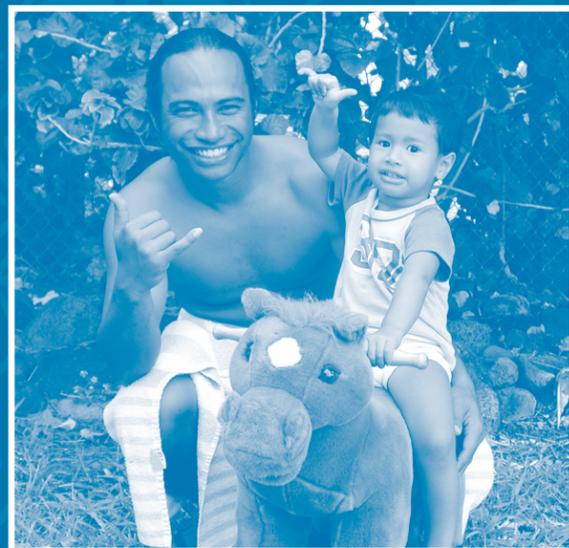


# MODULE 4:

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## MONITORING AND EVALUATING YOUR DIABETES AWARENESS AND EDUCATION ACTIVITIES



# MODULE 4: MONITORING AND EVALUATING YOUR DIABETES AWARENESS AND EDUCATION ACTIVITIES

## OBJECTIVES

After completing this session, you will be able to:

1. Monitor your activities.
  - a. Determine baseline data that describes the problem(s) you are addressing.
  - b. Determine measures of success for the activities.
  - c. Determine how to get the information needed to measure success for each activity.
2. Evaluate your activities.
  - a. Determine baseline data that describes the problem(s) you are addressing.
  - b. Determine measures of success for the objectives.
  - c. Determine how to get the data needed to measure success for each objective.

## INTRODUCTION

You should continuously monitor your activities and evaluate your objectives by collecting information to:

- Determine the progress of the activities and objectives;
- Determine the success of the activities and objectives;
- Improve or make changes to the activities and objectives; and
- Help prove successes and identify failures.

During your canoe voyage, you will often need to check on the progress you are making. Are you on schedule? Are you on course? To do

that, you need to decide on your expectations for the voyage in advance. In other words, decide where you want to go, when you want to get there, and what you would consider a successful journey. This is similar to the ways in which you must monitor your diabetes awareness and education activities.

Planning your expectations in advance and describing your definition of “success” provides the checkpoints and milestones to monitor and evaluate your activities. It is important to determine monitoring and evaluation steps at the same time the goal, objectives, and activities are being planned.

## SECTION 1: MONITORING YOUR ACTIVITIES

### WHAT IS MONITORING?

- Monitoring describes and measures your progress as you implement activities.
- Monitoring is a way of keeping track of activities.
- Monitoring answers the question, “Are the activities being done as planned?”

### WHY MONITOR YOUR ACTIVITIES?

- To determine which activities work well;
- To guide decision making;
- To make sure that the activities are on schedule;
- To make sure that the activities are staying within the budget;
- To find out how well the activities are being implemented as planned;
- To document implementation of the activities so that others can duplicate them;
- To provide feedback to staff, volunteers, partners, funders, and the community.

All of this information can lead to improving or changing the activities!

### HOW DO WE MONITOR ACTIVITIES?

STEP 1. List the activities for each objective. These activities will help you to develop the measures of success.

#### EXAMPLE

**Activity:** Provide support and assistance to all schools that are implementing education on diabetes prevention.

STEP 2. Determine baseline data that describes the problem(s) you are addressing. List baseline data related to each activity so that you have something to compare to during the activities. In other words, list the starting point, the situation that you want to change, and the reason for doing the activity.

#### EXAMPLE

##### Current Information:

- Schools currently do not have age appropriate materials for diabetes awareness and education.
- School staff members know very little about how to implement diabetes prevention curriculum in the classroom.

STEP 3. Determine measures of success for each activity. Activities can be assessed by answering the following questions:

- How will you know that the activities are being done?
- What are the criteria for success?
- What change(s) do you hope to make from the current situation?
- How will you know that the activities are successful?
- How many people attended the sessions?

- What percentage of the activity was completed?
- Were participants satisfied with the activities?

**EXAMPLE**

**Measures of Success:**

- At least two staff members from each school are provided support and assistance.
- At least one staff member from each school calls back for additional support and assistance.
- Each school provided with at least two sets of educational materials on diabetes prevention.
- At least four out of ten schools develop their own educational materials.

STEP 4. Determine how to get the information needed to measure success for each activity.

Now that you have determined which information will show that the activity is a success, you need to determine how you will get that information. How you get the information depends on what information you are trying to get.

Some general suggestions are:

- Records of education/training sessions;
- Phone logs;
- Meeting records and notes; and/or
- Other documentation of activities.

**EXAMPLE**

**How to get the information:**

- Keep records of assistance and support provided.
- Keep records of assistance and support requests.
- Make follow-up phone calls to schools and the staff members that were provided assistance support.

Example 4.1

ACTIVITY	BASELINE DATA OR SITUATION	MEASURES OF SUCCESS	HOW TO GET THE DATA NEEDED
Provide people with diabetes with transportation to foot clinic.	<ul style="list-style-type: none"> <li>• Transportation is limited in the community.</li> <li>• The clinic is not within walking distance for most families.</li> <li>• Many people do not go to the clinic because of transportation issues.</li> </ul>	<ul style="list-style-type: none"> <li>• 50 percent of community members with diabetes will request service.</li> <li>• 100 percent of people who request service will be provided transportation within three days of the request.</li> <li>• People will be satisfied with the service.</li> </ul>	<ul style="list-style-type: none"> <li>• Record the number of people who request the service.</li> <li>• Record the number of requests met.</li> <li>• Collect satisfaction data from participants.</li> </ul>

ACTIVITY	BASELINE DATA OR SITUATION	MEASURES OF SUCCESS	HOW TO GET THE DATA NEEDED

## SECTION 2: EVALUATING YOUR OBJECTIVES

### WHAT IS EVALUATION?

- Evaluation is a way of finding out whether the objectives have been met.
- Evaluation describes and measures results.
- Evaluation is a comparison of conditions *before* and *after* the activities.

### WHY EVALUATE OBJECTIVES?

- To find out if your objectives have been met;
- To see concrete results;
- To find out what difference the activities made (to measure the change made by the activities);
- To find out if the activities were appropriate to address the problem; and
- To find out if the activities were realistic and affordable.

### HOW DO WE EVALUATE OBJECTIVES?

STEP 1. List objectives. You will use these objectives to develop measures of success.

#### EXAMPLE

**Objective:** By February 2007, 80 percent of schools will be using a diabetes prevention education curriculum in the classroom.

STEP 2. List baseline data that describes the problem(s) you are addressing. List baseline data related to each objective so that you have something to compare to at the end. In other words, list:

- The starting point;
- The situation that you want to change; and
- The reason for selecting the objective.

#### EXAMPLE

##### Current Information:

- Two out of 10 schools currently have educational curriculum on diabetes prevention for students.

STEP 3. Determine measures of success for each objective. Objectives can be assessed by answering the following questions:

- What will show that the objectives have been met?
- What are the criteria for success?
- What change do you hope to make from the current situation?
- What change from the baseline data would be considered a success?
- What are the changes in attitudes (beliefs), actions (behaviors), or knowledge (awareness) of the participants?
- What are the changes in health status?

**EXAMPLE**

**Indicator of Success:** 80 percent of schools have mandated diabetes prevention curriculum to be taught in the classroom.

STEP 4. Determine how to get the data needed to measure success for each objective. Now that you have determined which data will show that the objectives are being met, it's time to say how you will get that data. Your choice of data collection will depend on what data you are trying to get. Some general methods are:

- Questionnaires;
- Key informant interviews;
- Community discussion groups;
- Community meetings;
- Project records reviews;
- Direct observation; and
- Review of hospital/clinic records.

**EXAMPLE**

**How to get the information:**

- Interview school headmasters or principals.
- Interview teachers and school health coordinators.
- Interview students.
- Natural observation—go and see the diabetes education activities in action.

Example 4.2

OBJECTIVE	BASELINE DATA OR SITUATION	MEASURES OF SUCCESS	HOW TO GET THE DATA NEEDED
By the end of 24 months, increase diabetes knowledge in 70 percent of 12-18 year-olds in the target communities.	<ul style="list-style-type: none"> <li>• Students' knowledge of diabetes is low.</li> <li>• Less than 2 out of 20 students from each grade passed a diabetes knowledge test.</li> </ul>	70 percent of 12–18-year-olds will be able to: <ol style="list-style-type: none"> <li>1) Define diabetes.</li> <li>2) Define the types of diabetes.</li> <li>3) List 5 diabetes signs, risk factors, complications, and control methods.</li> </ol>	Administer diabetes knowledge tests at the end of the school year.

Exercise 4.2 (form available in Appendix D, pg. 93)

OBJECTIVE	BASELINE DATA OR SITUATION	MEASURES OF SUCCESS	HOW TO GET THE DATA NEEDED

## SUMMARY OF MODULE 4: MONITORING AND EVALUATING YOUR DIABETES AWARENESS AND EDUCATION ACTIVITIES

HAS YOUR GROUP COMPLETED THE FOLLOWING?

- Determined baseline data that describes the problem(s) you are addressing.
- Determined measures of success for the activities.
- Determined how to get the information needed to measure success.
- Determined measures of success for the objectives.
- Determined how to get the data needed to measure success for each objective.