory of surveys and surveillance activities for the organization is available	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	The current inventory of surveys and surveillance activities conducted or planned in the organization is up to date	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The inventory is used to track surveys and surveillance activities in the organization	Strongly agree=10 Agree=7.5 Disagree=5 Strongly disagree=2.5
		Technical autonomy	The current inventory of surveys and surveillance activities was developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The current inventory of surveys and surveillance activities was developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**Protocols for surveys and surveillance**	**Status**	Protocols for surveys and surveillance activities undertaken in the organization in the past year are available	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	Protocols for surveys and surveillance undertaken in the organization are approved by accredited bodies	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 2	Surveys and surveillance activities involve relevant stakeholders in the M&E technical working group or relevant technical bodies	Yes mostly=10 Yes partly=5 Not at all=0
3	**Functioning surveillance system**	**Status**	There is a functioning surveillance system	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	The surveillance system helps the organization undertake functions related to detection and notification, reporting, and feedback	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The surveillance system was developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The surveillance system was developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

9.0 National and Subnational Databases

#	Element	Question type	Question	Score=rank
1	**Databases for electronically capturing and storing data generated for and by the organization's M&E system**	**Quality 1**	The database for capturing and storing data is up to date	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The database captures all data elements required by the organization's M&E system	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	IT equipment and supplies are available for linking to databases	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 4	Structures, mechanisms, procedures, and timeframe for transmitting, entering, extracting, merging, and transferring data between databases that support the organization's health information system are available	Yes mostly=10 Yes partly=5 Not at all=0
2	**Databases are linked**	**Status**	Linkages exist between databases	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	Design of databases is informed by demands of the users	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The organization is able to generate routine monitoring reports using the linked databases	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	Design of the databases was supported with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	Design of the databases was financially supported by the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

10.0 Supervision and Auditing

#	Element	Question type	Question	Score=rank
1	**Guidelines and tools for supportive supervision**	**Status**	Guidelines and tools for supportive supervision are available	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The supportive supervision guidelines and tools include a planning tool, a supervision checklist, a scoring mechanism, and a structured report and feedback and action plan	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 2	The last supportive supervision was conducted in accordance with the current guidelines	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The supportive supervision guidelines and tools were developed with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The supportive supervision guidelines and tools were developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**Data quality audit**	**Status**	Policy, procedures, and tools for data quality audits are available	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	Data quality audits are conducted as per the stipulated policy and procedures	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The findings from the data quality audit are shared with stakeholders	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The last data quality audit was conducted with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The last data quality audit was conducted with the financial support from the government of [insert country name]	Yes mostly= 10 Yes partly= 5 Not at all= 0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

11.0 Evaluation and Research

#	Element	Question type	Question	Score=rank
1	**An inventory/register/ database of institutions undertaking research and evaluation**	**Status**	There is an inventory/register/database relevant to the organization to undertake research and evaluation	Yes=10 Yes, as a draft=5 Not at all=0*
		Quality 1	There is an inventory/register/database that is complete (organization profile, physical address, telephone, email contact, contact person)	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The inventory/register/database includes research activities conducted or planned	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	There is a mechanism for including new institutions or entrants undertaking research and evaluation	Yes=10 No=0
		Technical autonomy	The inventory/register/ database of research and evaluation was developed with external technical support	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The inventory/register/ database of research and evaluation was prepared with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**Organization-specific research agenda**	**Status**	Organization-specific research agenda exists	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The research agenda is relevant to the needs of the organization	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Quality 2	The research agenda is approved by M&E technical working group stakeholders	Yes mostly=10 Yes partly=5 Not at all=0
3	**Program forums for dissemination and discussion of research findings**	**Status**	There are organizational forums for dissemination and discussion of research findings	Yes=10 No=0*
		Quality 1	The forums bring in key stakeholders in M&E	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The agendas of the program forums are guided by the needs of the organization	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	The deliberations from the program forums identify clear action plans for the organization	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The forums are organized with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The program forums are funded by the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

12.0 Data Demand and Use

#	Element	Question type	Question	Score=rank
1	**Organizational data use plan**	**Status**	An organization data use plan exists	Yes approved=10 Yes draft=5 Not at all=0*
		Quality 1	The data use plan is embedded in the organization strategic plan and M&E plan	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	The data use plan conforms to best practices on collecting, recording, collating, and analysis and reporting	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 3	The data use plan is informed by an assessment of user needs	Yes mostly=10 Yes partly=5 Not at all=0

#	Element	Question type	Question	Score=rank
		Technical autonomy	The data use plan was developed with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The data use plan was developed with financial support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
2	**Dissemination of information products**	**Status**	The organization disseminates information products to stakeholders and Ministry of Health data users and producers	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	Information products have contributed to influence policy and practice (generated from routine data, surveys, and surveillance and research activities)	Yes mostly=10 Yes partly=5 Not at all=0
		Technical autonomy	The information products are disseminated with external technical assistance	Not at all=10 Yes partly=5 Yes completely=0
		Financial autonomy	The information products are disseminated with support from the government of [insert country name]	Yes mostly=10 Yes partly=5 Not at all=0
3	**Data analysis and presentation guidelines**	**Status**	Data analysis and presentation guidelines exist	Yes mostly=10 Yes partly=5 Not at all=0*
		Quality 1	Staff know and apply these guidelines	Yes mostly=10 Yes partly=5 Not at all=0
		Quality 2	Gender analysis and reporting is included as an element of the data analysis and presentation guidelines	Yes mostly=10 Yes partly=5 Not at all=0

* If status rank is 0, the dimensions that follow for that element will all rank 0.

APPENDIX D. MECAT INDIVIDUAL ASSESSMENT CODEBOOK

Instructions and Coding

For those in monitoring and evaluation (M&E) positions:

- Consider each statement in the tool and use the scale to rate your own level of competency.
- This is a self-assessment aiming to identify your personal needs for capacity building, so it is important that you reflect critically on your competency level and neither under- nor over-value your competency level.
- At the end of the individual assessment, summarize your key strengths and weaknesses and list concrete actions to be taken (e.g., short-term/long-term training, on-the-job/off-the-job training, and/or other capacity-building approaches) for strengthening specific competencies considered critical to your job performance and a timeline for achieving improvements.

Use the drop-down checklist in the "Score" column in the workbook to select the appropriate response for each question. The response categories are defined as follows.

Entry
Developing awareness/building knowledge
Limited skills
Novice
Limited experience
Unaware of potential problems
Unaware of questions to ask
Proficient
Applies knowledge routinely
Basic skills
Moderate amount of experience
Skilled
Solves problems that may arise
Aware of questions to ask and able to access resources to answer the questions
Mastery
Uses knowledge fluently and effectively
Advance skills
Extensive experience
Expert
Anticipates problems before they arise
Poses questions to the field
Sought out for input

The coding scale below shows the numeric value associated with each score. If the macros in your individual assessment workbook are disabled, you can code your responses to use in the analysis of your assessment.

Coding Scale

Expert	5
Mastery	4
Skilled	3
Proficient	2
Novice	1
Entry	0

APPENDIX E. MECAT GROUP ASSESSMENT ANALYSIS PLAN

This analysis plan provides information on how to perform the calculations embedded in the MECAT group assessment tool. These calculations should happen automatically and populate the "Dashboards" and "Overall Dashboards" tabs in the group assessment tool. If the calculations do not populate automatically or if you would like a more in-depth understanding of how the scores are calculated, please consult this analysis plan.

After you have completed your MECAT questionnaires for all 12 capacity areas and they have been assigned ranks either automatically or manually using the codebook (Appendix C), you can begin analyzing your data.

You will conduct three sets of analyses using the ranks for each question:

- Dimension averages by capacity area
- Bar charts of dimension scores by element
- Spider graphs for each dimension by capacity area

Analyses Part 1: Dimension Averages by Capacity Area

In order to gain a deeper understanding of how you are performing within each capacity area, you will calculate the average score for each dimension by capacity area. The calculations for these analyses should be entered into Table E1 using the following steps:

1. Sum all of the status scores for the capacity area.
2. Divide this sum by the number of status questions for that capacity area to get the average status score for that capacity area.
3. Enter this average into the Status column for that capacity area in Table E1.
4. Sum all of the quality scores for each element in the capacity area.
5. Divide each sum by the number of quality questions for that element to get the average quality score for each element.
6. Sum the average quality scores for the elements in that capacity area.
7. Divide that sum by the number of elements with quality questions.
8. Enter this average in the Quality column for that capacity area in Table E1.
9. Sum the technical autonomy scores for the capacity area.
10. Divide this sum by the number of technical autonomy questions for that capacity area to get the average technical autonomy score for that capacity area.
11. Enter this average into the Technical autonomy column for that capacity area in Table E1.
12. Sum the financial autonomy scores for the capacity area.
13. Divide this sum by the number of financial autonomy questions for that capacity area to get the average financial autonomy score for that capacity area.
14. Enter this average in the Financial autonomy column for that capacity area in Table E1.
15. Repeat steps 1–14 for each capacity area to complete Table E1.

Table E1. Dimension averages by capacity area

Capacity area	Status	Quality	Technical autonomy	Financial autonomy
1. Organizational				
2. Human capacity for M&E				
3. Partnerships and governance				
4. County M&E plan				
5. Annual costed health sector M&E work plan				
6. Advocacy, communication, and cultural behavior				
7. Routine monitoring				
8. Surveys and surveillance				
9. National and county databases				
10. Supervision and auditing				
11. Evaluation and research				
12. Data demand and use				

Example calculation for dimension averages by capacity area

For Capacity Area 1, you will use the steps that follow to calculate the average of all the status ranks, then all the quality ranks, then the technical autonomy ranks, and finally the financial autonomy ranks. See Figure E1 for sample Capacity Area 1 data.

1. Sum the status scores for Capacity Area 1: 10+5+10+0=25
2. Divide this sum by the number of status questions for Capacity Area 1 to get the average status score for that capacity area: 25/4=6.25
3. Enter this average into the Status column for Capacity Area 1 (see Table E2).
4. Sum the quality scores for each element in Capacity Area 1:
    - Element 1: 5+7.5=12.5
    - Element 2: 7.5+5+0=12.5
    - Element 3: 2.5+5+10=17.5
    - Element 4: 0+0+0=0
5. Divide each sum by the number of quality questions for that element to get the average quality score for each element:
    - Element 1: 12.5/2=6.25
    - Element 2: 12.5/3=4.17
    - Element 3: 17.5/3=5.83
    - Element 4: 0/3=0
6. Sum the average quality scores for the elements in Capacity Area 1: 6.25+4.17+5.83+0=16.25
7. Divide that sum by the number of elements with quality scores: 16.25/4=4.06
8. Enter this average in the Quality column for Capacity Area 1.
9. Sum the technical autonomy scores for Capacity Area 1: 5+5+10+0=20
10. Divide this sum by the number of technical autonomy questions for Capacity Area 1 to get the average technical autonomy score for that capacity area: 20/4=5
11. Enter this average into the Technical autonomy column for Capacity Area 1.
12. Sum the financial autonomy scores for Capacity Area 1: 0=0
13. Divide this sum by the number of financial autonomy questions for Capacity Area 1 to get the average financial autonomy score for that capacity area: 0/1=0

14. Enter this average in the Financial autonomy column for Capacity Area 1.
15. Create a bar graph of the dimension averages for each capacity area (see Figure E2).

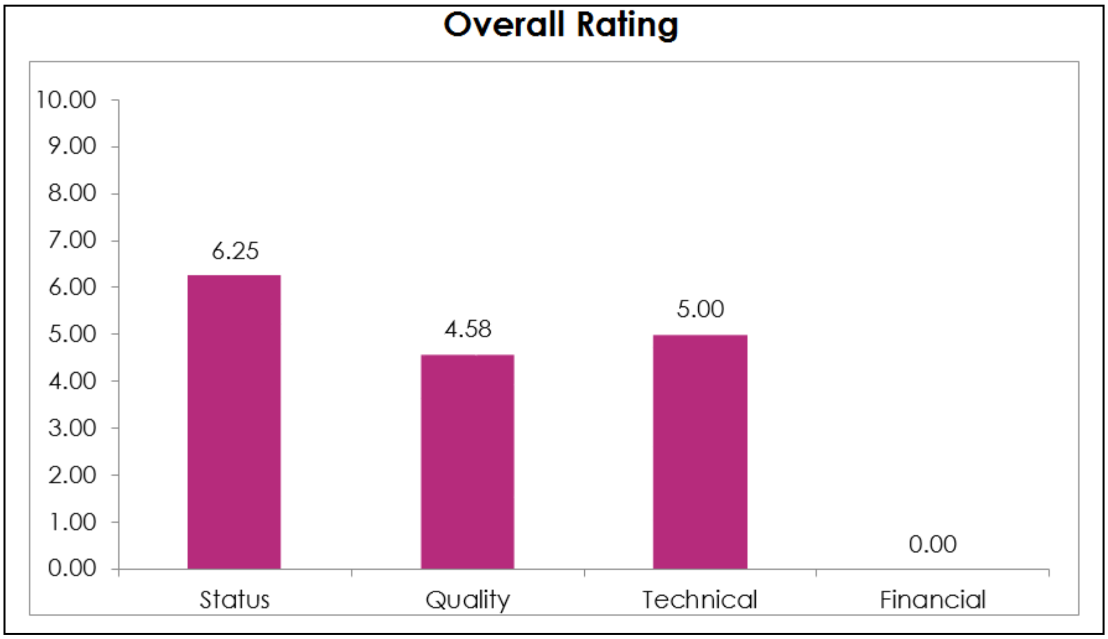
Figure E1. Sample data for Capacity Area 1

Element	Supporting documentation required	Question type	Question	Baseline score	Baseline rank
Mission statement or stated objectives	Yes	Status	The organization has a mission statement or stated objectives for health	Yes approved	10.00
		Quality 1	The organization's M&E activities are aligned with the mission and objectives of the health sector	Disagree	5.00
		Quality 2	Staff are able to state the mission statement and objectives	Agree	7.50
		Technical autonomy	The mission statement was developed with external technical assistance	Yes partly	5.00
Values and ethics statements	Yes	Status	Values and ethics statements are available	Yes draft	5.00
		Quality 1	Staff are able to summarize the organization's health sector values and ethics statements	Agree	7.50
		Quality 2	Staff in the organization know and apply these values and ethics	Disagree	5.00
		Quality 3	The organization's health sector values include attention to gender equity	Not at all	0.00
		Technical autonomy	The values and ethics statements were developed with external technical assistance	Yes partly	5.00
M&E unit/directorate	No	Status	The organization has an M&E unit/directorate	Yes mostly	10.00
		Quality 1	The entity has the written mandate to execute its M&E functions	Strongly disagree	2.50
		Quality 2	The M&E responsibilities are clearly defined in job descriptions	Disagree	5.00
		Quality 3	The number of casual, contract, secondment, and permanent M&E posts at the unit/directorate is adequate	Strongly agree	10.00
		Technical autonomy	The organization relies on external M&E on an ongoing basis to fulfill routine M&E tasks	Not at all	10.00
Regular M&E unit meetings	Yes	Status	M&E unit meets regularly to assess progress, plan, and coordinate	Not at all	0.00
		Quality 1	Meeting minutes are circulated to the unit members	Disagree	0.00
		Quality 2	How often do you hold the M&E unit/directorate meetings	Weekly	0.00
		Quality 3	There are routine mechanisms for M&E planning and management, for monitoring the performance of the M&E system, and for incentives for M&E system performance	Disagree	0.00
		Technical autonomy	M&E unit meetings require technical assistance from external stakeholders	Not at all	0.00
		Financial autonomy	M&E unit meetings are facilitated mainly through the support from the government of [insert country name]	Yes partly	0.00

Table E2. Sample average dimension score by capacity area calculations

Capacity area	Status	Quality	Technical autonomy	Financial autonomy
1. Organizational	*6.25*	*4.06*	*5*	*0*
2. Human capacity for M&E				
3. Partnerships and governance				
4. County M&E plan				
5. Annual costed health sector M&E work plan				
6. Advocacy, communication, and cultural behavior				
7. Routine monitoring				
8. Surveys and surveillance				
9. National and county databases				
10. Supervision and auditing				
11. Evaluation and research				
12. Data demand and use				

Figure E2. Sample bar graph of dimension averages for Capacity Area 1: Organizational



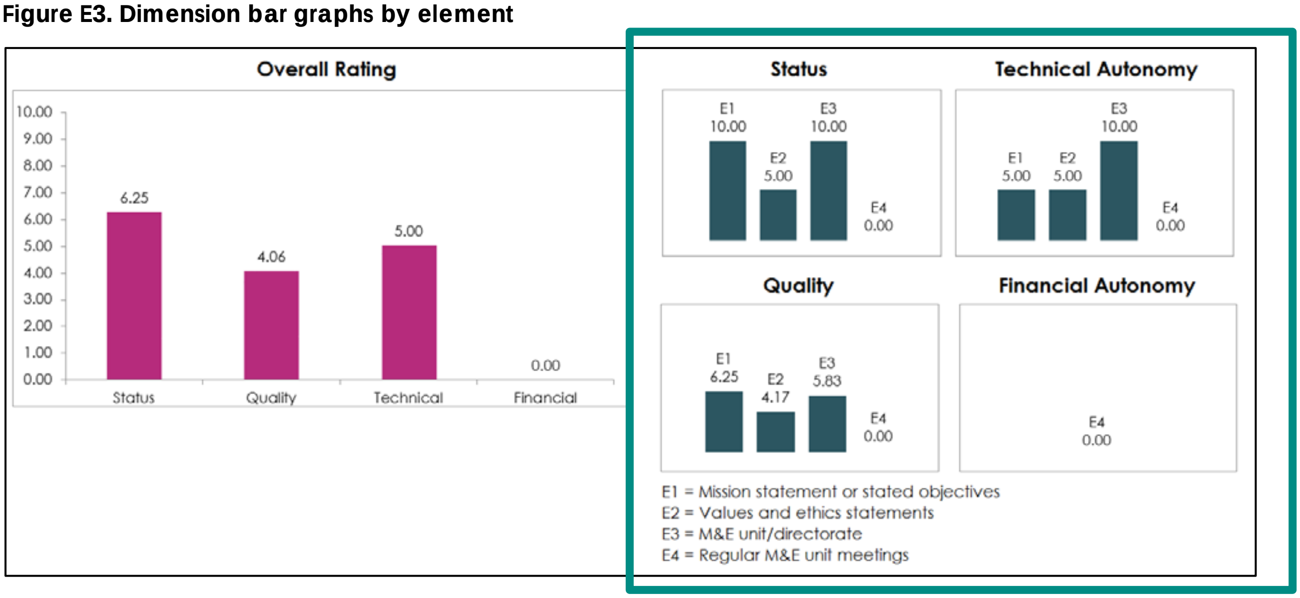
Analyses Part 2: Bar Charts of Dimension Scores by Element

Another set of graphs is generated by the group assessment tool in the "Dashboards" tab that is displayed with the bar charts created in Part 1. There is a set of four graphs—one for each dimension—with the scores of that dimension by element created. This set of graphs is generated for each capacity area (see the graphs highlighted in Figure E3).

To create these bar charts for each capacity area for the group assessment, open a blank tab in the workbook and follow these steps:

1. For the Status graph, create a bar chart. For the chart data range, go to the capacity area tab and select the ranks of the status questions for each element. Label the horizontal axis with the names of the respective elements or simply use E1, E2, E3, etc., and create a legend identifying the elements (see Figure E3 for an example).
2. For the Quality graph, create a bar chart. Because there may be multiple quality questions within an element, you will need the average quality scores for each element. These averages were calculated in Part 1. Use these quality averages as the chart data range. Label the horizontal axis with the names of the respective elements or simply use E1, E2, E3, etc., and create a legend identifying the elements (see Figure E3 for an example).
3. For the Technical Autonomy graph, create a bar chart. For the chart data range, go to the capacity area tab and select the ranks of the technical autonomy questions for each element. Label the horizontal axis with the names of the respective elements or simply use E1, E2, E3, etc., and create a legend identifying the elements (see Figure E3 for an example).
4. For the Financial Autonomy graph, create a bar chart. For the chart data range, go to the capacity area tab and select the ranks of the financial autonomy questions for each element. Label the horizontal axis with the names of the respective elements or simply use E1, E2, E3, etc., and create a legend identifying the elements (see Figure E3 for an example).

Figure E3. Dimension bar graphs by element



Analyses Part 3: Spider Graphs for Each Dimension by Capacity Area

As a final part of your analyses, you will create spider graphs for each of the four dimensions: status, quality, technical autonomy, and financial autonomy. In the spider graph for each dimension, the averages for that dimension for each capacity area will be plotted. Create spider graphs using the table filled out in Part 1. In Excel, spider charts are called radar charts.

Example spider graph

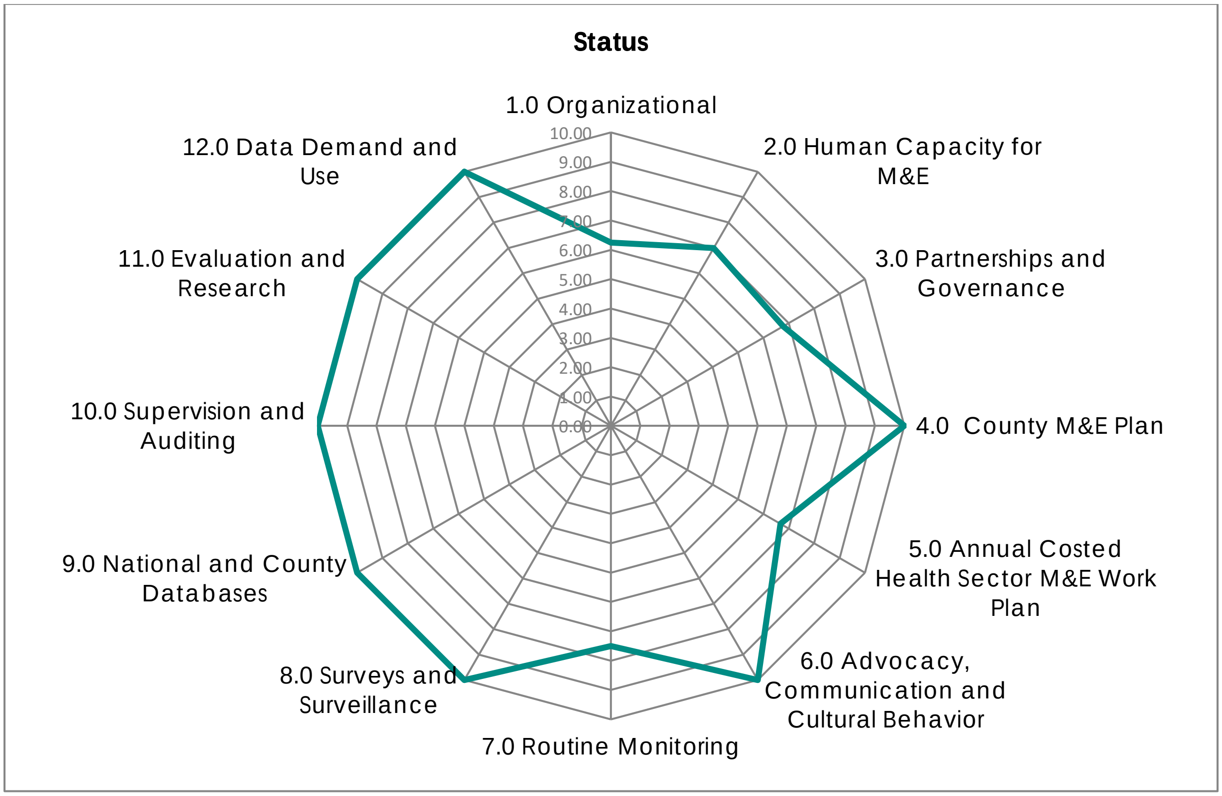
To create a spider graph for the status dimension, open a blank tab in the workbook and follow these steps using the sample data in Table E3:

1. For the Status spider graph, create a radar chart. For the data range, select the average status scores for all 12 capacity areas for either baseline, end line, or both sets of data. For the horizontal (category) axis labels, select the names of the 12 capacity areas.
2. To make the graphs easier to read, add in chart features such as gridlines, labels, etc.
3. See Figure E4 for sample status spider graph based on the data in Table E3 below.

Table E3. Sample dimension averages by capacity area data

Capacity area	Status	Quality	Technical autonomy	Financial autonomy
1. Organizational	6.25	4.06	5.00	0.00
2. Human capacity for M&E	7.00	6.00	2.50	5.00
3. Partnerships and governance	6.79	3.90	2.00	5.00
4. County M&E plan	10.00	5.45	5.00	8.33
5. Annual costed health sector M&E work plan	6.67	5.56	0.00	0.00
6. Advocacy, communication, and cultural behavior	10.00	5.42	5.00	0.00
7. Routine monitoring	7.50	5.00	5.00	10.00
8. Surveys and surveillance	10.00	3.75	0.00	5.00
9. National and county databases	10.00	2.50	5.00	5.00
10. Supervision and auditing	10.00	2.50	7.50	5.00
11. Evaluation and research	10.00	5.28	5.00	10.00
12. Data demand and use	10.00	5.28	5.00	2.50

Figure E4. Sample spider graph



APPENDIX F. MECAT INDIVIDUAL ASSESSMENT ANALYSIS PLAN

After you have completed your MECAT questionnaires for all five competencies, the graphs in the "Dashboards" tab should populate with data from the workbook. If they are not populated, it is most likely because the formulas embedded in the workbook are not working correctly. This could be because a formula was changed or deleted or because the questionnaires themselves were changed. You can use the following analysis plan to manually perform the analyses and generate the corresponding tables and charts.

The individual assessment has two tabs with summary data generated based on answers to the assessment. The graphs in the "Dashboards" tab pull data generated in the "Summary" tab. First, we will explain how to fill out the tables in the "Summary" tab manually in case they do not populate automatically. Second, we will explain how this information is transferred to graphs in the "Dashboards" tab.

Analyses Part 1: Summary Tables

The individual assessment tool generates the total score and the average score for each competency in the summary tables of the "Summary" tab (see Table F1). Each competency is broken down into several competency skills. Each competency skill has a series of questions in which individuals provide their skill level. The average score for each competency is the average of its associated questions from all competency skills (see Table F4 for the difference between competency and competency skill). To calculate the total score for the vision and mission development advocacy competency skill, sum the scores for the four questions in that competency skill, which are highlighted in Table F2.

Table F1. Summary tables

M&E Leadership Competency	# of Questions	Total	Average
Vision and Mission Development and Advocacy	4	#N/A	#N/A
Planning for an Effective Response	2	#N/A	#N/A
Planning for Effective M&E System	8	#N/A	#N/A
Integration of M&E Activities	1	#N/A	#N/A
Capacity Building	4	#N/A	#N/A
Partnerships	1	#N/A	#N/A
Subtotal	20	#N/A	#N/A
Data Collection and Data Management Competency	**# of Questions**	**Total**	**Average**
Routine Program Monitoring	2	#N/A	#N/A
Surveillance and Surveys	3	#N/A	#N/A
Data Quality Assurance	3	#N/A	#N/A
Data Management System	2	#N/A	#N/A
Subtotal	10	#N/A	#N/A
Evaluation Competency	**# of Questions**	**Total**	**Average**
Design and Methods in Evaluation Research and Program Evaluation	4	#N/A	#N/A
Evaluation Management	3	#N/A	#N/A
Subtotal	7	#N/A	#N/A
Data Analysis, Dissemination, and Use Competency	**# of Questions**	**Total**	**Average**
Data Analysis	5	#N/A	#N/A
Data Dissemination	3	#N/A	#N/A
Data Use	2	#N/A	#N/A
Subtotal	10	#N/A	#N/A
General Management Competency	**# of Questions**	**Total**	**Average**
Leadership/Team Management	6	#N/A	#N/A
Financial Resource Mobilization	1	#N/A	#N/A
Financial Monitoring	2	#N/A	#N/A
Coordination and Collaboration	3	#N/A	#N/A
Negotiation	3	#N/A	#N/A
Strategic Communications	2	#N/A	#N/A
Subtotal	17	#N/A	#N/A

Table F2. Vision and mission development and advocacy questions

	M&E LEADERSHIP COMPETENCY	Score
	Vision and mission development and advocacy	
1	Is knowledgeable about the role of M&E to lead the development of a clear and compelling vision and mission for M&E.	Novice
2	Develops a clear and compelling vision and mission for M&E.	Entry
3	Articulates the M&E vision and mission consistently and effectively to key internal and external stakeholders and obtains meaningful support.	Entry
4	Develops operational links between the M&E vision/mission and other key aspects within the program.	Novice

To calculate a score for this competency skill, convert the text scores to numerical values using the coding scale shown in Table F3 (see also Appendix D for the individual assessment coding scale). The numerical scores for the questions in Table F2 are shown in Table F4. Before doing any manual analysis, you should code all of your answers in the column next to the word scores to facilitate faster analysis.

Table F3. Coding scale

Expert	5
Mastery	4
Skilled	3
Proficient	2
Novice	1
Entry	0

Table F4. Sample numerical scores for vision and mission development and advocacy competency skill

	M&E LEADERSHIP COMPETENCY	Score	
	Vision and mission development and advocacy		
1	Is knowledgeable about the role of M&E to lead the development of a clear and compelling vision and mission for M&E.	Novice	1
2	Develops a clear and compelling visi[illegible]E.	Entry	0
3	Articulates the M&E vision and mission consistently and effectively t[illegible]rnal stakeholders and obtains meaningful support.	Entry	0
4	Develops operational links between the M&E vision/mission and other key aspects within the program.	Novice	1

Competency

Question

Competency skill

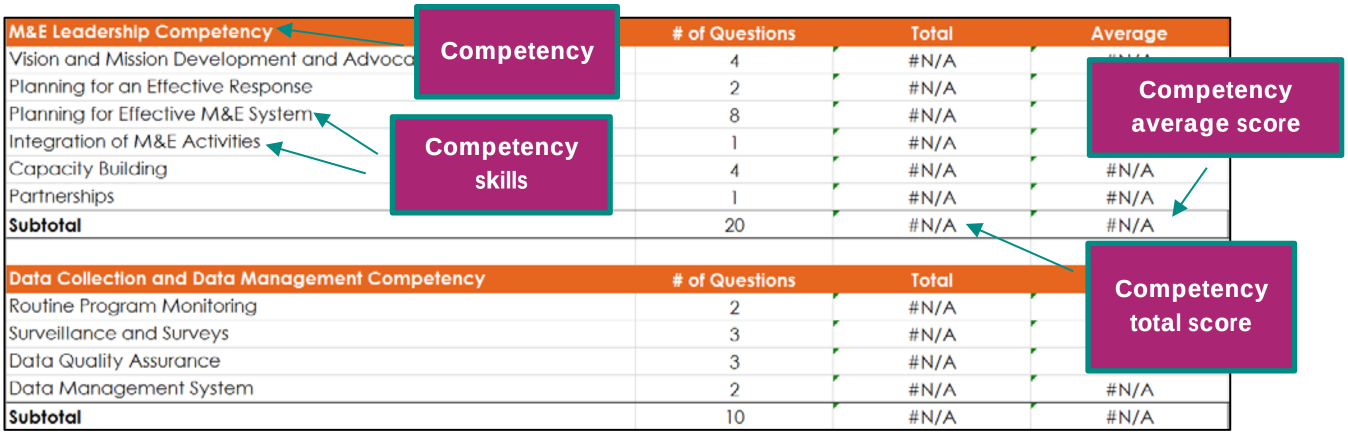
Steps for generating the summary tables (see Table F1) are as follows:

1. Sum the numerical scores of all the questions in a competency skill to get the total score for that competency skill. See Table F4 for a distinction between competencies, competency skills, and questions.
2. Enter this sum in the "Total" column in the summary tables for that competency skill. Repeat this for all of the competency skills.
3. To determine the average for each competency skill, divide the total for that competency skill by the number of questions in each competency skill. The number of questions should be listed but if they are not, or the assessment has been changed, you will need to count the questions on the tab that lists the questions for that competency.
4. Enter the average in the "Average" column for that competency skill (see Table F5).
5. Once you have filled out all the totals and averages for each competency skill, you can calculate the total and average for each competency. Table F5 shows the distinction between competency skills and competencies and where to find the competency totals and averages.
6. Sum the total competency skill scores for each competency. This is the total score for the competency.
7. Enter this in the "Total" column in the "Subtotal" row for each competency.
8. Divide the total for that competency (calculated in Step 6) by the number of questions in that competency. To get the total number of questions in that competency, sum the total number of

questions in each competency skill. This number should be listed in the "Subtotal" row for each competency in the "# of Questions" column.

9. Enter the competency average in the "Subtotal" row in the "Average" column for that competency.

Table F5. Competency and competency skills



M&E Leadership Competency	# of Questions	Total	Average
Vision and Mission Development and Advoca[illegible]	4	#N/A	[illegible]
Planning for an Effective Response	2	#N/A	[illegible]
Planning for Effective M&E System	8	#N/A	[illegible]
Integration of M&E Activities	1	#N/A	[illegible]
Capacity Building	4	#N/A	#N/A
Partnerships	1	#N/A	#N/A
Subtotal	20	#N/A	#N/A

Data Collection and Data Management Competency	# of Questions	Total	[illegible]
Routine Program Monitoring	2	#N/A	[illegible]
Surveillance and Surveys	3	#N/A	[illegible]
Data Quality Assurance	3	#N/A	[illegible]
Data Management System	2	#N/A	#N/A
Subtotal	10	#N/A	#N/A

Example calculation for data analysis, dissemination, and use competency

Using the sample data in Table F6, perform the calculations described above:

1. Sum the scores for the questions in the data analysis competency skill: 4+3+1+4+4=16
2. **Total score for data analysis competency skill=16**
3. Divide the total score by the number of data analysis competency skill questions: 16/5=3.2
4. **Average score for data analysis competency skill= 3.2 (see Table F7)**
5. Repeat Steps 1–4 for the data dissemination and data use competency skills (see Table F7)
6. Sum the total scores for each competency skill in the competency: 16+9+7=32
7. **Total score for data analysis, dissemination, and use competency=32**
8. Divide the total score of the competency by the total number of questions in the competency (5+3+2=10 questions): 32/10=3.2
9. **Average score for the data analysis, dissemination, and use competency=3.2 (see Table F7)**

Table F6. Sample data for the data analysis, dissemination, and use competency

DATA ANALYSIS, DISSEMINATION, AND USE COMPETENCY	Score	
Data analysis		
Uses methods appropriate for analysis of quantitative or qualitative data and interpretation of results.	Mastery	4
Develops and implements the analysis plan for routine monitoring data.	Skilled	3
Is knowledgeable about the basic concepts and the role of data modeling.	Novice	1
Is knowledgeable about the basic concepts of data triangulation.	Mastery	4
Manages the process of data triangulation to answer key questions about the program.	Mastery	4
Data dissemination		
Is knowledgeable about the specific data needs of key decision makers and how to respond to them.	Mastery	4
Develops and implements policies and procedures for data sharing, data dissemination, and feedback to relevant stakeholders (such as the surveyed population, program managers, policymakers, the general public), including ethical, confidentiality, and security requirements.	Proficient	2
Manages the production and dissemination of a variety of information products tailored to specific audiences.	Skilled	3
Data use		
Is knowledgeable about new developments in the key areas of focus to the program and their implications in programming.	Skilled	3
Articulates the implications of findings from routine monitoring and evaluation studies and how they can be applied for program improvement.	Mastery	4

Table F7. Completed table of calculations for data analysis, dissemination, and use competency

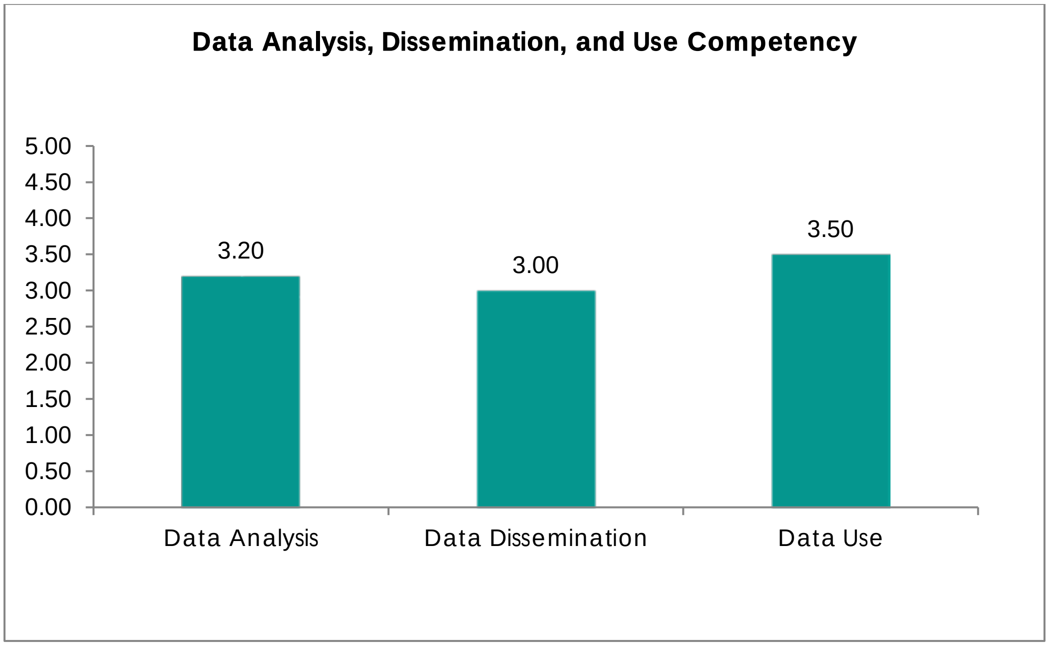
Data Analysis, Dissemination and Use Competency	# of questions	Total	Average
Data Analysis	5	16	3.20
Data Dissemination	3	9	3.00
Data Use	2	7	3.50
Subtotal	10	32	3.20

Analyses Part 2:

Once you have filled out the summary tables, you can use that information to generate the dashboard graphs. There are six dashboard graphs: one graph for each competency (five total) and one graph for overall scores of the competencies. To create the graphs for each of the competencies, follow these steps:

1. Select the tab in the Excel workbook where you will create your graph. Insert a bar chart. For the data range, select the average scores of the competency skills under a competency from the summary table. For the horizontal axis labels, select the names of the competency skills under the competency from the summary table.
2. To make the graphs easier to read, add chart features such as gridlines, a title, and labels.
3. See Figure F1 for sample bar chart for the data analysis, dissemination, and use competency based on the data in Table F7. Repeat these steps for each of the five competencies.

Figure F1. Sample graph for data analysis, dissemination, and use competency



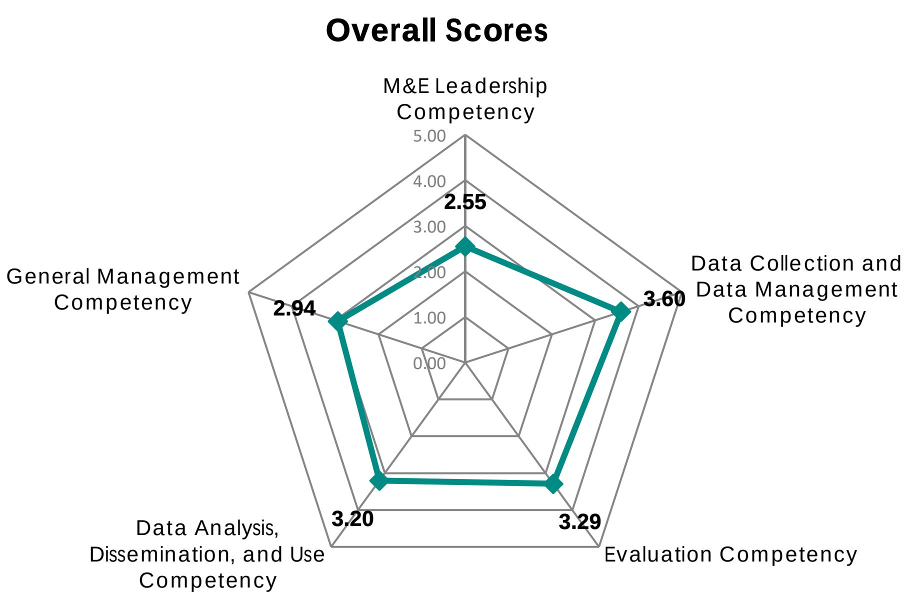
To create the spider graph that shows average scores of all five competencies, follow these steps:

1. Select the tab in the Excel workbook where you will create your graph. Insert a spider graph (these are called radar graphs in Excel). For the data range, select the average scores of the competencies from the summary table (see the selected data in Table F8). For the horizontal axis labels, select the names of the competencies from the summary table (see the selected names in Table F8).
2. To make the graphs easier to read, add chart features such as gridlines, a title, and labels.
3. See Figure F2 for sample spider graph displaying the average scores for each competency from the data in Table F8.

Table F8. Sample summary table data

M&E Leadership Competency	# of Questions	Total	Average
Vision and Mission Development and Advocacy	4	2	0.50
Planning for an Effective Response	2	9	4.50
Planning for Effective M&E System	8	27	3.38
Integration of M&E Activities	1	2	2.00
Capacity Building	4	10	2.50
Partnerships	1	1	1.00
Subtotal	20	51	2.55
Data Collection and Data Management Competency	**# of Questions**	**Total**	**Average**
Routine Program Monitoring	2	9	4.50
Surveillance and Surveys	3	13	4.33
Data Quality Assurance	3	12	4.00
Data Management System	2	2	1.00
Subtotal	10	36	3.60
Evaluation Competency	**# of Questions**	**Total**	**Average**
Design and Methods in Evaluation Research and Program Evaluation	4	14	3.50
Evaluation Management	3	9	3.00
Subtotal	7	23	3.29
Data Analysis, Dissemination, and Use Competency	**# of Questions**	**Total**	**Average**
Data Analysis	5	16	3.20
Data Dissemination	3	9	3.00
Data Use	2	7	3.50
Subtotal	10	32	3.20
General Management Competency	**# of Questions**	**Total**	**Average**
Leadership/Team Management	6	21	3.50
Financial Resource Mobilization	1	2	2.00
Financial Monitoring	2	3	1.50
Coordination and Collaboration	3	11	3.67
Negotiation	3	6	2.00
Strategic Communications	2	7	3.50
Subtotal	17	50	2.94

Figure F2. Sample spider graph of overall competency scores



APPENDIX G. M&E CAPACITY ASSESSMENT WORKSHOP SAMPLE AGENDA

Workshop Objectives:

- Provide background and justification for the capacity assessment
- Familiarize participants with the assessment methods and tools
- Conduct the group assessment for the organization
- Conduct individual assessments with M&E staff
- Develop action plans on how identified capacity gaps will be addressed

Expected Outputs:

- An understanding of the capacity assessment justification, methods, and tools
- Completed group assessment tool
- Completed individual assessment tool for each M&E staff member at the workshop
- Organizational action plans for M&E capacity building
- Individual action plans for M&E capacity building

Date	Time	Activity	Details
Day 1	8:30 a.m.–9 a.m.	Registration	
	9 a.m.–9:30 a.m.	Introduction and housekeeping	
	9:30 a.m.–9:40 a.m.	Workshop norms and objectives	
	9:40 a.m.–10:05 a.m.	Overview of M&E for the organization	
	10:05 a.m.–10:20 a.m.	TEA BREAK	
	10: 20 a.m.–10:40 a.m.	Introduction to overall MECAT approach	
	10:40 a.m.–11:40 a.m.	Introduction to the group assessment tool (*how to complete the tool*)	Demonstration of Excel-based tool
	11: 40 a.m.–12:40 p.m.	Introduction to the individual assessment tool (*how to complete the tool*)	Demonstration of Excel-based tool
	12: 40 a.m.–1 p.m.	Q&A on group and individual assessment tools (*clarifications*)	Plenary discussion
	1 p.m.–2 p.m.	LUNCH	
	2 p.m.–3 p.m.	Group assessment tool—Capacity Area 1	Facilitator reads out questions, leads discussion and score agreement
	3 p.m.- 4 pm.	Group assessment tool—Capacity Area 2	Facilitator reads out questions, leads discussion and score agreement
	4 p.m.–4:15 p.m.	TEA BREAK	

Date	Time	Activity	Details
	4:15 p.m.–5 p.m.	Assignment for day 1—completion of individual assessment tool	Facilitator goes over individual assessment tool once again and gives it to target individuals to complete as homework overnight
Day 2	8: 30 a.m.–9 a.m.	Recap/reorientation of previous day's discussions	
	9 a.m.–10 a.m.	Q&A on individual assessment tool (*clarifications*)	Plenary discussion on any issues requiring further clarification on the individual assessment tool
	10 a.m.–10:15 a.m.	TEA BREAK	
	10:15 a.m.–11:15 a.m.	Group assessment tool—Capacity Area 3	Facilitator reads out questions, leads discussion and score agreement
	11:15 a.m.–12:15 p.m.	Group assessment tool—Capacity Area 4	Facilitator reads out questions, leads discussion and score agreement
	12:15 a.m.–1 p.m.	Group assessment tool—Capacity Area 5	Facilitator reads out questions, leads discussion and score agreement
	1 p.m.–2 p.m.	LUNCH	
	2 p.m.–3 p.m.	Group assessment tool—Capacity Area 6	Facilitator reads out questions, leads discussion and score agreement
	3 p.m.–4 p.m.	Group assessment tool—Capacity Area 7	Facilitator reads out questions, leads discussion and score agreement
	4 p.m.–4:15 p.m.	TEA BREAK	
	4:15 p.m.–5 p.m.	Group assessment tool—Capacity Area 8	Facilitator reads out questions, leads discussion and score agreement
Day 3	8:30 a.m.–9 a.m.	Recap/reorientation of previous day's discussions	
	9 a.m.–10 a.m.	Group assessment tool—Capacity Area 9	Facilitator reads out questions, leads discussion and score agreement
	10 a.m.–10:15 a.m.	TEA BREAK	
	10:15 a.m.–11:15 a.m.	Group assessment tool—Capacity Area 10	Facilitator reads out questions, leads discussion and score agreement
	11:15 a.m.–12:15 p.m.	Group assessment tool—Capacity Area 11	Facilitator reads out questions, leads discussion and score agreement
	12:15 p.m.–1:15 p.m.	Group assessment tool—Capacity Area 12	Facilitator reads out questions, leads discussion and score agreement
	1 p.m.–2 p.m.	LUNCH	

Date	Time	Activity	Details
	2 p.m.–4 p.m.	Action plan from the group assessment tool	Facilitator captures needs arising out of the assessment. Also add any cross-cutting issues arising out of the individual assessment tool feedback.
	4 p.m.–4: 15 p.m.	TEA BREAK	

MEASURE Evaluation
University of North Carolina at Chapel Hill
123 West Franklin Street, Suite 330
Chapel Hill, NC 27516 USA
Phone: +1 919-445-9350
measure@unc.edu
www.measureevaluation.org

MECAT

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