Designing and Implementing Integrated Approaches to Population, Health and Environment (PHE): Workshop for Planners and Managers

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TRAINER’S GUIDE

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ACKNOWLEDGEMENTS

The 2007 assessment of USAID’s Population, Health and Environment (PHE) portfolio underscored the need to develop PHE leadership and technical capacity to support an expansion of PHE activities in the field. This recommendation was pursued in 2008 with the preparation and dissemination of an overview of PHE programming entitled “Integrating Population, Health, and Environment (PHE) Projects: A Programming Manual.” The ability to use the manual effectively, however, necessitated a skill-based workshop to impart more in-depth understanding of PHE projects and the unique programming challenges that are needed. As such, the authors endeavored to create a replicable workshop model that will build local sources of PHE expertise to design and implement cross-sectoral and integrated approaches to population, health and environment.

The resultant model epitomizes the collective effort of the authors and two other individuals who contributed invaluable planning, critiquing and technical support throughout the process, namely Fred Rosensweig at TRG and Heather D’Agnes, USAID Population-Environment Technical Advisor.

We are also indebted to our colleagues in Ethiopia who participated in a four-day pilot test of the workshop model and provided constructive feedback that guided refinements to both its PHE content and the training methodology. In particularly, we would like to thank Negash Teknu, Director of CIPHE, for local coordination of the workshop, and Desta Woldeyohannes and Zerihun Woldu of the Network for serving as co-facilitators.

We would also like to thank Sherise Lindsay at TRG and John Gavin at CDM for their support with workshop logistics and contracting. Lastly, we are grateful to John Lipsey at CDM for his professional editing and layout assistance which brings much value to the finished product.

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DISCLAIMER

The authors’ views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.
Overview of Workshop

1. Introduction

This document is a trainer’s guide for developing the capacity of field practitioners to design, implement and monitor integrated approaches to Population-Health-Environment (PHE). The workshop is designed for a participant group of approximately 20-24 participants consisting primarily of senior-level staff members of organizations implementing conservation, family planning/health or rural development activities who are interested in developing integrated approaches to PHE. These organizations are expected to be mostly NGOs although it is possible other types of organizations involved in PHE activities might also participate.

This Trainer’s Guide is intended to be used in conjunction with the Participant Manual and the accompanying PowerPoint presentation slides.

The trainer’s guide contains all the instructions for the trainers to conduct the workshop. It is intended to be used in conjunction with a prepared set of PowerPoint presentations, a participant’s manual and four other key technical reference documents all of which are described in later sections of this Introduction.
2. Background

This training course has been made available through the Global Health Bureau/Office of Population-Reproductive Health (PRH) of the US Agency for International Development. Under the Environmental Health IQC managed by CDM International Inc., a team of consultants developed the “Integrating Population, Health, and Environment (PHE) Projects: A Programming Manual” (2007). While this manual was an important contribution to the PHE field, PRH and the CDM project staff believed that the programming manual needed to be complemented by a training course in order to build local capacity to implement the steps and models outlined in the programming manual. The importance of building local capacity in PHE was further reinforced by the findings of a PRH-commissioned assessment of the PHE portfolio in pointing out the need to develop PHE leadership and technical capacity to support an expansion of PHE activities in the field. The manual was developed in the period from May to October 2008 and field tested in Ethiopia in November 2008.

3. Workshop Purpose and Objectives

The purpose of this workshop is to build local capacity to design, implement and monitor integrated PHE approaches that are replicable, sustainable and generate impact on both human and ecosystem health.

By the end of the workshop, participants will be able to:

1. Describe various categories of PHE integration and key advantages and disadvantages to each.
2. Formulate a Conceptual Model that graphically depicts the demographic, social, environmental dynamics at a local site and the relationships among these factors.
3. From the Conceptual Model, identify the opportunities for remediation and formulate specific objectives (short-term outcomes).
4. Formulate and use Results Chains to select appropriate strategies and interventions to address root causal factors.
5. Describe a range of implementation models and PHE integration mechanisms.
6. Apply an existing PHE tool to select appropriate M&E indicator(s) and devise a simple monitoring plan.
7. Draft an integrated PHE project design document and a follow-on plan for the next steps (back-home activities to complete the design and planning processes).

4. Participants

This training workshop is designed for 20-24 participants representing up to 8 or 9 organizations. Each organization is required to send at least 2 and preferably 3 members of its senior-level staff who are technically-qualified and have programming responsibilities (and therefore likely to apply the knowledge and skills gained in the workshop). In lieu of sending 3 of its own staff, an organization can nominate 1 individual from a partner agency that brings relevant technical skill (P, H or E) lacking in its own
organization. Course organizers should ensure that the selected organizations include an appropriate mix of the three technical sectors as well as adequate gender balance.

During the workshop, each organization will work as a “project team” to design an actual PHE project or modify an existing project to include a PHE approach. Due to the intensive nature of this training approach, workshop organizers are cautioned to stay within the recommended number of total participants and organizations. (See the “Training Methodology” section that follows.)

5. Training methodology

The training workshop is conducted in a four-day workshop format with approximately 28 hours of instruction excluding breaks. All session times are based on knowledgeable estimates and may vary slightly during any specific delivery of the workshop. The workshop is grounded in the principles of adult learning and the experiential learning methodology. The course incorporates a mix of presentations, small group tasks, case illustrations and full group discussions.

**Design Tasks in Project Teams**

Throughout the four days, participants work in Project Teams—each organization constituting a different team—and each team develops a ‘real time’ PHE design by the end of the course. Using a building-block approach, each design task builds directly on the outputs of the previous task. To that end, it is essential that the project teams finish one task before proceeding to the next; trainers must diligently monitor team progress and adjust the timing as needed to ensure incremental success. The suggested schedule (shown in section 7 of this Introduction) intentionally positions three sessions to assist the teams in their completion of design tasks that are the most complex:

- Session 3 (Conceptual Model) is scheduled in the afternoon to allow participants to continue refining their models as needed after the formal end of the training day.

- Session 5 (Strategic Interventions) and Session 7 (Implementation Models and Mechanisms) ‘wrap’ from their afternoon time-slot to the first part of the following morning. This approach allows teams additional informal time to finish the task and, in select cases, to transfer their work to flipchart or onto computer for display during plenary review and discussion the next morning.

6. Trainers and Resource Persons

This training curriculum is designed to be delivered by a two-person training team that combines training skills and PHE field-based programming expertise. One trainer should be an experienced PHE program designer/manager with a broad understanding of PHE integrated approaches and reasonably good training delivery skills. The other should be a trainer with strong skills in experiential learning methodology and prior experience in project design training preferably in PHE or at least in one or more of the PHE sectors. These two trainers are expected to work as a team in delivering the sessions with the PHE practitioner ensuring the quality of the technical content and the training specialist ensuring the quality of the training process.
In addition to the trainers, one or two local resource persons should be contracted to (a) provide current country and region-specific information and examples during the interactive presentations and discussions and (b) serve as auxiliary coaches to the project teams during the design tasks in Sessions 3 through 8. These resource persons should have current knowledge about country-specific programming in the three PHE technical areas; a solid understanding of PHE concepts and tools; and, to the degree possible, actual field experience in the design and implementation of PHE approaches.

7. Workshop Schedule

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
</table>
| 9:00  | Session 1: Workshop Opening  
- Welcome  
- Introductions  
- Opening Activity  
- Goals/Agenda | 9:00 | 9:00 | 9:00 |
|       | Session 4: Setting Project Goals, Objectives, & Strategies  
- Interactive presentation/case  
- Team task  
- Plenary sharing and discussion  
- Demo of results chains  
- Team task | Session 5: Strategic Interventions (continued from Day 2 pm)  
- Discussion & Summary | Session 7: PHE Implementation Models & Mechanisms (continued from Day 3 pm)  
- Review selected implementation maps  
- Discussion & Summary |
| 10:45 | Session 2: Overview of PHE  
- Interactive Presentation  
- Team task to assess organizational readiness  
- Discussion & Summary | 10:30 | 10:00 | 10:00 |
|       | Session 3: Conceptual Model  
- Interactive presentation/case  
- Team task  
- Gallery Walk  
- Discussion & Summary | Session 6: Identifying Indicators  
- Demonstration using results chains  
- Standard PHE indicators (MEASURES Guide)  
- Team task  
- Plenary discussion | Session 8: Monitoring & Evaluation Plan  
- Interactive presentation/case  
- Team task - monitoring planning  
- Discussion & Summary |
| Lunch | Lunch | Lunch | Lunch |
| 1:30  | Session 4 (continued from am)  
- Gallery Walk (results chains)  
- Discussion & Summary | 1:30 | 1:30 | 1:30 |
| Session 5: Strategic Interventions  
- Presentation/review of evidence-based interventions  
- Team task | Session 7: PHE Implementation Models and Mechanisms  
- Interactive presentation/case  
- Team Task-Gap Analysis  
- Peer consultation | Session 9: Back Home Application  
- Summary of workshop outputs/ team products  
- Action planning  
- Identification of T/TA needs and resources | Workshop Evaluation |
| 5:30 End of Day | 5:30 End of Day | 5:30 End of Day | 5:30 End of Day |
The workshop calendar may be expanded to allow for a site visit to a local PHE project. If this option is desirable, trainers and course organizers should ensure that the selected site is a model of a fully integrated PHE approach (i.e., a project with parallel activities would not qualify for a site visit). Depending on site location, the visit should be scheduled a) immediately prior to the opening day of the workshop start or b) between the second and third days of the course.

Another calendar modification is the addition of early morning or evening “mini-presentations” by the participating organizations. If the participants have had little or no exposure to the programs undertaken by other colleagues in the group, then it is advisable to have each organization present a brief description focusing in particular on the specific project they want to adapt during this workshop. The mini-presentations should be limited to 10 minutes plus another few minutes for questions and answers.


This training guide should be used in conjunction with the participant manual that is given to all participants at the beginning of the workshop and contains the technical materials that are required. The participant manual is organized by sessions with documents presented in the order in which they are used in the workshop. The training guide makes specific reference to these documents and when and how they should be used.

9. PowerPoint

An electronic folder of nine PowerPoint presentations has also been prepared. These interactive slide presentations correspond directly to the nine sessions in the workshop and include all the materials that the trainers will present to the participants—key models and tools, case examples drawn from “gold standard” PHE programs, task instructions and worksheets. Most of these materials are also replicated in the participant manual. Workshop participants should receive a CD archive of Sessions 2-8 presentations for post-workshop reference purposes.

10. Pre-Requisite Reading and Supplementary References

In addition to the trainer's guide, the participant’s manual, and the Power Point presentations, this curriculum also includes four essential reference materials:

**Population, Health, Environment Basics: E-Learning Course.**

This e-learning course is available through USAID’s Global Health Learning website [http://www.globalhealthlearning.org/login.cfm](http://www.globalhealthlearning.org/login.cfm). There is no charge for the course but registration is required. The link to the website should be sent to the participants 4-6 weeks before the training so that they can complete the course before attending the workshop as this curriculum assumes a basic level of knowledge about PHE. This should be considered a “must complete” course for acceptance into the workshop.

**Overview of the Philippines Integrated Population and Coastal Resource Management (IPOPCORM) Approach**

The IPOPCORM Overview describes in detail the “gold standard” IPOPCORM Project, the primary case example used to illustrate the design and field execution of PHE.
approaches that are conceptually and operationally coordinated. The IPOPCORM Overview is the “must-read” document for this course and should be distributed in both electronic and hard-copy form to participants 4-6 weeks before the scheduled date of the workshop. The Overview can be downloaded from: 

Described earlier in the Background section of this introduction, the PHE programming manual is the primary source document for the content of this workshop. On the cover page for each session, specific sections of the programming manual are cited as “homework” to be reviewed in advance by participants. As a foundational reading, the programming manual should be distributed to participants 4-6 weeks beforehand. The manual can be downloaded from: http://www.ehproject.org/PDF/phe/phe-usaid_programming_manual2007.pdf

“Guide for Monitoring and Evaluating PHE Programs” (MEASURE Evaluation) 
Developed by the USAID-funded MEASURE Evaluation Project, this guide is used as a key reference during Sessions 6 and 8 of the workshop. Copies (per participant) should be obtained in anticipation of the workshop via the MEASURE Evaluation website: http://www.cpc.unc.edu/measure/publications/pdf/ms-07-20.pdf

11. Pre-Workshop Planning

The team-based methodology used in this course requires significant pre-workshop planning, including a careful participant selection process that begins at least three months prior to the workshop. Prospective NGOs should be required to submit a brief proposal describing a current project they want to adapt into a more integrated PHE design or a new PHE approach they want to test. [Note: As much as possible, organizations should be encouraged to “start with what they have” and adapt from there rather than embark on a completely new project idea.] Once participants have been selected, they should be tasked with gathering and compiling essential data (contextual factors) that will inform their design work during the actual workshop.

The lead trainers for this course need to fully understand the administrative structure of the government line agencies in the country targeted for PHE training, particularly the Health and Environment sector but also the Agriculture sector as many countries do not have separate Ministry of Environment but rather delegate NRM and conservation functions to the Ministry of Agriculture. The hosting PHE country coordinators should send this information to the trainers prior to the workshop and brief them on the different administrative levels so that they (the trainers) are familiar with the terms and know the extent of the reach of the formal health system (as well as the Environment and Ag services). The trainers should also know about the biodiversity-rich areas and hotspots in the country targeted for PHE training.
12. Workshop Venue

The workshop should be conducted in an offsite location where participants can stay overnight. The venue should have a large training room that can accommodate the 6-8 Project Teams without overcrowding. The room should be arranged with rectangular tables, not classroom style or theatre style. This will allow participants to interact easily both in their team configuration and in plenary discussions. The venue should also have adequate wall space to post flipcharts, as well as accommodate a PowerPoint projector and screen.

13. Evaluation of Training

At the end of the training, the participants fill out a short questionnaire evaluating the success of the training.
# SESSION 1:
## INTRODUCTION TO WORKSHOP

**Session Goal:** Ensure that the participants have a clear understanding of the goals and agenda

**Expected Result:** Participants will know who is in the room and gain a shared understanding of the goals, agenda, and nature of the workshop.

### Session Overview

<table>
<thead>
<tr>
<th>Steps</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Introductions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. Getting started</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. Expectations</td>
<td>15 minutes</td>
</tr>
<tr>
<td>5. Review of objectives and agenda</td>
<td>15 minutes</td>
</tr>
<tr>
<td>6. Guidelines for working together</td>
<td>5 minutes</td>
</tr>
<tr>
<td>7. Logistics</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td><strong>90 minutes</strong></td>
</tr>
</tbody>
</table>

### Materials
- PowerPoint Slides Session 1 (Slides 1-8)
- Participant Manual **Session 1**.
- 5x7 note cards, 2 per participant (see step 4)
Steps

1. Welcome 10 minutes

Ideally, someone from USAID and the PHE Network should welcome the participants. If someone from USAID and/or the Network is not available, then one of the trainers should welcome the participants to the workshop.

The welcome should focus on the following points:

- Brief introduction to PHE initiatives based on the background provided in the Introduction to this Trainers Guide.
- USAID’s rationale for promoting PHE and a summary of milestones accomplished to-date.
- Context for this training—development of the PHE Programming Manual and pilot training, network support, and other capacity building efforts currently underway.
- Purpose of this training - to help development practitioners build capacity to design, implement and monitor sustainable PHE approaches in the field.
- Other (invite the host country representative to give a traditional greeting to open the event).

2. Introductions 10 minutes

The facilitators introduce themselves, briefly stating and modeling what they want the participants to do. Then ask the participants to introduce themselves individually using the following guidelines (Slide 2 - Introductions).

<table>
<thead>
<tr>
<th>Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please tell us:</td>
</tr>
<tr>
<td>• Your name</td>
</tr>
<tr>
<td>• Your organization and country/region where you work</td>
</tr>
<tr>
<td>• Your primary position in your organization and technical area of expertise</td>
</tr>
<tr>
<td>• How long you have been working in project development/management in your area of expertise.</td>
</tr>
</tbody>
</table>

3. Getting Started 30 minutes

Tell the participants that you want to get the workshop started with something lively and fun.
Divide the participants into four groups of equal size, not by organizational teams. Note: the trainers should post four blank flipcharts pages around the room in advance. Then give the following task (slide 3 - Group Task):

In your groups,

Draw a picture that characterizes your concept of an “integrated PHE approach”.

No words. You must use only pictures.

You have 10 minutes.

Reassure each group that the drawings do not need to be of high quality, just creative and hopefully a bit fun.

Taking one picture at a time, first ask the other groups to interpret each picture and then ask the group that produced the picture to explain what it was trying to show. This discussion should go rapidly and take no more than 15 minutes for all groups.

After all the groups have finished, ask the entire group:

- What are the common themes you are seeing?
- What are some themes one group may have emphasized more than others?

Make the link between the themes and the purpose of the course.

4. Expectations  
   15 minutes

Ask the participants to write two expectations they have for this workshop on a 5x7 note card.

Then ask each table to share their expectations and identify two expectations for their group. Ask each group for their two expectations with the facilitator recording them on a flipchart.

5. Review of Goals and Agenda  
   15 minutes

Using slides 4-6, review the workshop purpose and objectives. Then review the agenda and show how the objectives will be achieved.

A. Workshop Purpose and Objectives

<table>
<thead>
<tr>
<th>Workshop Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build local capacity to design, implement and monitor integrated PHE approaches that are replicable, sustainable and generate impact on both human and ecosystem health.</td>
</tr>
</tbody>
</table>
Workshop Objectives

1. Describe various categories of PHE integration and key advantages and disadvantages to each
2. Formulate a Conceptual Model that graphically depicts the demographic, social and environmental dynamics at a local site and the relationships among these factors.
3. From the Conceptual Model, identify the opportunities for remediation and formulate specific objectives (short-term outcomes).
4. Formulate and use Results Chains to select appropriate strategies and interventions to address root causal factors.
5. Describe a range of implementation models and PHE integration mechanisms.
6. Apply an existing PHE tool to select appropriate M&E indicator(s) and devise a simple monitoring plan
7. Draft an integrated PHE project design document and a follow-on plan for the next steps (back-home activities to complete the design and planning processes)

B. Agenda

Showing slide 7 and referring participants to the calendar on p. 5 of their Participant’s Manual, present the workshop agenda

Match the agenda to the participants’ expectations, pointing out where in the workshop the expectations will be met. If there are some expectations that will not be met, be sure to say that so that participants have a realistic set of expectations for the workshop. Draw on the resource people from USAID or PHE network representatives to show how any expectations outside the purview of this workshop may be met in the future.

Be sure to emphasize that two of the real benefits of this workshop are: a) for organizational teams (called “project teams” here) to have a chance to practice integrated project design using their actual field situations and issue areas, and b) to strengthen the network of organizations committed to PHE integrated programming through the sharing of successes, ideas and challenges over the course of the workshop week.

Explain to participants that the workshop methodology is based on a “building block” approach which means that every session will build on the outputs of the previous session. To that end, it is very important for the project teams to keep pace with their design tasks and, if needed, to continue working past the formal close of the workshop day to complete each assignment before starting on the next one in the sequence.

Refer participants to the Participant Manual and explain how it is organized.
6. Guidelines for Working Together 5 minutes

Say that you would like to offer some behaviors for the group to adopt—ways of the group working together that helps achieve the workshop objectives by creating a safe and effective learning environment.

Show slide 8 and discuss each guideline, explaining a bit what each might look like in action.

<table>
<thead>
<tr>
<th>Proposed Guidelines for Working Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Active participation</td>
</tr>
<tr>
<td>• Listen and ask questions</td>
</tr>
<tr>
<td>• Balance level of participation</td>
</tr>
<tr>
<td>• Start and end on time</td>
</tr>
<tr>
<td>• Turn cell phones off during the session</td>
</tr>
</tbody>
</table>

Ask if there are any other guidelines the participants wish to suggest. If there are, write them on flipchart. Ask for agreement. Post the list on the wall along with the workshop objectives so that people can refer to them throughout the workshop.

7. Logistics and Housekeeping 5 minutes

Review any logistics information such as start times, location of breakout space, and arrangements for coffee breaks, lunch, and dinner.
## SESSION 2: OVERVIEW OF INTEGRATED PHE PROGRAMMING

### Session Goals:
- Define the continuum of integrated programming approaches and their relative advantages and disadvantages;
- Establish the basic rationale for doing integrated projects (cross-sector vs. single sector projects)

### Expected Results:
A common vocabulary for discussing the range of PHE programming approaches; a strengthened interest in developing cross-sectoral/integrated projects; an understanding of the design process (steps and flow)

### Session Overview

<table>
<thead>
<tr>
<th>Steps</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Presentation - Overview of PHE Integrated Programming</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3. Group task - Assessment of Organizational Experience</td>
<td>40 minutes</td>
</tr>
<tr>
<td>4. Summary</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Total Duration**: 1 hour, 40 minutes

### Pre-Session Reading
- PHE Programming Manual, chapters 1-2

### Materials
- PowerPoint Slides 1-20
- Participant Manual Session 2.
- Wall-size version of flowchart on p. 17 of the Participant Manual—see step 4
- Sticky dots in three colors: green, red and yellow (3 dots in each color per organization)
Steps

1. Introduction  

Introduce the goals of the session (slides 1-2). Say that this session is intended to provide an overview of current/recent PHE programming approaches and experiences and establish a lexicon the participants may use to describe their own work in this field.

Ask participants for their overall reactions to the PHE Programming Manual:

- To what degree does the manual “make the case” for integrated programming?
- What key questions or concerns did the manual raise for you (about the concepts, planning process, implementation options, etc.)?

Chart any questions/concerns for the presenter to address during the interactive presentation (or, as the case may be, to address briefly in this session and more fully in later activities).

2. Interactive Presentation - Overview of PHE Programming

Using the Power Point slides and instructions that follow, present an overview of key themes. Use slide 3 to explain how the presentation is organized. [Note: This presentation is meant to build on, not reiterate, the information found in the first two chapters of the Programming Manual. All trainers should be very familiar with the detailed information contained in the PHE Programming Manual.]

Slides 5-6 Definition of PHE Integration

- Showing slide 5, introduce the definition of PHE and PHE projects. Use or adapt the following remarks:

> Perhaps one of the most important questions is ‘what exactly is PHE? Obviously the letters themselves mean population, health and environment. As basic pillars, they include:
> 
> **P** = Reproductive health & family planning
> **H** = Water, sanitation, malaria, HIV/AIDS, MCH
> **E** = Natural resource management, biodiversity conservation, fisheries management, eco-agriculture

> However, PHE is also amenable to other sectors and takes into consideration the social, cultural and livelihood aspects of the community.

> Population, health and environment then combine to create PHE - which can be defined as “the linkage, within a community or group of communities, of natural resource management or similar environmental activities and the improvement of reproductive health, always including but not limited to provision of family planning services. (Engelman)
Slides 7-10  Rationale for PHE Integration

• Say to the group, “Now that we know what it is, the question is why? Why should we integrate these three sectors?” Ask the participants what they recall from reading the PHE programming manual and what their own experiences have taught them to-date about the rationale for integrated programming.

• Draw from the following text to augment their comments:

First, intuitively, it makes sense to integrate. We lead integrated lives - water quality affects our health for example. For the same reason, projects that integrate sectors also allow organizations to address the root cause of the situation in which they are working, rather than just proximate causes. For example (slide 8), in many areas, while there are immediate threats to the biodiversity, such as habitat conversion, the underlying driver for it is high population growth. You can’t achieve long term change if you only address the immediate threats.

For the organizations involved there are several potential benefits (slide 9). Conservation organizations may be able to develop better relationships with communities by integrating a health component - which allows them to provide something tangible for the communities. For health organizations, linkage with natural resource management has enabled access to communities and clients that otherwise would be impractical or too expensive to reach.

And by combining resources, Organizations can potentially implement their projects in a more efficient manner, sharing transportation and field staff expenses with other organizations. The PATH Foundation Philippines which implemented the Integrated Population and Coastal Resource Management (IPOPCORM) project in the Philippines recently completed a large scale operations research program which found that their projects were much more economically efficient than trying to deliver FP and conservation services independently.

Integrated projects can work with a wider variety of frameworks, which I will talk about in a minute - but this allows them a greater chance of building on existing agendas and tapping into available resources.

Approaching the project in an integrated fashion may also affect the manner in which the community participates. Integration generates active involvement of a broader segment of the community and increases women’s and youth’s participation in resource management and men’s involvement in reproductive health.

Finally, evidence from IPOPCORM’s operations research suggests that there may be a synergistic benefit derived from integrating sectors - that combined, they produce a higher impact than the sum of their parts.

(Slide 10) PHE is grounded in basic concepts of ecology and the belief that:
- Ecosystems and human social systems are inter-related and form a unified whole (linked eco-social system)
- As such, whatever affects one system affects the other.
- Small improvements in either system reinforce each other
- And can turn around both systems from degradation to health


- Ask participants to pinpoint which of these reasons for integration has been most relevant and significant for them and why.

- As appropriate, link back to their graphic depictions of “integrated PHE approaches” (from the exercise in Session 1).

Slide 11-13  Spectrum of integration  10 minutes

- With Slide 12 on the screen, refer participants to p. 14 in their Participant Manual, “Types of Integration”. Explain that the term “integrated” is used in contrast with the terms parallel, coordinated and cross-sectoral which are defined as follows:

  Parallel: Projects being conducted in a single area without coordination among organizations

  Coordinated: Projects being conducted in the same area, where some level of coordination exists among the organizations. They are not necessarily formally working on a project together but rather coordinating efforts on separate projects.

  Cross-sectoral: Projects that involve several sectors, though they may not fully integrate their efforts. It aims to link the sectors at least conceptually, but may not link them operationally. For example, the Madagascar “Nature, Health, Wealth and Power” framework presents a platform through which USAID is building bridges among sectors and programs that address aspects of Environment (Nature), Health, Livelihood (Wealth) and Governance (Power).

  Integrated: Projects involving several sectors that conceptually and operationally linked e.g., IPOPCORM.

Point out that only cross-sectoral and integrated projects try to link the P, H and E components.

- Ask participants for some examples of projects they have implemented (or have observed) that fit one or more of these types. Draw on their examples until all approaches have been illustrated or grounded in concrete examples.

- Underscore the rationale for working toward fully-integrated programs over the parallel and other less-integrated models. Say that this workshop will emphasize the fully-integrated approach.
Slides 14-16  Conditions Supporting Integration

- Review the key conditions/frameworks supporting the different types of integration and the criteria for finding suitable PHE project sites:

  PHE projects have been found to work under a variety of frameworks: (listed on Slide 15)

  Having a supportive policy context is important for any project, but can be particularly beneficial for a PHE project. An integrated project may fit under a variety of different policy frameworks. And by doing so, may be eligible for support, financial and otherwise, from a range of government offices. This kind of support can be particularly helpful for projects that deal with reproductive health, as they might meet resistance from other institutions. For example, in the Philippines, several projects found this kind of support to be important when meeting resistance to family planning from the church and conservative groups in the community.

  Working within a government framework will also minimize the chance that you will be duplicating efforts - say working on reproductive health alongside, rather than with, the ministry of health.

  Finding sites with supportive conditions are also an important means of maximizing the chance for a successful project.

- With slide 16 on the screen, refer participants to p. 15 in their Manuals (Criteria for Site Selection) and review the list. Emphasize the point that PHE first-timers should not pick seriously degraded ecoregions or the “poorest of the poor” as target areas and groups.

- Ask participants to apply the criteria to their project site (either actual or proposed):

  Which of these criteria are most critical or problematic for your [proposed] project site?

Slides 17-18  Achieving Integration

- Lead the group through the key elements of achieving successful PHE projects:

- Emphasize conceptual integration (at top of list on slide 18): One of the most important steps in creating a PHE project is to conceptually link P, H and E - to each other, and to the outcomes an organization is trying to achieve. Explain that we will be working on conceptual integration here in this workshop starting in the afternoon.

- As you introduce these elements, ask participants to share examples from their own countries/organizations of integrative mechanisms either in PHE or other sectors i.e., examples from integrated rural development-agriculture projects etc.
3. Group Task - in organizational teams  40 minutes

A. Task  25 minutes

Divide the participants into teams by organization in preparation for the task described on slide 19. Direct the participants to the large wall-size version of the flow chart entitled, “General Steps in Creating a PHE Project” and tell them to turn to the same chart on p. 17 in their manuals. Explain the task:

**Team Task: Assessing Your Organizational Capacity**

1. Working as a team, review the steps listed in the flow chart “General steps in creating a PHE project” and make a simple assessment of your organization’s current capacity to plan and implement PHE projects.
   - Which step(s) has your organization met with success? (select 3)
   - Which step(s) posed the most challenge? (select 3)
   - Which step(s) does your organization have very little or no experience (select up to 3)

2. Once you have finished the assessment, use the sticky dots provided by the trainer to show your results. Based on the color-code below, place each of your 9 dots on the wall-chart next to the appropriate step and write your organization’s name/acronym in small print next to it.

**Color Code:**
- successful steps = green dots (3)
- challenging step = red dots (3)
- little/no experience = yellow dots (3)

**Time: 20 minutes**

[Note: For all tasks in this curriculum, at least 5 minutes and in a few cases 10 minutes is included in the overall timeframe for explaining the task; the time allotment which appears on the slide and inside the text box above is the net time groups have to complete task after the instruction has been given.]

B. Review of Organizational Assessment “Snapshot”  15 minutes

Ask participants to review the results of the organizational assessment, characterized by the groupings of green, red and yellow dots affixed along the steps of the flow chart. Ask:
What do you observe as patterns or differences and what might account for that?

What appears to be the greatest challenge facing this group? What stands in your way of overcoming that challenge?

Suggest to participants that they use the assessment results to identify opportunities for peer assistance (i.e., organizations with perceived strength in a given step could provide assistance to organizations who had rated that same step as ‘challenging’).

Note: This exercise provides two additional benefits: 1) it forces the participants to study the flowchart and become more familiar with the steps and sequencing in PHE design and b) it gives trainers a “snapshot” of how the organizations perceive their PHE strengths and weaknesses at the start of the training.

4. Summary 10 minutes

Ask the participants what insights they gained from this session (interactive lecturette and the snapshot assessment). Take a sample of responses from the group.

Say that this session has served to establish a base for the very active design work the teams will engage in over the next few days and that we will cycle back to many of these themes to drill down for deeper learning. Also tell the group that the snapshot assessment they just completed in the previous exercise will help us customize the training through several avenues:

- Targeting discussions to the areas/steps identified as most challenging
- Making additional materials available
- 1:1 mentoring between participants and technical trainer/s during the week
- Peer consultation

Before closing the session, give participants a preview of the next session—The Conceptual Model. Briefly explain that the conceptual model is the first substantive tool in the design sequence and is used for understanding the dynamics at any given project site and identifying opportunities for remediation which later will guide the selection of appropriate strategies, interventions and activities.

Remind participants to review pages 21-24 in their PHE Programming Manual before the next session.
SESSION 3:  
THE CONCEPTUAL MODEL

Session Goal:
Prepare a conceptual model that illustrates:
• the current situational dynamics at play in a selected site (demographic, social, environment) and
• the causal linkages and assumptions between the factors.

Expected Results: Increased skill in using the conceptual model tool for situational analysis and for identifying opportunities for remediation; increased understanding of the linkages between micro-and macro-level dynamics of given situations and a nuanced understanding of the linkages among the micro-level factors that affect project success.

Note: Trainers should ensure that each organization present at the workshop has identified an on-going project or planned project (conservation, NRM, rural development, health, family planning) that could potentially serve as a platform for developing an integrated PHE approach. (See the Overview of the Workshop section of this Guide for more guidelines.)

Session Overview

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<td>4. Summary and Application</td>
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<td>5. Organizational Team Task - Refine Your Model</td>
<td>30+ minutes</td>
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<td>Total Duration</td>
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Pre-Session Reading
- PHE Programming Manual, pp 21-24

Materials
- PowerPoint Session 3, Slides 1-10
- Participant Manual Session 3.
- Packets of colored, shaped cards for conceptual model exercise; 1 packet per team (see step 3)
- Diagram of the administrative structure of the government Health and Environment sectors in the host country (shown in parallel with the government structures cited in the IPOPCORM project.)
Steps

1. Introduction 10 minutes

Using slides 1-2, introduce the goals of the session. Say that this session is intended to provide hands-on practice with the conceptual model as an analytical tool for understanding the dynamics at any given project site and identifying opportunities for remediation which later will guide the selection of appropriate strategies, interventions and activities. Explain that a conceptual model is usually created through a group process, including project staff and a predetermined group of stakeholders.

Ask participants if they have previous experience using this or similar tools in their program design work and have them briefly share their observations. Use their comments to underscore that conceptual modeling is a sound tool for use in any program design process and particularly useful in complex cross-sectoral programming situations. Note any specific questions or concerns on flipchart to address during the interactive presentation.

Also explain that, during the second half of the session, participants will regroup into “Project Teams” (by organization) for the first in a series of design exercises that will focus on the ongoing project they have each identified as a potential ‘platform for PHE integration’.

[Note: This session assumes that each team will have at least a basic understanding of the factors and stakeholders that comprise the current situation at the project site and an over-arching vision e.g., improved eco-human health, better food security, poverty reduction, improved access to life-sustaining ecosystem services etc. Please read the Introduction section of this manual for a more detailed explanation of how to set up the team-based design practice.]

2. Interactive Presentation - Using a Conceptual Model for Situational Analysis 45-60 minutes

Present the following steps and key considerations for creating a conceptual model and using it in the design process (outlined in the participant manual and here below). As appropriate, you may substitute another case example for the IPOPCORM case used in this illustration.

Slide 3 The “concept” of the conceptual model

- Use the picture drawing depicted on slide 3 and also on p. 22 in the Participant’s Manual to introduce the conceptual model:

  In order to design an effective PHE approach, you first need to articulate the vision of the proposed PHE project and describe the current situation at the project site. The vision is also called the “target conditions” because you are establishing “targets” or anticipated results that the project will work towards.

  Goal setting and analysis of the current situation at the project site is usually done through a group process, including project staff and a predetermined group
of stakeholders - some choose to involve entire communities in this process, while others choose to limit it to select groups of stakeholders.

In the case of the IPOPCORM project in the Philippines, the vision was for “Better Food Security through Improved Human and Ecosystem Health.” To identify the factors that were contributing to food insecurity in the coastal zone, the IPOPCORM team implemented a two-step process. Firstly, they conducted a desk review to identify all existing sources of information related to food security from the sea including reports from ongoing and past fisheries and coastal resource management projects as well as health and nutrition projects. To ground truth and supplement that information, they then conducted Focus Group Discussions with fisher folk groups and interviews with government officials and NGO executives to gather additional insights into the situation.

The picture in this slide illustrates the factors and threats that were identified through primary and secondary data gathering and the complexity and inter-relatedness of the social and environmental factors underlying food insecurity in coastal Philippines.

- Ask participants to study the graphic picture and pose these questions:
  - Which factors do you think are the direct threats?
  - Which are the indirect threats?
  - Which factors relate to behaviors? To norms? Or to policies?

[Note: Use these questions to invite participants to think critically about the factors portrayed in the picture but do not allow an exhaustive analysis at this point. Take a few observations from the group and then tell them that the next part of the presentation will show how the conceptual model serves as a tool for cause and effect analysis of these factors.]

Slide 4  Components of a Conceptual Model

Show Slide 4 and refer participants to p. 23 in their Manuals (The Conceptual Model Tool). Use the slide and handout to walk the group through the components of the model and how they are used to create a graphic illustration of the project vision and the current situation in the proposed site where the PHE project will be implemented.

Slide 5  IPOPCORM Conceptual Model

Show the example of the conceptual model for the IPOPCORM Project and refer participants to p. 24 in their manuals. Walk the group through the case model:

The Scope of the project is summarized in the upper right corner e.g., “ECO-HUMAN HEALTH.” The Target Conditions that contribute to the Vision are shown below in the Green Circles and include: Food Security, Fish Availability and Stable Marine Ecosystems.

The Lines between the targets show the inter-relationships between these 3 Target Conditions. In other words, Food Security (from the sea) depends on sufficient availability of food fish which depends upon stable marine ecosystems.
The PINK boxes illustrate the DIRECT threats to the target conditions while the DARK BLUE boxes show the indirect or underlying factors contributing to the DIRECT threats. The LIGHT BLUE boxes show the factors or threats that also present OPPORTUNITIES for intervention or remediation which are within the realm of possibility for the project to influence.

Note: As appropriate, refer to the diagram on flipchart showing the host country administrative structures of the government Health and Environment sectors (shown in parallel with the government structures cited in the IPOPCORM project).

Slide 6  Creating Causal Chains (first example)

Explain to the group that every conceptual model is composed of several different causal chains that depict the direct and indirect threats to the target conditions. Say:

In this slide, we have teased out one of the chains to illustrate the underlying factors (root causes) that are affecting food insecurity in coastal Philippines. Some of the indirect factors also represent opportunities for remediation, which are represented by the light blue boxes.

A large family size is not necessarily a threat to food security but in the case of rural coastal Philippines where couples have, on average, 5-6 children to support, this is a major contributing factor to income and food insecurity at the household level. Available information showing higher than average rates of fertility among women living in rural fishing communities explains, in part, why family size is larger than average in rural Philippines. Other data showing improvements in child survival rates in rural areas suggest another reason for the larger than average size of families. Among some couples, there is a distinct desire more children which are considered “a blessing from God” and such preferences are another driver of high fertility. Lack of access to family planning methods and services is another driver and underlying factor influencing fertility and the number of children ever-borne to women of reproductive age. These last two factors e.g., Lack of FP access and Traditions and Preferences constitute the Opportunities which the IPOPCORM team believed they could influence through the implementation of appropriate Information, Education and Communication (IEC) strategies and activities and through improved family planning service delivery.

Slide 7  Creating Causal Chains (second example)

Provide a second example of a causal chain (on p. 25 in the participant manual). Say:

This causal chain, also from the IPOPCORM Conceptual Model, shows the direct and indirect factors that are influencing ecosystem health and food-fish availability in coastal Philippines and the relationships among these factors (depicted by the arrows).

The proximate determinants (direct factors) relate to the fishing-dependent nature of the local economy and fisher folk's need to generate income for subsistence and
livelihood. These are the main drivers of the over-fishing conditions prevalent in coastal areas of the country.

As fish stock decline (due to overfishing), people resort to more efficient methods of extracting fish (with dynamite, cyanide and fine nets) which further deplete the stock and inflict damage to coral reefs resulting in a decline in the services and products (food-fish) that these ecosystems provide for human populations. The end result is a decline in fish availability at the community and household level and increasing food insecurity which reinforces the vicious cycle of over-extraction and environmental degradation.

Two of the root causes (indirect factors) of overfishing /destructive fishing include (1) Lack of Alternative Livelihood opportunities and access to credit in coastal areas and (2) Weak Enforcement of environmental protection codes by the Local Government. These factors also represent opportunities for intervention which the IPOPCORM team flagged as something that was doable with the resources they had at hand.

Slide 8  Conceptual Model—Nepal PHE project example

Refer participants to p. 27 in their Manual and show Slide 8, the conceptual framework from the Nepal PHE Project. Explain that this is an integrated project that is working with Community Based Forest User Groups (CFUGs) to improve quality of life among forest-dependent communities and enhance the sustainability of forest resources in the mid-Hills district of that country. The project team’s vision for the project is shown in the upper right hand corner e.g., “Healthy Forests-Health Communities.”

Slide 9  Causal Chains—Nepal Project

Show the two causal chains from the Nepal logical model. Explain that the chains show the conditions in forest-dependent communities and the factors - and inter-relationships among them - that pose threats to human and ecosystem health and the sustainable flow of goods and services from forest ecosystems upon which people rely for fuel wood, food, medicine, shelter and livelihood.

Ask: Who would like to explain the relationships between the direct and indirect factors depicted in this model? How does the human sickness and death resulting from exposure to indoor air pollution contribute to over harvesting of trees?

[Answer is: because families experiencing illness and death need money for medicines, funeral expenses etc. and this drives them to do illegal logging in protected areas.]

3. Group Task - in Project Teams 95 minutes

[Note: Starting at this point in the workshop, participants will sit together in their pre-determined project teams (see sub-section 5 in the Overview of the Workshop Section of this Guide). If the Project Teams are small—i.e., 2-3 people each—then seat two teams together at each table. Organize the table groups such that teams
with similar project interests are seated together and may consult and coach one another.]}

In preparation for the exercise, you will need to prepare in advance a set of cards for each table group to build their conceptual models. Prepare the cards according to the following shapes and colors:

- Rectangular shape (Yellow) = Vision card (1 card)
- Oval shape (Green) = Target condition cards (3 cards)
- Square shape (Blue) = Indirect Threats (8 cards)
- Square shape (Pink) = Direct Treats (5 cards)
- Red dots (to denote which threats may be possible opportunities for intervention)

Once you have the cards cut and sorted, provide each table with a complete packet. Create a “Code Key” on flipchart showing the coding of the cards and display this at the front of the room for participants to use as a guide. Have extra cards available in case some teams need to revise some parts of their model.

A. Project Team Task 65 minutes

Divide the participants into teams by organization. Tell them they will now work in their teams to develop a Conceptual Model for their proposed project. Show slide 13 and refer participants to the task instructions on p. 31 in their Manual and to the “Code Key” on flipchart.

Project Team Task: Creating a Conceptual Model

1. Create a conceptual model of the situation your current project addresses and include the problem/issue you want your expanded project to address:
   - First, determine the overall vision for your expanded project and your overarching targets, then
   - Identify opportunities and threats. Map them to show causal relationships. Use arrows to show the linkages.
   - Use packet of cards and dots to map your model on flipchart.

2. Make a list of the data gaps you need to fill in for a better understanding of your project situation.

3. Be prepared to interpret your conceptual model for with your colleagues during the Gallery Walk.

Time: 60 minutes

[Note: In 15 minutes, the trainers should check in with each team on the Vision-Target part of the model to make sure that they are on the right track.]
As the teams work on their conceptual models, the trainers and resource persons should quietly monitor their progress and, if necessary, make interventions to ensure that all teams will have “successful” products by the end of the exercise. If a team is struggling, try to quickly determine the problem and then make a suggestion or use a questioning technique to help them get on track. Resist getting drawn too far into the “expert” role and doing the task for them.

B. Gallery Walk + Discussion 30 minutes

Organize the flipcharts of the conceptual models on the walls in the training room. Ask each organization to designate one member to stay at their chart as the ‘host’ to interpret and answer questions while the other member strolls around the gallery to review the other teams’ models. After approximately 10 minutes, have the team members switch roles of “host” and “stroller” so that everyone has a chance to view the model products on the wall. Encourage participants to ask questions and make comments about each other’s work.

Have participants return to their seats and then ask them for their observations relating to both the process of creating the model and the ‘product’:

- Is the over-arching vision of your project stated in a succinct manner? Does it need any refinement?
- In creating your model, what interrelationships did you discover that you didn’t see before?
- What was difficult about creating the model? Explain
- What are your key sources of information? What are key information gaps revealed by this exercise?
- Even though each team here has a unique starting point for their proposed PHE integration, are there similar factors or relationships among factors that are present in a number of cases? Why (or why not) might that be?

[Note: Since there may be up to 8 Project Teams in the room, do not require that every team answer every one of these processing questions. The idea is to get a sampling of observations from the different teams and correct any misconceptions before participants continue working with the tool and their respective models.]

4. Summary and Application 20 minutes

Lead the group in a plenary discussion to draw conclusions about the usefulness of the model as an analytical tool for integrated programming. Ask:

- What are the key benefits and limitations of this tool and level of analysis?
- What stakeholders should be involved in this analysis?
- What are other sources of data you can draw from (Network, PRB, World Bank country-specific reports, Earthtrends website, biodiversity hotspot website, national demographic and household surveys, other)?
- How would you use this tool in your current project work? (for example, use in a proposal to convince donors to fund an integrated project activity, use to modify the design of an existing program to focus more directly on the root cause of the problem)
Wrap up the discussion by underscoring the following key points about the conceptual model tool:

- Remember to do your homework first by gathering all of the available secondary information related to the target condition and then identify the information gaps particularly as they relate to the root causes of the problem.
- Gather additional information and insights by conducting rapid survey or interviews with key informants at the project site to answer important questions about the root causes of the problems.
- Formulate a vision for the project and then develop a Conceptual Framework based on available secondary and primary data.
- Ground-truth your logical model by consulting with stakeholders and representatives of the target groups at the project site.
- Creating a conceptual model for a PHE project can be fairly complicated as there are generally many more links involved than in a single sector project. For the same reason, it is important to have a very clear conceptual model, showing only relevant information. This model can be an important educational tool for the project, helping to demonstrate the relationships among factors to relevant stakeholders.

3. **Refining the Conceptual Models**  

30+ minutes

Tell the participants they will use their conceptual maps to continue to work through key project design steps starting with tomorrow morning’s session on setting project objectives. Remind them about the ‘building block’ methodology used here in this workshop--success in the subsequent steps in the design process is contingent on a ‘good’ conceptual model.

Ask the teams to reconvene and refine their conceptual models, incorporating any suggestions, feedback, insights they gained from the gallery walk and/or plenary discussion. Once they have their models ‘complete’, they should transfer the data into the provided worksheet.

*Note: Trainers and resource persons should spread out and offer assistance to any teams that need additional support. Since the next two sessions will require that teams use/apply their conceptual models (i.e., to determine objectives and interventions), it is worthwhile to spend extra time now to make them as complete and accurate as possible. If some teams need to continue working on their models past the formal end of the session, continue to offer coaching assistance as appropriate.*

Before formally closing the session, remind participants to review pages 24-27 in their PHE Programming Manuals.
# SESSION 4:
**SETTING PROJECT GOALS, OBJECTIVES AND STRATEGIES**

## Session Goals:
From a conceptual model, identify:
- the opportunities for remediation
- the common goal of the proposed PHE approach,
- specific objectives (short-term outcomes)
- strategies that could address the population, health and environment dynamics [at the proposed PHE project site]
- Visual depictions of assumptions about linkages between P-H-E (Result Chains)

## Expected Results:
Increased skill in using the conceptual model in an iterative process to conceptualize a common goal, set objectives and select appropriate strategies/interventions. Improved ability to recognize the potential for synergy and how to strategize to achieve it.

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<td>2. Interactive Presentation-Goals/Objectives/Strategies</td>
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<td>3. Project Team Task &amp; Discussion: Goals-Objectives-Strategies</td>
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<td>4. Summary on Goals-Objectives-Strategies</td>
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<td>4. Demo of Results Chain</td>
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<td>5. Project Team Task and Discussion—Results Chains</td>
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<tr>
<td>6. Summary and Application</td>
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**Total Duration**: 4 hours

## Pre-Session Reading
- PHE Programming Manual, pp 24-27

## Materials
- PowerPoint, Slides 1-30 (slides 1-18 for first part of session and slides 19-30 for second part)
- Participant Manual, **Session 4**
- Card Sets for constructing results chains; one card set/Project Team (see step 6 and PPT, Slide 30)
Steps

1. Introduction

Using slides 1-2, introduce the goals of the session. Say that this session is intended to take participants through the next step in the design process—setting goals and objectives and testing possible interventions for their strategic and synergistic potential. Explain that participants will work in their “Project Teams” and using their conceptual models, derive goals, objectives and strategies for their proposed PHE projects.

Acknowledge that different organizations and donor agencies use slightly different terminology and frameworks for designing a hierarchy of objectives and that will be using a simple one here that may be adjusted or adapted later. (Refer participants back to the “PHE Lexicon” on p. 7 in their Manual.)

2. Interactive Presentation on Goals/Objectives/Strategies

Use Slides 3-18 for this first presentation; slides 19-30 will be shown during the second half of the session.

Start the presentation by saying:

After conducting a threat assessment and collecting socioeconomic data and creating a conceptual model, you should have a more complete picture of the conditions at the proposed project site, and therefore more accurately determine how your organization could have a positive impact. The next step is to create a framework for your project—a framework that incorporates the specific goals, objectives and strategies of the project.

Slides 3-4. Definition and criteria for goal statements

- Briefly describe the philosophy behind PHE as it relates to goal setting and then present the criteria of a well-stated goal (refer to p. 35 in their Manuals). Say:

In setting a PHE project goal, we need to keep in mind the philosophy behind the PHE movement. PHE is a belief that the three Sectors of Population - Health - and Environment are interdependent. Implicit in this philosophy is the belief that acknowledging and consciously addressing these interdependencies through linked interventions (= integrated approach) will result in improved development (including conservation) outcomes for each sector, for the intersection of these 3 sectors (e.g. a common goal) and for the community/target population or focal area at large.

In defining the “goal” for your PHE project, therefore, you need to articulate the “common goal” or the “higher order” result that will be generated by the intersection of the three sectors of Population-Health and Environment.
The goal should be visionary, e.g., inspirational and farsighted, e.g., reflect what you hope to achieve in the long term through the strategies and interventions that the project will apply.

A well-articulated goal statement is also:
- Broadly defined to encompass the sum of all project activities
- Brief and concise so that all project participants can remember it
- Measurable - in terms of the desired changes in factors that you are trying to influence

Slide #5. Examples of “common goals”

- Discuss the five examples of a “common goal” that have been set by past or ongoing PHE projects. Point out that such PHE goal statements are “overarching” meaning they reflect the “combined impact” of the 3 sectoral approaches which is sometimes called the “synergy” or value added by PHE approaches.

- Ask participants: Can you suggest any other common goals that might be more pertinent to the situation in your project site?

Slides 6-7. IPOPCORM and NEPAL goal statements

- Present two examples of goal statements from projects that have been ranked (by PHE evaluation specialists) as “Gold Standard PHE Projects” e.g. IPOPCORM and the Nepal PHE Project.

- Ask the participants to critique the goal statements of each project to see if they meet the criteria discussed earlier (refer them to p. 35 in their manuals).

Slides 8-9. Definition and criteria of project objectives

- Define the term “objective” as we will use it in this workshop e.g. the “outcome” or the result that you anticipate for each sector. Say:

  Whereas the Goal reflects the long-term outcome of the project, the objectives are the short-term outcomes or intermediate results that you anticipate from the project’s interventions and strategies. An objective describes what you want to develop, rather than the means you will use to achieve that objective. Having a small number of specific objectives moving you towards your overall aim provides targets or milestones to encourage you and to provide a measure of your success.

- Discuss the SMART criteria of a well-articulated objective statement (SMART= Specific, Measurable, Appropriate, Realistic and Time Limited).

Slides 10-11. IPOPCORM and NEPAL Goal-Objective Examples

- Show the two case examples of goal-objective sets and describe how the case project planners determined them.
Ask participants: [For each case] Will these objectives lead to the stated goal? Are the objectives “smart”? If no, how would you improve them?

[Note: As needed, refer participants back to the conceptual models of the two cases on p. 24 and p. 27 in their Participant’s Manual.]

### Slide 12  Definition of Strategy

Explain what is meant by **Strategy** and how it leads you to determining what steps and activities are appropriate to achieve the objectives of the project. A strategy:

- Describes the means you will use to achieve the stated objectives
- Defines how you will channel all your resources/energy to accomplish your goal
- Leads you into determining what specific steps and tactics you will take to achieve the desired results (target conditions) which become the activities and events of the project

### Slide 13-14  Using a Causal Chain to identify a strategy

Explain that causal chains can be very helpful to the process of identifying and developing appropriate strategies to mitigate the threats to target conditions and take advantage of the opportunities presented by some of the indirect factors. Showing slide 13, say:

*In this slide we use a Hexagon shape to depict the strategy that the IPOPCORM team selected to address the direct threat of high fertility and the indirect threat/opportunity posed by the Lack of Access to FP methods in services at the project site. The strategy in this case is “capacity building for community based family planning”*

Show the second IPOPCORM example that describes the means (strategy) the project used to achieve the target conditions and redress the root cause of over-fishing and destructive fishing practices e.g., lack of alternative livelihood opportunities and credit in fishing villages.

### Slide 15-16  Examples of strategies for IPOPCORM and Nepal Projects

Explain that the Conceptual Framework informed the selection of four basic strategies to achieve the vision and target conditions set forth in the IPOPCORM Conceptual Model. The strategies were implemented simultaneously. Each strategy contributed to a sector-specific objectives as well as the common goal of the project. The four strategies were:

*Community-based family planning/reproductive health (CB-FP) approach to address lack of access to FP/RH information and services in remote coastal areas and traditions and preferences related to family size, pregnancy prevention practices etc.*
Community Based Coastal Resource Management (CRM) approach - to address factors related to over-fishing, destructive fishing and declining productivity of fisheries, coral reefs and associated mangrove stands. CRM strategies also addressed the need for community involvement in coastal conservation and habitat protection efforts.

Policy Advocacy & Community Education - to address weak enforcement of existing environmental laws and codes. Advocacy communication was also directed at communities to increase their awareness of existing laws and their rights to preferential access to near-shore waters as well as their RH rights. Community IEC focusing on the 3 essential actions that people must do to assure food security from the sea e.g., Stop Illegal Fishing, Reduce Fishing Effort and Protect Critical Habitats

Economic Development approach - to address lack of alternative livelihoods in coastal areas which was one of the factors that was driving illegal and destructive fishing practices

- Ask participants: Do you think this particular mix of approaches is sufficient to achieve the stated goals and objectives of the IPOPCORM project? If not, what else is indicated?

- Next, show the Nepal Project strategies and ask participants the same questions—Is the mix of approaches sufficient to achieve the goal and objectives? If not, what else if indicated?

3. Group Task in “Project Teams” 85 minutes

A. Task 65 Minutes

Using slides 17-20 and p. 39 n the Participant Manual, walk the participants through the Project Team task in which they will develop goal, objective and strategy statements for their own PHE projects. Show slide 18 as an example of an objective hierarchy for a terrestrial PHE project which may be more appropriate for some participants who come from countries that do not border the sea (and have difficulties relating to the IPOPCORM example).
Project Team Task: Goal-Objectives-Strategies

1. Draft a common goal statement that reflects the higher-order outcome that your PHE project will contribute to in the long term.

2. Develop at least one objective that contributes to the common goal for each of the core P-H-E pillars that your project will undertake. (Note: Existing project objectives may also be strengthened in lieu of creating a new objective/s). Make your objectives as SMART as possible.

   **PHE Pillars**
   
   P = Population/family planning (birth-spacing, limiting births, emergency contraception, adolescent sexual and RH)

   H = Health e.g., HIV/AIDS, ARI prevention, water and sanitation, malaria prevention, primary health care, child survival

   E = Environmental conservation, natural resource management (NRM), fisheries management, forest management and governance, conservation of endangered species etc.

3. For each of the objectives, identify the strategy (i.e., the means) that you will use to achieve that objective.

4. Follow the format shown on the next page to draft and display your work. Leave your work posted for easy reference during the plenary discussion.

   **Time:** 60 minutes

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*Note: As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed. Give the teams a 10 minute warning when the task time period is almost over.*

B. Plenary Discussion

   **20 minutes**

   [Note: Since there may be up to eight Project Teams in the room, there will not be enough time for a report from each one. Instead, be prepared to draw on a few of the team examples as you engage participants in the following analysis of their work].

   Ask the teams:

   - In formulating your common goal statement, what interrelationships did you discover that you didn’t see before?
- Even though each team here has a unique starting point for their proposed PHE integration, are there a number of cases with similar common goal statements? Why (or why not) might that be?
- What are key information gaps revealed by this exercise? How will you fill those gaps?

4. Summary

10 minutes

Ask the participants to reflect on their learning:

- What do these goal-objective-strategy statements imply about stakeholder involvement? How will you engage stakeholders in the process?
- What insights have you gained about how single-sector objectives can contribute to a common goal?

Conclude this portion of the session with the following key considerations:

- The importance of setting objectives with partnering organizations (be prepared to offer an example)
- The iterative nature of integrated project planning—once the interventions are selected, planners may need to go back and adjust the specific objectives.

5. Demonstration of Results Chain Method

20 minutes

Slides 21-22. Introduction to Results Chains

Describe the results chain as a diagram that maps out a series of causal statements that link factors in an “if...then” fashion. Results chains look similar to Conceptual models, but focus on a single causal chain in the model.

Use the example on slide 22 to illustrate:

IF we build a latrine, THEN access to sanitation will increase
IF access to sanitation increased THEN contamination of the Environment will decrease and Incidence of diseases (in humans) will decrease
IF environmental contamination decreases THEN the biodiversity of the Plateau will be maintained and
IF disease incidence decreases THEN human health will be improve.

Slide 23 Distinguishing between Strategy, Intervention, & Activity

- Using the definitions and examples on the slide, briefly explain to the group what differentiates a ‘strategy’ from an ‘intervention’ and an ‘intervention’ from an ‘activity’? [Use the CLICK Mouse to reveal the definitions and then the example.]

**Strategy:** a general conceptual approach for preventing or remediating a problem or challenge. The defining attribute of a strategy is that it is a general or conceptual approach.
**Intervention:** a specific set of activities (rather than a general or conceptual approach)

**Activity:** any specific action or event that programs or projects use to produce outputs from inputs and ultimately achieve their objectives.

- Ask participants to offer examples from their own projects.

[Note: As needed, refer participants back to the PHE Lexicon on p. 5 of their participant manual. Also, all of the Result Chain examples are provided starting on p. 42 in the Participants Manual.]

**Slide 24  Result Chain #1—Family Planning Example**

Use the Results Chain #1 to illustrate the “IF-THEN” logic:

*This Result Chain from the IPOPCORM project shows how a Family Planning (FP) intervention - Community Based Distribution (CBD) of contraceptives (pills, condoms, emergency contraceptive pills) - contributes to a conservation outcome. In this case, the project designers are assuming that:*

**IF** CBD of contraceptives is established at the project site, **THEN** access to FP information and products will increase; and that

**IF** access to FP is increased, **THEN** fertility will decrease and

**IF** fertility is reduced **THEN** fewer children will be born to couples and

**IF** couples have fewer children; **THEN** they will have more time to engage in Coastal Resource Management activities and

**IF** they spend more time on CRM **THEN** this will lead to habitats being protected and

**IF** habitats are protected **THEN** it will result in improved conservation of the marine environment.

**Slide 25  Result Chain # 2—PHC Example**

- Show the results chain (PHC intervention leading to a conservation outcome). Ask participants:

  *Can you name a PHC intervention that would reduce emergencies in the village?* (e.g., handwashing with soap).

- Using the example they provide, walk participants through the IF-THEN logic of the chain.

**Slides 26-27.  Results Chains # 3 and # 4**

Show the remaining examples of Results Chains and ask for volunteers in the group to “read” them from left to right using the “IF-THEN” logic.
Conclude the presentation by reviewing the characteristics of a good result chain listed on the slide. Make any clarifications needed by the group before moving on to the team task.

6. Group Task in “Project Teams” 70 minutes

A. Task 50 minutes

Have sets of cards (cut to match the shapes on Slide 30), markers, and tape available on the tables to facilitate the group work. Have lots of extra cards on hand in case participants need to revise their chains or start over.

Using Slides 29-30, assign the following task:

**Project Team Task: Creating Results Chains**

1. Select one of the objective sets (goal-objective-strategy) from your project design to address.
2. Using your conceptual model and the objectives you have established, identify 1-2 potential interventions and then create a results chain to test each one for how it would affect the desired outcome (Hint: you are looking for synergy and multiple impacts)
3. Select the intervention you think is “best” and diagram your results chain on flipchart using the cards provided.

**NOTE:** Try to develop 2 chains

Chain 1: A population intervention to achieve a conservation outcome (or vice-versa)
Chain 2: A health intervention to achieve a conservation outcome OR a conservation intervention to achieve a livelihood outcome

**Time:** 45 minutes

*Note: As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed.*

B. Gallery Walk 20 minutes

Once the teams’ Results Chains are displayed on flipchart, ask participants to move around the room and quietly read each chain to test its “IF-THEN” logic and assess its potential for synergy. Encourage participants to ask questions and make comments about each other’s work. If time permits, select 3-4 to highlight: ask
those teams to “read” them using the If-Then approach and then ask the other participants to comment on the logic and make suggestions if they think the chains can be improved.

7. Plenary Discussion and Summary 15 minutes

Ask participants for their observations and conclusions about the use of results chains as a design tool:

To the Teams:
- How easy/difficult was it to test your ideas using the results chain method?
- To what degree does the tool help you become more aware of the synergistic effects of interventions and to be more strategic in your thinking about approaches that could possibly generate multiple impacts for your projects?

To the group as a whole:
- Why is the results chain particularly necessary in PHE project design? (How important are synergy and planning for multiple impacts?)
- What did you learn about strengthening your analytical ability in this session?
- When and how would you use this tool in your project planning back home (with others in your organization; with stakeholders)?

Link forward to the next session by explaining that the group will be working in greater depth on the selection of appropriate interventions for their proposed PHE Projects.

Ask participants to do the following homework assignment in advance of Session 5:

Read in your Participant Manual — “Evidence-Based Interventions for PHE Projects” which starts on p. 52. This reference material will be used in Session 5 to help you select appropriate and tested PHE interventions.
SESSION 5: SELECTING PHE INTERVENTIONS

Session Goals: From a conceptual model, identify the intervention(s) that addresses the interdependencies between population, health and environment factors at a local site.

Expected Results: Increased skill in using the results chain tool and guiding principles in an iterative process to select and test the best possible interventions. Greater awareness of evidence-based interventions that are options for integrated PHE programming. Improved ability to identify synergistic approaches interventions that can impact more than one desired outcome.

Session Overview

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Pre-Session Reading

- Participant Manual (Evidence-Based Interventions for PHE Projects, starting on p. 52)

Materials

- PowerPoint Slides 1-13
- Participant Manual, Session 5
Steps

1. Introduction  

Using slides 1-2, introduce the goals of the session. Say that this session is a continuation of the previous one and reinforces the point that the process of determining appropriate strategies/interventions is an iterative one.

Explain to the participants the difference between an “intervention” and an “activity”. While an “intervention” is more strategic than an “activity,” it still tends to be sector-based. Offer the following two examples:

- “family planning” is an intervention whereas “community based distribution of contraceptives” is one activity under family planning.
- “malaria prevention” is an intervention; “promotion of bed nets” is an activity under malaria prevention.

Ask the participants to cite other examples of a health intervention and related activity and/or a conservation intervention and related activity.

2. Interactive Presentation—Evidence-Based Interventions  

Slide #3-6. Types of PHE Interventions

- Explain that selecting interventions is not a systematic approach but there are some guiding principles that have emerged from past and ongoing development projects that can be applied to the PHE project planning processes.

- Introduce the 3 main categories of interventions--sector-specific, value-added and linked--and explain that most integrated projects have some of each.

  Underscore that in PHE programming, to the greatest extent possible, we want to select interventions that generate added value and synergy.

- Use the following text to elaborate on the Value Added and Linked Intervention examples:

  *(Value-added example—slide 4) The improved cooking stove (ICS) is a low cost technology used in forest conservation programs to reduce demand and consumption of firewood. However, studies have shown that use of this technology also generates impact on other sectoral outcomes in addition to conservation. Because of the fuel-efficient nature of these stoves, less wood is required for cooking and, as such, families save money on monthly expenditures for firewood (economic benefit).

  Women and children—who are the primary gatherers of firewood—also save time (social benefit) since fewer sticks of wood are needed to cook the same amount of food in a given day. Some NGOs also report that the reduction in time spent gathering firewood also reduces women’s and children’s vulnerability to acts of*
violence and rape that occur while they are foraging wood in isolated forest areas (a social and health benefit).

Many ICS models are also smoke-less and these help to reduce indoor air pollution in the home and associated risk of pneumonia and other acute respiratory infections (health benefit) which are prevalent among women and children as they spend more time in the kitchen compared to other members of the family.

Because ICS and other alternative and clean energy technology (i.e., biogas) also generate impact on health, economic and social sector outcomes in addition to conservation outcomes, the ICS is considered to be a “value-added” intervention for PHE programs.

(Slide 5) Another good example of a value added intervention is the Moringa Tree (also known as the horseradish tree). It is a perennial soft wood (species Moringa oleifera) that is native to the sub-Himalayan tracts of India, Pakistan, Bangladesh and Afghanistan. Now it is widely cultivated and naturalized in many locations in the topics (Philippines, India, Ethiopia, Sudan, Pacific islands, Caribbean)

The Moringa is fast-growing, drought resistant, and thrives in poor soil. Tree-planting is promoted in Agro-Forestry projects for “alley-cropping” purposes e.g., the trees act as ‘nutrient pumps’ and bring plant mineral nutrients from the depths up to the surface soil layers that are occupied by the roots of the crop plants.

All parts of the Moringa tree are edible by human standards (leaf, pod, bark, flowers, gum) and some organizations also promote it as an intervention to combat malnutrition as its leaves and seeds contain highly digestible sources of protein, Ca, Fe, Vitamin C, and carotenoids, Projects that promote Moringa nurseries and tree-planning can also add value to other sections including:

Animal husbandry (fodder/food for cattle)
Livelihood (seeds processed into cooking oil)
Climate adaptation (trees make good wind breakers)
Environmental health (seeds used for purification of H2O)
Alternative energy (used to generate biogas)

Source: www.treesforlife.org/documents/moringa/presentation/Moringa

(Slide 6) Linked interventions are sometimes referred to as “synergistic” interventions because of the feedback loops and multiplier effects generated when two or more sectoral interventions are delivered simultaneously to the same target group/area. Such mechanisms can generate additional effects that go beyond the expected sectoral outcomes results in an impact that is larger than the sum of the components (Gestalt principle).

PHE program designers should identify and incorporate linked interventions into their projects whenever possible in order to assure the greatest success with the minimum investment. PHE integration is an art rather than a science and program
designers need to be creative in how they decide to conceptualize and operationalize linkage approaches. Assumptions should be based on the population-environment-consumption dynamics at the project site and pilot activities should be undertaken first to develop and test mechanisms of integrated service delivery. Such pilots are not expensive or difficult to undertake as witnessed by recent experience in Nepal where environmental NGOs were able to develop, test, implement and monitor the effects of linked PHE interventions in a relatively short period of time (24 months) with modest budgets.

Slide 7  Case example

- Go through the case example on slide 7 and use it to test the participants’ understanding. Say:

  The 4 main objectives of the IPOPCORM project are listed on the left side, and 7 of the interventions that the project applied to achieve those objectives are shown on the right. The interventions are randomly listed.

  Can you tell me which of these is a Value-Added Intervention?

  Click mouse for answer: CBD which was originally targeted to the RH sector but generated value for the CRM sector in that it created alternative livelihood opportunity that helped to reduce fishing effort

- Explain that there are other value-added interventions (besides CBD) embedded in the project list as well. These include:

  EED - targeted to the CRM sector (to provide a safety net during the 2-3 year period required for fish stock and coral reefs to regenerate in the marine protected area). However, it also adds value to health by reducing vulnerability of household members to malnutrition and under-nutrition (assuming EED activities generate income that is used to purchase food and offset losses from reduced level of subsistence fishing).

  Protected area management is another value-added intervention. It is usually implemented for conservation purposes but it can also promote a role for community based organizations in the management and governance of natural resources (empowerment effect).

Slides 8-9. Levels of Intervention

- Show slide 8 and refer participants to p. 50 in their Manual. Explain that another important consideration in the overall selection of interventions is the level at which the intervention is targeted: individual, group, community and structural levels. Clarify the definitions.

- Display the matrix of IPOPCORM interventions on slide 9 (click once to show the empty matrix) and at the same time refer participants to the corresponding matrix on p. 51 in their Manuals. Give them the task below (written on flipchart) and ask them to complete it in 2-3 minutes.
Individual Task:
Identify the level of each intervention by placing a check mark in the appropriate box on the matrix.

- Go down the list of interventions, asking different participants to offer their answers. Click on the mouse to reveal each answer. Clarify any discrepancies between the answers on the slide and the participants’ determinations.

- Ask participants if their current project interventions tend to fall on one or two of these levels more than others and, if so, why.

Slide 10  Evidence-based interventions

- Introduce and define the term “evidence-based interventions” as follows:

Evidence-based interventions are defined as a set of activities or procedures that have been validated through experimental studies or rigorous evaluation. Use of such intervention(s) offers a greater chance for success in any project because of the certainty of its efficacy e.g., it will produce the expected result as long as the intervention is delivered effectively and reaches the intended target group, When selecting RH, or health or conservation interventions to integrate into an ongoing program, the leadership team should first look to evidence-based interventions of which a number are listed in your Participant Manual. Your field implementation team may generate new experience in the process of delivering such interventions which can be added to the body of knowledge globally in how to effectively apply evidence-based interventions in PHE programs.

- Refer participants “Evidence-Based Interventions for PHE Projects” starting on p. 52 in their manuals. Explain that the table here in their Participant Manual is similar to Appendix 4 in their PHE Programming Manual but that the handout table has been expanded since the manual was published.

- Clarify the way the table is organized—column headers, sectors, etc.—and then ask participants to review the information. (Note: Basic review of the table should be given as a homework assignment; here, you are simply having them refresh their memory of the content.)

- Ask participants to take a minute or two to think about examples of evidence-based interventions they have implemented directly or observed in other projects. Solicit 2-3 examples from the group and have them comment on whether or not these examples are synergistic in their estimation (why yes or why no?).

- Also ask the group if they can suggest other examples of evidence-based interventions related to environmental outcomes.
3. Group Task - in Project Teams 55 minutes

Note: As in previous exercises, two Project Teams are seated together per table so they can serve as ‘consultants’ and provide peer critique.

Using Slides 11-13 and the Task Instructions and worksheet on p. 65 in the Participant’s Manual, explain the next project design task--selecting appropriate interventions. Show the Sample worksheets from the IPOPCORM Project (also in their Manuals) and answer any questions they have about the form.

### Project Team Task: Selecting Interventions

1. Using the worksheet provided, please do the following steps to select suitable interventions for your project: (use a different worksheet for each objective)
   - Review your Conceptual Model, Results Chains, and hierarchy of Objectives; identify a critical factor (desired outcome) for each sector.
   - Using the list of Evidence-Based Interventions, select those that match your desired outcomes (create your own, if necessary). Enter these on the worksheet. (Note: 1 Worksheet for each Objective; 1 Value-Added Intervention per Objective)
   - For each intervention, identify the Level and Type; enter this information in the appropriate columns.

2. Share your work with the other project team/s at your table and solicit their feedback and suggestions, including alternative interventions they think may work as well or better.

Time: 50 minutes

Note: As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed. As you circulate, note a few examples from the team designs to highlight in the large group (see next activity). If 1-2 of the teams have finished the task earlier than the rest, ask them to transfer one of their worksheets to a flipchart or create an electronic file so it may be reviewed by the larger group during the plenary discussion that follows.
4. Plenary Discussion and Summary

Have participants reflect on the exercise and summary learning. Ask:

To the teams:
- Did the conceptual model and results chains inform your decision-making? If yes, in what ways? If no, why not? [Draw on examples from the team worksheets to illustrate.]
- Was the list of Evidence-Based Interventions helpful to you in narrowing down your selection? If yes, in what way? If no, why do you say that? [Again, draw on examples from the team worksheets to illustrate.]

To the group:
- What are the implications for partnering with other organizations on these kinds of interventions—what sort of alliances and agreements would need to be made?
- What do you see as the main advantages of using this approach to selecting interventions? Challenges?

Note: Use examples from the project teams to illustrate and ground-truth participants’ observations and opinions.

At the end of the discussion, tell the group that we will continue on to the next step in project design—selecting appropriate indicators to measure the success of project interventions.

Distribute copies of the Measure Guide and ask participants to complete the following reading before the next session:

- PHE Programming Manual, pages 48-49
- A Guide for Monitoring and Evaluating PHE Programs (MEASURE), pages 7-9 and 14-21

Note: If your schedule is such that Session 5 continues from Day 2 pm to Day 3 am, be sure to make this homework announcement before the end of the training day.
SESSION 6: IDENTIFYING INDICATORS

**Goals:**
- Apply an existing PHE tool to select standardized M&E indicator(s) for a proposed PHE project
- Formulate local, project-specific indicators.

**Expected Results:** Increased knowledge of common measures and standardized definitions of indicators (sectoral, integrated and value-added indicators) applied in PHE projects and programs worldwide. Ability to use standardized indicators for a given integrated PHE project.

**Session Overview**

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<td>3. Project Team Task</td>
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<td><strong>Total Duration</strong></td>
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**Pre-Session Reading**
- PHE Programming Manual, p 48-49
- A Guide for Monitoring and Evaluating PHE Programs (MEASURE), pages pp 7-9, and 14-21

**Materials**
- PowerPoint Slides 1-17
- Participant Manual, **Session 6**
- MEASURE Guide for reference during session
Steps

1. Introduction 10 minutes

Introduce the goals of the session (slides 1-2). Explain that participants (in Project Teams) now have a conceptual model, goals, objectives and interventions identified and outlined for their proposed PHE integrated project. Before moving into consideration of implementation models, they need to select appropriate indicators for measuring project success.

Ask participants to share any experience they already have in selecting indicators and setting targets for integrated PHE programs. Use their observations to point out how this task may become more difficult in the context of integrated PHE programming but that fortunately there are good resources that can be accessed. Refer them briefly to the MEASURE Guide to Monitoring and Evaluation for PHE Programs in their materials and explain that they will be using it later in the session.

2. Demonstration on Selecting/Modifying ‘Standard’ Indicators 35 minutes

Slides 3-4 Definition and characteristics of good indicators

- Begin the presentation by asking:
  "Can anyone here offer a definition for “Indicator”?
  [Answer written on flipchart - an indicator is a presentation of measurement e.g., a variable that measures one aspect of a program, project, or a specific population, health, or environmental outcome.]

- Review the four characteristics of good indicators and the key considerations for selection.
  Characteristics:
  - PRECISE e.g., defined the same way by all people
  - SENSITIVE e.g., Changes proportionately in response to actual changes in the condition being measured
  - CONSISTENT e.g., Not changing over time so that it always measures the same thing
  - MEASURABLE e.g., able to be recorded and analyzed in quantitative and qualitative terms.

  Key considerations in selection:
  - Intervention itself
  - the target
  - result chain factor

Slides 5-7 Results Chain Factor

- Showing slide 5, remind participants about the meaning of “results chain factor” and how it depicts and tests the “if-then” theoretical logic of the project design. Say:
The “Result Chain Factor” is the “if-then” linkage between related boxes e.g., the assumption you made about the consequence or the effect that the intervention will generate. To be successful, a PHE project must be based on a sound theory (accurate results chain) and good implementation. When a project does not produce desired results, people usually assume that the project team did not carry out the planned activities well enough. As shown in this figure however, projects may fail due to theory failure, even when the project team does an excellent job implementing the project activities.

To prevent theory failure, we must make sure that our assumptions are accurate and one way to do that is to graphically depict them in a results chain so that we can test them and learn over time whether they are valid.

• Show Slide 6 (results chain from the IPOPCORM case) and point out the ‘main factor’ and additional factors. Say:

Each of these Factors requires a different level of measurement to determine if the expected results have been achieved. For example, we would need:

- indicators that reflect the number and size of coastal habitats that were protected with community involvement
- biophysical indicators that reflect the condition and diversity of corals and reef fish
- other indicators to determine if there was any “spill over effects” from the fish sanctuary and if the fishers’ daily catch rate increased.

• Show slide 7 and explain that the Results Chain may also be used to test assumptions about PHE operations linkages. Say:

This chain helps us to understand the underlying assumptions from which we can then select appropriate indicators - in this case, the indicators would focus on measuring whether implementation costs were actually shared and if that improved the efficiency of service delivery.

• Explain that, in order to appreciate the different measurement levels, we need to understand the pathways through which projects and programs achieve results. (Use this as a segue to next slides)

Slides 8-10  Pathway for measurement and types of measurements

• Referring participants to p. 78 in their Manual, present the standard project pathway (slide 8). Ask the group to define the elements and provide examples drawn from their field experiences.

• Using slide 9 and referring to p. 79 in their Manual, clarify the two general types of measurement: a) program-based indicators to measure processes and performance and b) population- and habitat-based indicators to measure the results (outcomes and impact) of the project.

• Showing slide 10 and referring to p. 80 in their Manual, explain that before selecting indicators, one must have some idea of the data collection methods that
it will entail. Walk the group through the Data Collection Methods and provide the following descriptions:

**Trend Analysis**
Most programs have a system or protocol for collecting data on provided services. These data sources may include health-facilities records, training course evaluations, operational plans, environment forms (e.g., project logbooks, NRM plan development) and other. Such data needs to be routinely collected and compiled to generate information for the purposes of reporting to donors and improving the program.

**Rapid Appraisal (qualitative data collection)**
Rapid appraisal (RA) can provide interim information on program performance. RA methods are quick, low-cost ways to gather information from stakeholders to respond to decision-makers. They generally require 4-6 weeks (depending on the population size, location and number of sites observed). These methods provide qualitative information which can be gathered through focus group discussions, key information interviews and facility surveys.

**Population-based Surveys (quantitative data collection)**
These provide quantitative information on output-level and outcome-level indicators. Population-based surveys collect information on key topics from a representative sample of people or households. Transect surveys measure the habitat a project is targeting in its intervention. Data collection methods mainly include direct observation and each survey round should take place at the same time of the year and in the same location using similar overall methodology. The data collection method can produce information for both quantitative (species count) and qualitative (condition of habitats) aspects of the natural environment.

Data from population-based surveys and transect surveys need to be collected and analyzed with the highest degree of integrity and may require special expertise.

**Slides 11-12  Standard Indicators**

- Introduce the term “standard indicator” and ask participants what advantages may be derived from their use. Say:

  To provide effective M&E, a program or project should have enough indicators to measure every important aspect of the project or program. Whenever possible, “standard” PHE indicators should be used.

  Why do you think this is advisable? What advantages can be derived from the use of standard PHE indicators?
  Answers: (1) your data can then be compared with other national, regional or local sources of information that use the same indicator and (2) to be able to aggregate data across all PHE projects and sites in order to demonstrate the value of PHE integration and make a better case to funding agencies for increased investment in this field.
This table shows the different data types by level of measurement. Before selecting your indicators, you need to have some idea of the data collection methods that it will entail. In this workshop, we are going to focus primarily on Process, Output and “Intermediate” (or short-term outcome) indicators as Impact indicators generally involve evaluation processes that are beyond the scope of this training.

Output and outcome indicators usually entail surveys which can be costly or go beyond the ability of an organization to design, implement and analyze on its own. In the IPOPCORM case, for example, the managing NGO (PATH Foundation Philippines) did not have the technical ability to design and implement the population surveys and biophysical assessments required to gather information needed to measure change in the FP/RH and CRM outcomes at the project site. Therefore, they partnered with two research groups affiliated with the University of the Philippines to collect, analyze and manage the population-based and habitat-based data on their behalf. They did, however, participate in the selection of core indicators and the interpretation of the final results.

- With slide 11 still on the screen, tell participants to turn to pages 48-59 in the Measure Guide and give them the following task:

  **Individual Task:**
  Using the Measures Guide, pp. 48-59, identify indicators for the results chain factor shown here (“Increase family planning practice”). As soon as you have found one, please raise your hand and offer it as an example.

  **Note:** Have a flipchart prepared with the table below and write the participants’ responses in the appropriate columns.

<table>
<thead>
<tr>
<th>Potential Indicator (By level of measurement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process (program-based)</td>
</tr>
<tr>
<td>?</td>
</tr>
</tbody>
</table>

- Once they have identified possible examples of measurement, show slide 12 with the actual indicators from the IPOPCORM project.

- Acknowledge that in some circumstances, the organization may need to use an indicator outside of the manual, and that it is okay as long as it is not too many.
Slide 13  Integrated Indicators

- Explain that, in addition to sectoral indicators, we should also consider measures of integration. An integrated indicator measures a linkage aspect of a PHE approach or intervention.

- Ask participants to turn to page 105 in the MEASURES Guide to review examples of program-based and population-based indicators that have been applied and tested in other projects and are now considered to be “standard” indicators for measuring linkage aspects.

Slide 14  Value-Added Indicators

- Explain that we also need to consider Value Added Indicators which are variables that measure value added in one sector as a result of work targeted in another sector. In other words, they measure outcomes that go beyond the anticipated sector-specific result.

- Explain the examples provided on Slide 14:

  (Example 1—Process/Output) Conservation projects often work to build community capacity to manage natural resources (e.g. tracks of forest, near shore fisheries etc.) The community elects representatives from among its members to serve on the executive committee that governs and oversees the CB-NRM activities. If the same project promotes gender equity in resource management/governance, it can generate added value in terms of women’s empowerment. An example of an output indicator that measures such added value is “Percent of leadership positions held by women on community-based natural resource management committees.”

  (Example 2—Process/Output) CBD activities work to expand access to FP but when social marketing is combined with CBD it can generate income for the CBD agent and the “added value” can be measured by using the outcome indicator “Net dollar value of FP products sold by CBD agents”

  (Example 3—Process/Output) Can someone tell me what is the added value that the 3rd output indicator was designed to measure?

    (Answer: Money saved from reduced expenditure on firewood among households that install and use ICS. It is an added value because ICS is usually promoted for conservation purposes e.g., reduce tree-cutting but it also generates.)

  (Example 1- Outcome/Impact) Recall from Session 5 that Moringa tree-planting is an Agro-Forestry intervention that generates other social and economic benefits. A project that promotes Moringa tree-planting could incorporate other indicators to measure the value-added. (These would be in addition to a sector-specific outcome indicator e.g., % of HHs planting Moringa trees for alley-cropping purposes). An example of such a
value-added indicator is shown on this slide e.g. “% of HHs that earn income from the sale of cooking oil process from moringa seeds.” This information could be collected from the same respondents and at the same time as the information is being collected to measure the sector-specific outcome.

(Example 2 - Outcome/Impact)
Recall that promotion of ICS is an intervention used in forest management projects to reduce demand and consumption of firewood. Some of the better ICS units are also smokeless and reduce indoor air pollution - a leading cause of pneumonia (ARI) among children (#1 killer of under-fives in the developing world). An outcome indicator that can be used to measure the “value-added” of such ICS technology is “Incidence of acute respiratory infections (ARI) among children under age five.” To gather this information, the project must conduct periodic surveys among a randomly sampled number of households with children under age five and either interview the parents or check the child’s health record (if available) to determine if the child was treated for ARI or referred for treatment in the past six months.

(Example 3 - Outcome/Impact)
Recall from Session 5 that IPOPCORM organizes Ecology Camps to teach young people about the value of coastal resources and to mobilize them for habitat rehabilitation e.g., mangrove replanting. The same event can be used to expand youth awareness of PHE and reproductive health issues and to encourage responsible sexual behavior among young people. Although the intervention was largely designed to improve youth KAP related to the environment, it also may impact safer sex practices among youth and this “added value” can be measured by using the 3rd indicator shown in the right column of this slide e.g. “% of young ecologist who report use of condom during last sexual intercourse.” To gather information on this indicator, the project team will need to conduct periodic behavior monitoring surveys among youth who participated in project-sponsored ecology camps.

3. Group Task - in Project Teams 50 minutes

As in previous exercises, two Project Teams are seated together per table so they can serve as ‘consultants‘ and provide peer critique.

Show slides 15-16 (task instructions and Indicator Selection Worksheet) and refer participants to the instructions and worksheets starting on p. 87 in their Manuals. Walk participants through the steps and clarify any questions they may have. Explain that each team will complete the worksheet for at least one objective and preferably more (separate worksheets for each objective/sector).

Show Slide 17 as an example of the worksheet filled in for a Value-Added Intervention (i.e., in this case, an intervention that primarily targets the Environment Sector but generates other results that contribute to health and social sector objectives.)
Project Team Task: Identifying Indicators

1. Using the MEASURE guide and the worksheet provided, select indicators for each of the sector objectives in your proposed PHE project framework.
   a. Enter name of sector (if you also decide to work on an Integrated Indicator or a Value-Added Indicator, insert that name in the space).
   b. Enter the Objective statement that you formulated in Session 4.
   c. Enter one or more interventions and related Results Chain Factors (RCF) in the corresponding spaces (using the materials you drafted in Sessions 4 and 5)
   d. Select at least one standard indicator from the MEASURE Guide for each Intervention/RCF. If you cannot locate a suitable indicator, then formulate one that you think would be appropriate (keeping in mind that indicators should be sensitive, measurable, consistent and precise)

2. If time permits, then please work on a second Intervention for one or more of your Sectoral Objectives. Alternatively you could work on an Integrated Indicator or one Value-Added Indicator. If you decide to pursue the latter, then please insert either Integrated or Value-Added in the space designated for “sector”.

   Time: 45 minutes

Note: As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed. As you circulate, note a few examples from the team designs to highlight in the large group (see next activity). If 1-2 of the teams have finished the task earlier than the rest, ask them to transfer one of their worksheets to a flipchart or create an electronic file so it may be reviewed by the larger group during the plenary discussion that follows.

4. Plenary Discussion and Summary

   25 minutes

Have participants reflect on the exercise and summarize learning. Ask:

To the teams:
- How useful was the MEASURE guide? How could you apply it to other projects?
- Did you have to formulate any local, project-specific indicators? If yes, what if any difficulties did you encounter?
- What are examples of integrated and/or value-added indicators you selected? How easy/difficult was this to do?
To the group as a whole:

- How can ‘value added’ indicators be used for strategic communication purposes? (e.g., to convince donors and implementing organizations to attempt integrated programming)
- How necessary is it to identify and work with integrated and value-added indicators? What will be your biggest challenge in doing this?
- What other insights have you gained about selecting indicators for PHE programs?

Segue to the next session by explaining that the Project Teams how have a fairly complete project framework; what remains is to study and map out a plan for implementing it which is our next session.

Remind participants to read pages 31-40 and 54-64 in their PHE Programming Manual in preparation for Session 7.
SESSION 7:
PHE IMPLEMENTATION MODELS & DELIVERY MECHANISMS

Session Goals:
- Describe a range of implementation models and integration mechanisms available to PHE projects and make informed decisions about which of the models and strategies are most appropriate for a given project;
- Identify additional information needed to select the best models/strategies (team structure, partnership arrangements, resource identification etc).

Expected Results: Greater awareness of key implementation models and mechanisms that have already proven successful for PHE integrated projects; strengthened skill to assess implementation models and strategies in terms of their potential effectiveness.

Session Overview

<table>
<thead>
<tr>
<th>Steps</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Interactive Presentation on Models and Mechanisms</td>
<td>50 minutes</td>
</tr>
<tr>
<td>3. Org Team Task and Review of 3-4 teams’ products</td>
<td>2 hours</td>
</tr>
<tr>
<td>4. Summary and Application</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Total Duration</td>
<td>3 hours 40 minutes</td>
</tr>
</tbody>
</table>

Pre-Session Reading

Materials
- PowerPoint Slides 1-22
- Participant Manual Session 7.
- (From Session 3) Diagram of the administrative structure of the government Health and Environment sectors in the host country (shown in parallel with the government structures cited in the IPOPCORM project.)
Steps

1. Introduction 10 minutes

Introduce the goals of the session (slide 2) by telling participants that implementation is where “the rubber hits the road” in terms of integrating the project. In other words, this is where the “integration” actually happens (or doesn’t).

Note: Have the diagram of the administrative structure of the government Health and Environment sectors posted on flipchart for easy reference throughout this session. This diagram should show the host country structure in parallel with the administrative structures described in the IPOPORM case example.

2. Interactive Presentation on Models and Mechanisms 50 minutes

Slide 3 Primary and secondary levels of integration

Review the overall purpose of integration and define the two levels—primary and secondary.

Slides 4-6 Primary Level of (Policy/Management)

Note: This information is provided starting on p. 95 in the Participant Manual.

- Showing Slide 4, explain what primary integration seeks to achieve and then review the list of national policies that may incorporate “cross-sectoral elements” and as such provide a “fit” with a proposed PHE approach.

- Using slide 5, review the potential benefits of primary integration models. Say:

  There are several reasons why it is worthwhile to look for a policy framework to link up with. NGOs from the Philippines and other countries that have made the effort to do so have benefited in many ways.

  1) It enabled their projects to leverage more resources that otherwise would not have been available for PHE work
  2) It can enhance the sustainability of the PHE approach by being intertwined with other existing policy agendas
  3) It helps to set the stage for replication and scale-up particularly if your PHE pilot is successful and has built in sound monitoring and evaluation activities to generate the evidence needed to convince policymakers that it adds-value to their agenda, and
  4) It enables you to demonstrate how PHE can contribute to a larger cause e.g., the broader agenda of the policy with which it is linked.

- (Slide 7) Describe the practical steps for how NGOs can get started working on primary integration their PHE approaches.
(Slide 8) Show the case examples of primary integration. Refer participants back to the IPOPCORM Overview, Annex 1 and 3 (p. 24 in the Participant Manual) and explain how integration was achieved at the policy/mgt level. Say:

In the IPOPCORM case, primary integration seeks to integrate CRM and reproductive health (RH) at the policy and management levels.

With IPOPCORM, primary integration was enabled by the presence of an existing sub-national framework for CRM for food security which the project built upon to forge PHE linkages. The framework entails nine strategies of which four provide entry points for linking family planning and RH management strategies with CRM. The team rationalized the proposed integration to the stakeholders by explaining how RH management would contribute to the realization of the framework’s three intermediate results: fishing effort reduced, critical habitats protected and illegal fishing stopped. In each of the municipalities where the project works, local governments enacted ordinances and policies supporting the integrated CRM-RH framework that paved the way for integration at the field level and for the project to leverage resources from the government to support implementation.

- Ask participants if they can think of additional examples of how their current programs integrate PHE at the policy/management level.
- Note to the group that while it is important to work at both levels, integration at the policy level is perhaps the single most important investment to ensure project success.

Slide 8 Secondary Integration (Operational)

- Using the slide text, show the group the different examples of integration possible at the operational level.
- Provide the concrete examples from IPOPCORM. Say:

IPOPCORM integrated CRM and RH at the operational level (training, services, IEC, and monitoring and evaluation) to obtain synergies that maximize their efficiency and impacts.

To facilitate integration in field operations, the PATH Foundation first had to organize a multi-disciplinary team to develop integrated training and IEC materials used to train partner NGO staff in PHE concepts, technical aspects of CRM and RH, and mechanisms to deliver the services in an integrated fashion. The NGOs, in turn, used the materials to orient the stakeholders and train the actors and practitioners at each level in the system. The training and IEC tools were thoroughly pre-tested before application and refined in the process of use. The same materials were subsequently adapted for use in other developing country settings e.g., Nepal.

- Ask participants what their experiences have been at the operational level of integration. Help them link their examples to the categories on the slide (training, services, IEC, and/or M&E).
Slides 9-12  Field Implementation Models and Community Involvement

- Show slide 10 and refer participants to p. 97 in their Manual. Explain that organizations can use a variety of different implementation models, borrowed from conservation, health and population sectors to deliver an integrated message.

- Walk them through each of the examples on the slide:
  - Community Management
  - Social Mobilization Models
  - Community Outreach Peer Education (Cope) Model
  - Farmer-To-Farmer Models

- Ask participants about their experience with one or more these models:

  *How successful was the model? Why and why not?*
  *What were the key lessons learned?*
  *What other field integration models have you used and how well did they work?*

- Showing slide 12, explain the nature of PHE and partnership with the community. Say:

  *PHE is a true partnership with the community and having the community understand the integration is crucial to the success of the project. It is therefore important to use community based approaches (bottom-up development). One way that PHE projects engage communities is by creating benefits including:*
  *Social benefits* (better social organization), *prestige* (certificates for volunteer peer educators)
  *Higher self-esteem* (recognizing each family that has fully vaccinated children)
  *Community projects* funded by the enterprise (health post that provides emergency first aid)
  *Environmental benefits* (erosion control or watershed protection)
  *Aesthetic benefits* (preservation of spiritually important places i.e., Sacred Himalaya Mountains)

Slides 13-15  PHE Partnerships

- Explain PHE partnerships by noting the following:

  *One way to achieve integration is to work in partnership with other organizations operating in the same focal area. It is essential that NGOs work in a complementary fashion with local government units - and preferably together with them - to implement PHE approaches.*

  *Government service providers tend to work out of static or fixed points of service delivery (i.e., clinics or stations). Generally they wait for people to come to them for service, rather than outreaching to the communities.*
NGOs can complement the government’s effort by developing and implementing mechanisms of outreach that bring PHE information and services to the grassroots level and directly to the people in need.

- Say that Partnerships are important because PHE projects tend to require skill sets from different sectors and so organizations must determine how they will provide and manage these skills.

- Show slide 15 and refer participants to p. 99 in their manuals (same text as slide). Explain that there are three general ways that PHE projects tend to manage these skills (listed below).
  - by having all multidisciplinary teams within one organization,
  - by having sector specific teams within an organization, such as a health team and a separate environment team, and
  - by creating partnerships.

Clarify that there is no one ideal approach - they all have advantages and disadvantages - the key for each organization is to determine which approach works best for them given their needs. Even if two organizations are implementing separately, the bottom line should be a joint IEC message.

- Ask participants to share concrete experiences they have had in forming partnerships to create supportive policy environments and enhance program delivery and performance. How well did the partnership work and why? What were some of the challenges?

- Tell participants that partnerships tend to be a common integration approach because they offer a number of advantages (slide 15):
  - **Increase scale of effort.** Bringing together organizations that have the same services or outlook can create the critical mass necessary to tackle a problem.
  - **Combine complementary skills.** Bringing together organizations with different skills allows them to work on projects where they don’t have all the expertise they need in house.
  - **Pool financial resources.** Organizations can increase their power and impact by pooling financial resources.
  - **Minimize overlapping activities.** Working with multi-sectoral NGOs and community groups creates the ability to leverage resources, minimize overlapping activities and create stronger programs.
  - **Build on existing programs and social capital.** Organizations can contribute to projects that are already established in the field.
  - **Gain credibility.** Organizations may gain credibility if they are associated with other successful organizations.
  - **Fill in service gaps.** Combing efforts with the government allows organizations to work in areas that the government has been unable to reach.
  - **Build capacity.** Organizations can gain new knowledge and technical skills by working with partners with different backgrounds.
- Increase sustainability. When organizations partner with local organizations, there is a greater chance that the project will be sustainable.
- Put the project in larger context. Working with the government in particular can help link the project to a number of other governmental policies, at a variety of levels.

Slides 16-17 Mobilizing Resources

- Show slide 16 and tell participants:

  **PHE partnerships have to be able to mobilize resources. This can be particularly challenging for PHE projects as many donors prefer to fund single sector projects. However, you should not wait for a big grant from an international donor in order to get started on implementing PHE approaches. There may be resources at the level of the local government or in the communities themselves which you can tap to get started.**

- Show slide 17 and refer participants to p. 100 in their manuals. Review the list of local and international resources.

Local Resources

- Existing institutions within the community itself
- Provincial and local governments
- CBOs with ongoing projects.
- Service Clubs and Membership Associations that provide small grants i.e. Lion’s Club, Rotary Club.
- Local Independent Foundations and Trusts.

International Sources of Funds and Technical Assistance include, among others:

- United Nations Agencies i.e. UNFPA
- The Clinton Foundation (HIV/AIDS and climate change)
- The Packard Foundation (FP, RH, PHE)
- Engender Health (FP, RH)
- USAID/Global Health (PRB, MEASURE Evaluation & BALANCED)

- Describe the three mechanisms through which USAID’s Global Health Bureau and Office of Population and Reproductive Health channels support for PHE activities worldwide:

  - Population Reference Bureau (PRB)
  - MEASURE Evaluation Project (managed by the Carolina Population Center - University of N Carolina)
  - BALANCED Project e.g., “Building Actors & Leaders for Advancing Community Excellence in Development “. This is a new program started in Oct 2008 that provides PHE capacity building assistance to countries ranked
by USAID’s Population Office as First Tier Intensive Focus Countries and First Tier Countries. They include the following:

**1st First Tier Intensive Focus:** India, Pakistan, Nigeria, Ethiopia, Democratic Republic of Congo, Rwanda, Tanzania, Uganda, Kenya, Malawi, Madagascar, Haiti, and Zambia

**1st First Tier:** Bangladesh, Afghanistan, Yemen, Mali, Philippines, Senegal, Mozambique, Ghana, Guatemala, Bolivia, Liberia, Russia, Ukraine, Azerbaijan, Georgia, Albania, and Armenia

- Ask participants to give specific examples of local resources they have been able to mobilize. (Capture these types and sources on flipchart.) Also ask participants if they have other national or international organizations they have successfully tapped for funding and write this information on flipchart.

- Finally ask participants: *What are your greatest challenges in mobilizing funding? How have you tried to overcome/mitigate these?*

  *Note: Depending you the timing of your workshop, you may want to postpone this discussion of local and international funding and T/TA resources until Session 9, Back Home Planning.*

### 3. Group Task - in Project Teams  
**2 hours**

**A. Task  
85 minutes**

*Note: As in previous exercises, two organization teams are seated together per table so they can serve as ‘consultants’ and provide peer critique.*

Show slide 18 (Map the Gap Exercise) and refer participants to the instructions and sample map starting on p. 101 in their Manuals. Walk participants through the task steps and then show them the IPOPCORM and Nepal sample maps on slides 19-22 (see the descriptive text included with the diagrams in the participant manual). Clarify any questions they may have about the assignment.

<table>
<thead>
<tr>
<th>Project Team Task: ‘Map the Gap’ Exercise</th>
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</thead>
<tbody>
<tr>
<td>1. Draw a map showing the following:</td>
</tr>
<tr>
<td>Relevant government units and services available in your focal areas (Pop/H and E) and the level to which they penetrate</td>
</tr>
<tr>
<td>Where the gaps in services exist e.g., do they reach the grassroots or community level?</td>
</tr>
<tr>
<td>Institutions and informal groups that already exist in the community which could possibly serve as implementing</td>
</tr>
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</tbody>
</table>
partners

2. Brainstorm with your table colleagues about how those gaps could be bridged in order to bring services closer to the people

3. Make a list of the key steps and actions required to bridge the gap, i.e., forge linkages between informal existing groups at the village/hamlet level and government organizations at the next higher level.

Time: 70 minutes

Note: In this particular case, it will take a full 15 minutes to introduce the task and show the illustrative maps from the IPOPCORM and Nepal projects. Once you have completed this explanation, do a time check and make certain to portion out 70 minutes for the task.

As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed. As you circulate, keep tabs on the teams and select two projects to highlight in the plenary group. (Try to select projects that have different implementation ideas but that both include solid policy-level integration strategies.) Have these selected teams transfer their maps to flipchart or onto computer to display during the plenary discussion.

B. Large group review of 2-3 Teams’ implementation plans 35 minutes

Ask the selected Project Teams to present their proposed ‘integrated’ implementation maps and show the group how they made their decisions (i.e., make their reasoning explicit). Ask:

- What makes this an integrated project? Where is the integration “happening” in your proposed project?

- To what degree were you able to build on existing strategies/agendas rather than create something “new”? Examples?

- What information do you still need to make more informed decisions about implementation approaches?

Invite feedback, and suggestions from the other teams.

4. Plenary Discussion and Summary 30 minutes

Have participants reflect on the exercise and summarize learning. Ask:

- How did this process of mapping out an implementation strategy for an integrated project differ from that of a single sector project? Which components become more critical to determine for integration and why?
- What would your organization need to significantly change in the way it “does business” now in order to position itself to implement an integrated PHE project?

- Why is primary level (policy/management) integration critical to the success of your organization’s PHE programming?

- What are the 2-3 most critical obstacles to achieving policy integration at either the national and/or local level here in your country? What are the opportunities that may be untapped at the present time?

Link to the next session by telling the group:

Now that you have outlined an implementation strategy for your project, you are ready to consider and plan how you will monitor project activities and process; this is our next and final design component that we will address in this workshop. In preparation for Session 8, please read:

- PHE Programming Manual, pp. 54-64

- “A Guide for Monitoring and Evaluating PHE Programs” (MEASURE) pp 23-39
### SESSION 8: MONITORING AND EVALUATION PLAN

**Goals:** Devise a simple monitoring plan for a PHE project.

**Expected Results:** greater understanding about the differences between monitoring and evaluation; improved ability to design a simple but sufficient monitoring plan; practice in projecting results (targets) for performance monitoring.

<table>
<thead>
<tr>
<th><strong>Session Overview</strong></th>
<th><strong>Duration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Presentation on M&amp;E &amp; Case Project Illustration</td>
<td>35 minutes</td>
</tr>
<tr>
<td>3. Group Task in Org Teams + Peer Review: Monitoring Plans</td>
<td>90 minutes</td>
</tr>
<tr>
<td>4. Plenary Discussion--Summary and application</td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td>2 hours, 30 minutes</td>
</tr>
</tbody>
</table>

**Pre-Session Reading**
- PHE Programming Manual, pp. 54-64
- “A Guide for Monitoring and Evaluating PHE Programs” (MEASURE) pp 23-39
- BRIDGE publications (if East Africa participants)

**Materials**
- PowerPoint Slides 1-21
- Participant Manual Session 8.
Steps

1. Introduction 10 minutes

Introduce the goals of the session (slide 2) by asking participants about their experiences to-date in monitoring and evaluating single sector projects; then ask about their experiences in monitoring and evaluating cross-sectoral projects. Ask them to comment specifically on how their monitoring plans for integrated projects differ from those of a single sector project. Key points may include:

- Need to involve all key partners in the design and implementation of the M & E plan.
- Critical to define roles and responsibilities with partners to ensure efficiency and coverage
- Important to measure at all levels of the conceptual framework

Explain that this session builds directly on Session 6, Selecting Indicators, and that the group will use their work from that session to practice designing a simple monitoring plan for a PHE project.

2. Interactive Presentation on M & E 35 minutes

Slides 3-7 Comparison between M&E processes

- Ask participants why monitoring and evaluation is necessary for effective project management then display the slide 3 and underscore any points that were not raised by the group.

- Moving to slides 4-7, establish the distinctions and relationships between the monitoring and evaluation processes. Spend time on the comparison table (slide 6 and p. 111 in the Participant Manual). Ask the group to review the comparison between the two processes and clarify any questions they may have about the basic elements (frequency, main action, purpose, information sources, and so forth).

- Explain that for the remainder of this session, we are going to concentrate on MONITORING since not all projects will have the resources or time frame to conduct impact evaluations although most do include process evaluations.

Slides 8-11 Steps in Developing a Monitoring System

- Discuss the further definition of monitoring on Slide 8.

- Using the slides 9-11 (p. 112 of the Participant Manual), walk the participant through the six steps in creating a solid monitoring plan. Make this part of the presentation as interactive as possible.

- Tell the group that when preparing a Monitoring Workplan, it is important to remember that environmental interventions require a longer period of
implementation to generate statistically significant results compared to population and health interventions. Thus the timeline for monitoring the interim results (outcomes) of NRM and conservation strategies may differ from that of Pop/Health.

- Ask participants:

Which monitoring methods have you used successfully?

What have been your key challenges in establishing and managing your monitoring systems/processes and in using monitoring findings to provide timely feedback? (e.g., to improve or modify an intervention or a particular performance system; to show value added; to inform a special study; and so on).

Slides 12-14 IPOPCORM Project Monitoring Plan

- Show Slide 12 and explain that because the project leaders wanted to monitor both OUTPUTS and OUTCOMES, the IPOPCORM team had to develop 2 separate monitoring plans.

Show Slide 13 and refer the group to the same table on p. 113 in their manual. Explain that this first plan was designed to monitor achievement of the anticipated outputs of the IPOPCORM projects and it is organized by component.

- Before moving into the team task, address any questions the participants may have about the monitoring plan and how it was applied in the POPCORM case.

3. Group Task - in Project Teams

A. Task

Using slides 15-17 and starting with p. 115 in the Participant Manual, explain the Project Team task and the monitoring planning tool they will use. Explain in detail each of the columns on the sample plan. In particular, focus participants on the 4th column of the worksheet--“Targets”--and explain how to establish targets for each indicator in a given project:

You will need to establish a target for each indicator - e.g. a quantitative estimate of the expected result by the End of Project (EOP). If you do not have baseline information of your own, then look for other sources that you might use to establish a baseline value- such as data from the local health center or family planning clinic - or data from national or regional surveys, assessments or reports. Later, after you have begun collecting your own monitoring information at the project site - you can go back and revise the baseline figure to reflect the actual situation in your project area.

When projecting the result, it’s best not to over-estimate because these targets are often used by donors to gauge the performance of an organization and therefore you need to be realistic about what can be achieved in a given period of time. For FP/RH
projects, usually it takes 24-36 months to show progress towards outcome indicators such as CPR.  
[Participants from Ethiopia, Kenya or Tanzania may find some useful data for establishing baseline values for target setting in the PHE situation analysis published by PRB called “BRIDGE Making the Link”]

**Project Team Task: Create a Monitoring Plan**

1. Using the provided worksheet, develop a monitoring plan for one or two of the objective-intervention sets you designed in earlier sessions:
   - 1st column - insert your pre-determined time-bound objective
   - 2nd column - insert your pre-determined Intervention and the associated Result Chain Factor
   - 3rd Column - list 2 or more of the indicators you selected for the specific intervention-results chain factor set. Try to include an outcome indicator as well as process indicators.
   - 4th Column - insert a performance target for each indicator - e.g. the intermediate result that you expect to achieve by EOP (quantitative estimate)
   - 5th Column - insert the Means (HOW) you will gather the information
   - 6th Column - insert the Frequency of data collection (WHEN)
   - 7th Column - Insert the name of the party/agency/person who will be primarily responsible for collecting/reporting the information

2. Manage your time such that you have a ‘finished’ plan for at least one objective-intervention set and its respective indicators (i.e., completed working across the template horizontally)

3. Be prepared to explain your plan to the other org team at your table or as designated by the trainers.

**Time: 60 minutes**
Show the examples of Monitoring Plans on slides 18-21 and refer participants to the same examples and descriptive notes in their manuals. Do not spend too much time on any one example but suggest the teams refer to them as needed during the exercise.

Note: As in the previous session, the trainers and resource persons monitor the small group work and provide assistance as needed.

B. Peer group review and feedback 20 minutes

Ask each team to share their monitoring plan with the other Project Team seated at their table (or assigned by the trainers). Tell the teams to use no more than 7-8 minutes to present their work in order to allow time for feedback and suggestions from the peer team. Halfway through the time period, tell participants to move on to the second team’s presentation/feedback turn.

4. Plenary Discussion and Summary 15 minutes

Have participants reflect on the exercise and summarize learning.

Ask the teams:

- Were you able to incorporate targets in your plan? If not, what additional information would you need to complete the plan?
- How would you use this monitoring data? (to improve/correct the interventions; to convince a donor about the relative merits of the integrated project; to inform the evaluation)

Ask the group as a whole:

- What are the most important distinctions between monitoring single sector projects and cross-sector projects?
- What will be your single greatest challenge in monitoring integrated (PHE) projects? How will you overcome that challenge?

Tell participants that they have now finished the major project design tasks contemplated in the workshop. Congratulate the Project Teams on their hard work, analytical acumen and creativity. Tell them that the final session, “Back-Home Application”, will serve as a bridge between the workshop and their real work place/context to help them ‘take the learning home’.
## SESSION 9:
BACK HOME APPLICATION

**Session Goal:** Develop a plan to apply what was learned in the workshop and move forward your team’s proposed PHE project design/approach.

**Expected Result:** Application plan for next 3-6 months.

### Session Overview

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<td>2. Review—workshop elements and team outputs</td>
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<td>3. Overview of T/TA assistance available to participants</td>
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<td>4. Back home planning</td>
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**Total Duration** 3 hours

### Materials
- PowerPoint Slides 1-6
- Participant Manual **Session 9**.
- Workshop Evaluation
Steps

1. Introduction 5 minutes

Introduce the session by saying that this session is a very important step in ensuring that what was learned in the workshop will be applied back home. Review the session objective (slide 2): Develop a back home plan to apply what was learned in the workshop.

2. Review of Key Workshop Design Elements/Team Outputs 45 minutes

A. Task in Project Teams 20 minutes

Tell participants that the first task in this final session it to assemble and review their design outputs (products) and to identify and address any outstanding questions they may have about the key design steps, models and tools they have used during their team application exercised. Give them the following task (slide 3 and p. 131 in the Participant Manual):

**Project Team Task: Organize and Review Project Design**

1. Assemble the following components (worksheets) from your design exercises:
   - Conceptual model (session 3)
   - Project Goal, Objectives, Strategies (session 4)
   - Results Chains(session 4)
   - Evidence-Based Interventions (session 5)
   - Indicators (session 6)
   - Implementation Maps (session 7)
   - Monitoring Plan (session 8)

2. Review the products and note any key questions or concerns you have about the design steps (how they link together, specific questions about a particular model or tool, concerns about the usefulness of a model or tool for your particular development situation).

3. List your concerns/questions on flipchart.

   Time: 25 minutes

[Note: As the teams review their designs, trainers should circulate to see if there are any questions/concerns common to several of the groups and be prepared to focus first on these. If some teams have questions unique to their proposed project designs, these may be addressed after the formal closure of the workshop.]
B. Plenary discussion—clarification of questions/concerns 25 minutes

Address any outstanding concerns the teams’ have identified on their flipcharts. If some of the questions pertain more to the action-planning exercise that follows, then explain to the teams that you will help them address those points later in the session.

Note: The purpose of this activity is to address any “burning” questions that pertain to the models and tools used in the workshop; it is not a detailed review/summary of the entire workshop process.

3. Overview of T/TA assistance available to participants. 30 minutes

This overview should be provided by a designated PHE resource provider. The presenter should have a current understanding of the training and technical assistance (T/TA) available to organizations working in PHE programming in the country or region where this workshop is being delivered. Ideally, the overview would cover:

- Types and sources of T/TA
- Funding sources for PHE activities and/or for FP/RH and health activities which could be integrated into ongoing environment projects
- Sources for PHE-specific information (reports, publications, web-sites, etc.)
- Existing regional/international PHE networks (including any information on scheduled meetings/conferences)

4. Development of back home plans 55 minutes

Each Project Team will develop a back home plan. The focus of the plan will be on what the teams need to do when they return home to apply what they have learned in the course over the next three to six months. The actions should be based on the results of their draft PHE project designs. Ask participants to do the following task (slides 4-6 and p. 133 in the Participant Manual).

**Project/Organizational Team Task: Back-Home Plan**

1. Review your proposed PHE projects/approaches and the design process we have covered in the workshop. Agree on the main activities that need to be carried out when you return to your offices/communities over the next 3-6 months.

2. Be sure to address the following areas in your plans, but do not be limited to just these areas.
   - Information/data gaps you need to fill in order to complete your project designs and move forward them; how you will acquire the data
   - Stakeholders (partners, project participants,
community leaders, etc.) you need to involve in further planning and how you intend to engage them

- Technical expertise needed for further design and planning
- Research needed on site requirements and selection
- Initial research and planning meetings to address the service gaps identified in Session 7 (Map the Gap Exercise).
- Internal and external communication to elicit support and build momentum for your proposed project integration
- Networking opportunities with workshop colleagues

3. Develop a practical and realistic action plan that includes the following:
   - Actions/tasks to be taken
   - Identification of persons responsible
   - Resource requirements
   - Timing

Use the planning format provided

Time: 50 minutes

5. Plenary discussion 25 minutes

Ask the participants for a sampling of the actions they have identified as immediate priorities. Afterwards, have them address the following questions:

- Did you run into any difficulties in developing back home plans?
- What is the single most important action that you plan to take - the one that is absolutely essential to moving forward on your desired PHE project/approach?
- Whose responsibility is it to monitor the implementation of the plan you have developed?
- What did you include in your plan that is a direct result of this workshop?

At the end of the time period, ask them to provide the trainers copies of:
   a) Their PHE draft designs and
   b) Their back home plans.

Explain to participants that their plans will help to embellish future course materials and facilitate course follow-up.

[Note: Depending on the level of technical assistance identified in the plans and funding available, the trainers and/or workshop technical resource persons may be able to provide remote follow-up assistance i.e., critique the second iteration of a PHE project design document and/or a PHE Monitoring Plan.]
6. Workshop evaluation and closure  

Go around the room and ask each participant to say briefly what they have most appreciated about the workshop.

Refer participants to the evaluation form starting on p. 139 in their manuals. Encourage them to write comments that will explain their ratings.

At the end, the trainers should thank the participants for their efforts—especially the hard work spent on the project design exercises—and encourage the post-workshop application of what they have learned.