



Resources for Monitoring During COVID-19

May 28, 2020

POLICY, **P**LANNING AND **L**EARNING

AGENDA

- Introduction
- Remote Monitoring Guide
- Learning Platform
- Examples from the Field:
 - Ethiopia
 - Nepal
 - Afghanistan
- Questions & Answers





USAID Digital Strategy

GOAL: Achieve and sustain open, secure, and inclusive digital ecosystems that contribute to development and humanitarian assistance outcomes and increase partner countries' self-reliance.

Remote Monitoring Guide

Guide aims to help Missions and partners assess what tools are appropriate for their remote monitoring needs

- Provides a set of questions to facilitate the decision making process
- Gives an overview of types of tools available
- Directs user to further resources



COVID-19 **MAY 2020**

Guide for Adopting Remote Monitoring Approaches During COVID-19

What tools will allow us to collect data for remote monitoring?



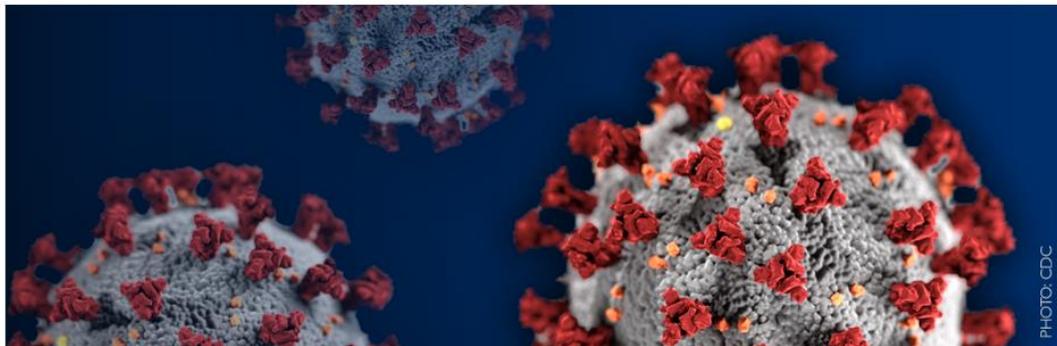
A number of tools² can be employed for remote monitoring, including phones, Internet-enabled mobile phones, and satellite imagery. To decide which tools are best suited to your need, ask the following questions:

1. **Can our population of interest be reached by mobile phone?**³ Use of mobile phones may differ due to a number of factors including accessibility, affordability and adoption, as well as demographics such as gender and age. Mobile coverage in one area does not necessarily mean you can reach those that live in the broader region by phone.
 - ⊗ **NO.** In areas of low or no connectivity, it will be difficult to collect data remotely. Consider using a key informant that has access to your population of interest if they have connectivity. Other approaches include remote sensing or using existing data sources.
 - ⊙ **YES.** Consider using SMS and voice calls for remote monitoring. If you have already collected your beneficiaries' phone numbers as a mode of contact, this can be a quickly deployed method of data collection. If your population of interest has low literacy rates, consider using IVR or voice calls.

MEL During COVID-19 Learning Platform

usaidearninglab.org

The screenshot shows the USAID Learning Lab website. At the top left is the logo "LEARNING LAB" with a lightbulb icon and the tagline "COLLABORATE. LEARN. ADAPT. For BETTER DEVELOPMENT RESULTS." Below the logo is a search bar labeled "Search Learning Lab". To the right are "LOGIN" and "JOIN" buttons. A navigation menu includes "PROGRAM CYCLE", "TOOLKITS", "WHAT IS CLA?", "CLA IN PRACTICE", "PODCASTS AND VIDEOS", and "BLOG". A blue oval highlights the text: "For information on Monitoring, Evaluation and Learning during the COVID-19 pandemic, [check here.](#)" Below this is a call to action: "Join a community of over 8,500 members in making development more effective. [Create a Profile](#)". The main content area features an "e-learning module" titled "INTRODUCTION TO CLA IN THE PROGRAM CYCLE" with a video player showing a graphic that says "CLA can help you make choices that achieve better development results." A sidebar on the right displays "Tweets by @USAIDlearning", including a tweet from USAID Learning about MEL plans during COVID-19.



Monitoring, Evaluation and Learning during the COVID-19 Pandemic

The ongoing COVID-19 pandemic is having a significant impact in countries around the world, and USAID and its partners are responding to the pandemic at home and abroad. Response priorities include protecting the safety and health security of the global workforce, ensuring that USAID can continue its life-saving mission across the world, and supporting partner countries in their response to COVID-19.

USAID and its partners will continue to monitor, evaluate and learn from our programs as we respond to the changing operating environment. This page provides USAID with a forum for sharing tools, approaches and lessons for Monitoring, Evaluation and Learning (MEL) during the global pandemic.

If you or your organization have resources to share with USAID, you can comment on the [Community Contributions Page linked here](#) or upload a resource or blog of your own. Or, you can send us an email at COVID19_PartnerResourceCenter@usaid.gov.

For general information on COVID-19 and its implications for USAID implementing partners, refer to [this page](#). USAID implementing partners should also contact their Contracting Officer's Representative(s) (COR) or Agreement Officer's Representative(s) (AOR) and their Contracting Officer(s) (CO) or Agreement Officer(s) (AO).

Implementing Community Contributions to Monitoring, Evaluation and Learning during the COVID-19 Pandemic

The ongoing COVID-19 pandemic is having a significant impact in countries around the world, and USAID and its partners are responding to the pandemic at home and abroad. This page provides USAID's partners with a forum for sharing tools, approaches and lessons for Monitoring, Evaluation and Learning (MEL) during the global pandemic sourced from the implementing community. Inclusion on this page does not indicate endorsement by USAID. The page linked here is the home to USAID-produced resources.

If you or your organization have resources to share with USAID, you can comment below or upload a resource or blog of your own. Or, you can send us an email at COVID19_PartnerResourceCenter@usaid.gov.

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Resources:

Adapting Data Collection for MEL Resources:

8 Ways to Digitize Your MERL Practices During COVID-19 Response

Data Collection Practices and Recommendations for COVID-19

[Remote Survey Toolkit](#)

Bowling in the Dark: Monitoring and Evaluation During COVID-19

Best Practices for Conducting Phone Surveys

[Monitoring in the Context of COVID-19](#)

COVID19_PartnerResourceCenter@usaid.gov

Strengthen PSNP 4 Institutions and Resilience (SPIR) -
Development Food Security Activity
Ethiopia

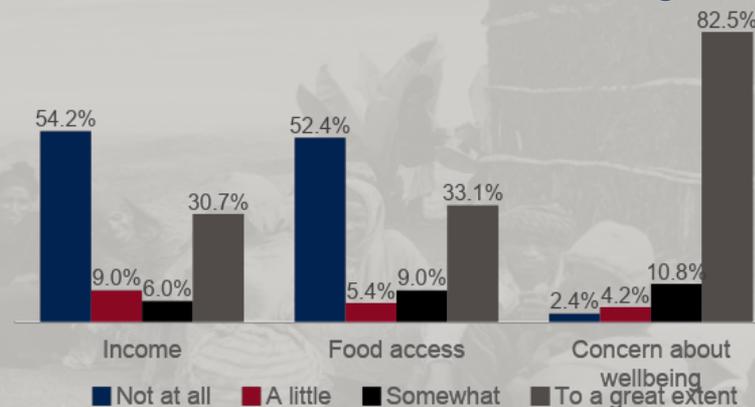
World Vision Ethiopia

- **Adapted existing survey** modality and content to include COVID-19 elements
- **Early results** from surveys (see right slide of slide)
- **Process, strategies, lessons learned** and how to respect respondents time
- **Next steps** for larger survey and collaboration with other survey actors in Ethiopia

USAID Ethiopia

- **Coordination of surveys** across actors – opportunities and barriers
- Positive signs and **‘coordinating’ in a crisis**
- Next steps on measuring impacts of COVID and **‘so what?’**

Effect of COVID-19 on household wellbeing*



- All women interviewed (n=166) were **aware of coronavirus**
- Effects on **household income and food access** varied: 50% report no effect; 33% report large effect
- 4 out of 5 women were **concerned about COVID-19** “to a great extent”

*Source: Ethiopia SPIR DFSA maternal depression follow-up survey, April 22-30, 2020

Sajhedari: Support to Federalism Nepal

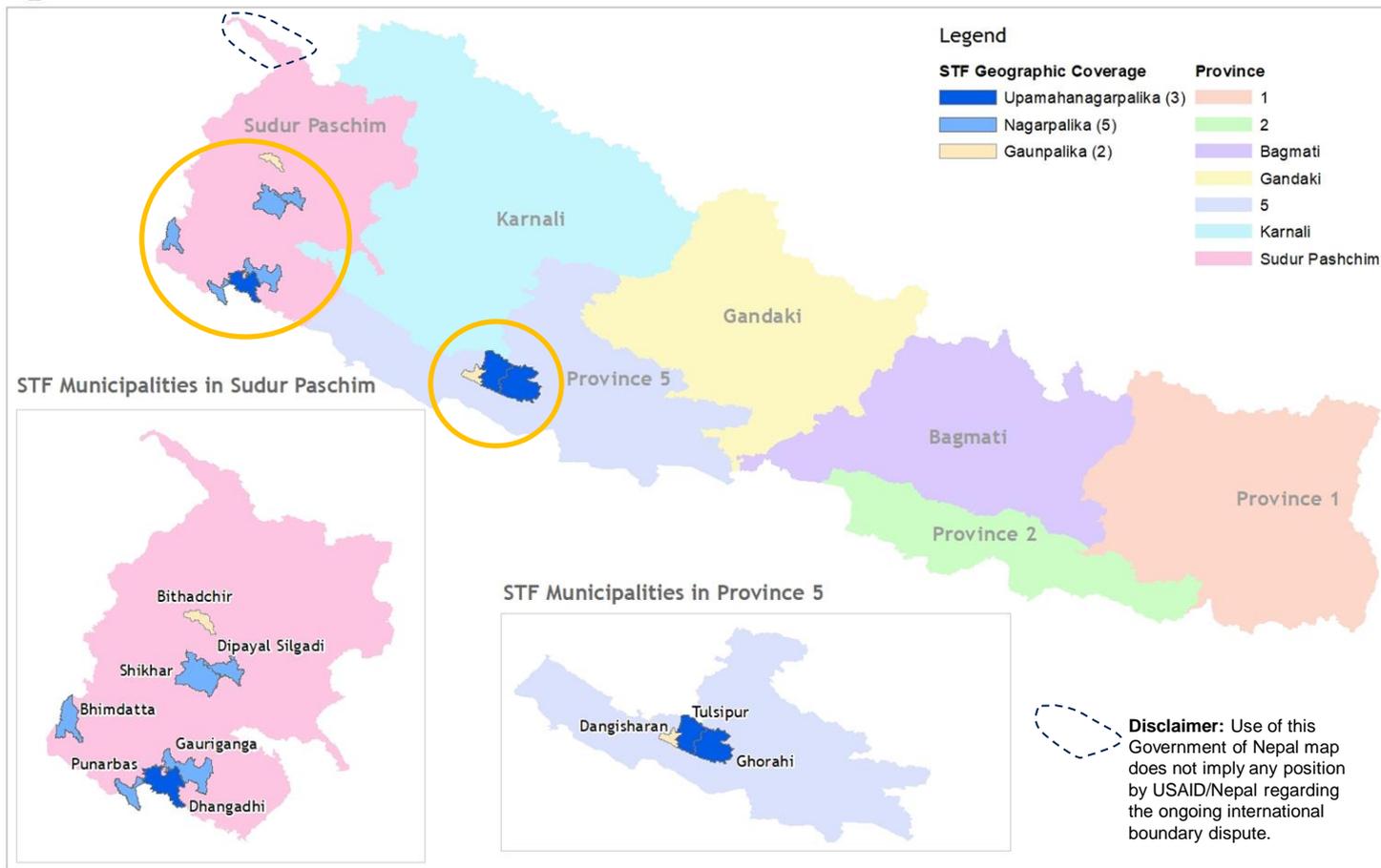


USAID
FROM THE AMERICAN PEOPLE

NEPAL

SAJHEDHARI: SUPPORT TO FEDERALISM (STF)

- Overall Objective: *TA in the transition to federalism with a focus on more inclusive & effective governance;*
- *Specific objectives include policy formulation, governance procedure & citizen participation in 134 wards and 10 municipalities serving over 157,000 HH in two provinces in Nepal;*
- *Most of the areas are remote, underdevelopment and hard to reach- in distance and in connectivity.*



The boundaries and names used on this map do not imply official endorsement or acceptance by the US Government or USAID.

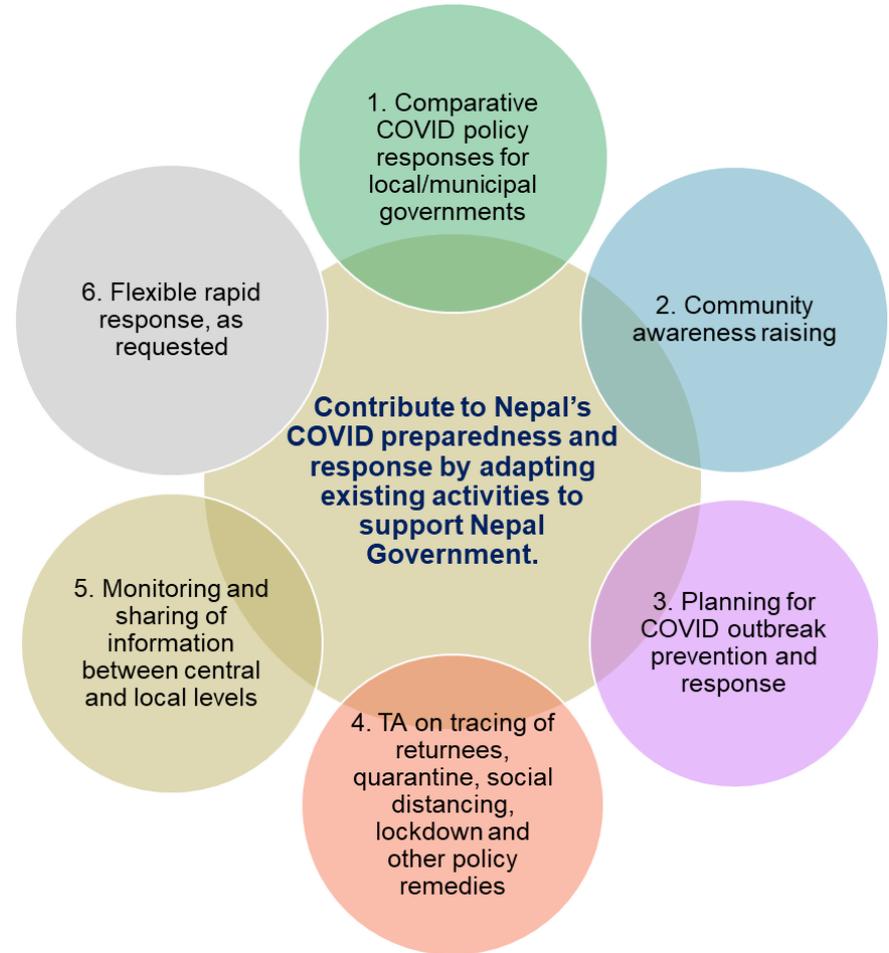
Data Source: GoN/DoS, USAID/Nepal
Map Produced on: May 27, 2020



NOT TO SCALE

USAID's Sajhedari - Support to Federalism (STF)

Sajhedari COVID-19 Response Plan

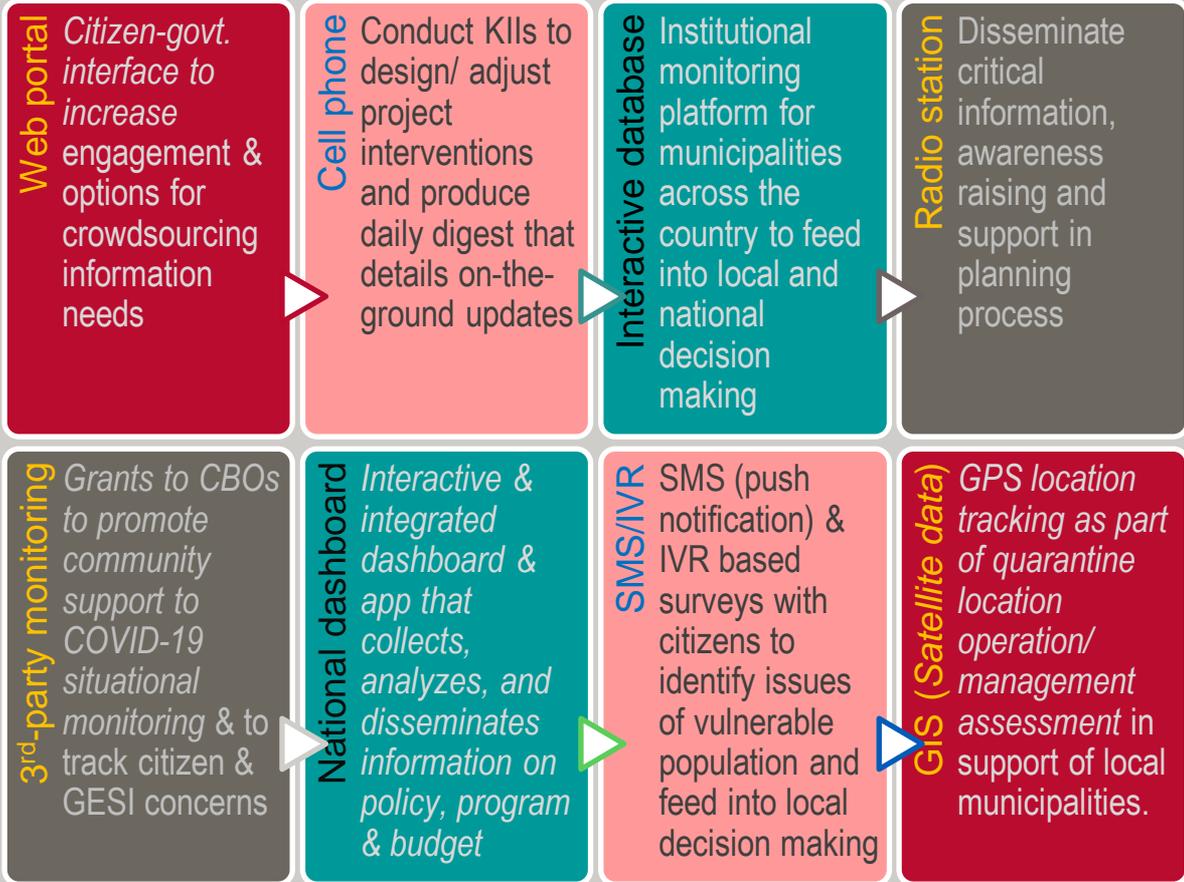


USAID's Sajhedari - Support to Federalism (STF)

We are using *web portals, interactive databases, cell phone calls, and local radio stations* to monitor programs, support activities, and information dissemination.

To improve our performance during lockdown and restricted movement, we are preparing to use *third party monitoring, an integrated dashboard/app, SMS/IVR and GIS*.

Sajhedari's **Resources for Remote Monitoring**



Afghanistan Monitoring, Evaluation, and Learning activity (AMELA)

AMELA Remote Monitoring Case Study: Discussion Points

Interventions monitored
remotely

Remote monitoring methodology

What worked

Lessons learned: limitations and
mitigation measures



Interventions Monitored and Remote Monitoring Methodology

- AMELA implemented remote monitoring protocols in April 2020 as part of its COVID-19 continuity of operations plan.
- Interventions Monitored Remotely:
 - OHA warehouse inspections conducted
 - OHA food item distribution conducted
 - OHA non-food item distribution conducted
 - Remote monitoring methods applicable to majority of interventions
 - Development activities currently monitored in-person with COVID-19 mitigation protocols
- Remote Monitoring Methodology:
 - Coordination with IP
 - Site observations
 - Key Informant Interviews (KIIs)
 - Beneficiary surveys

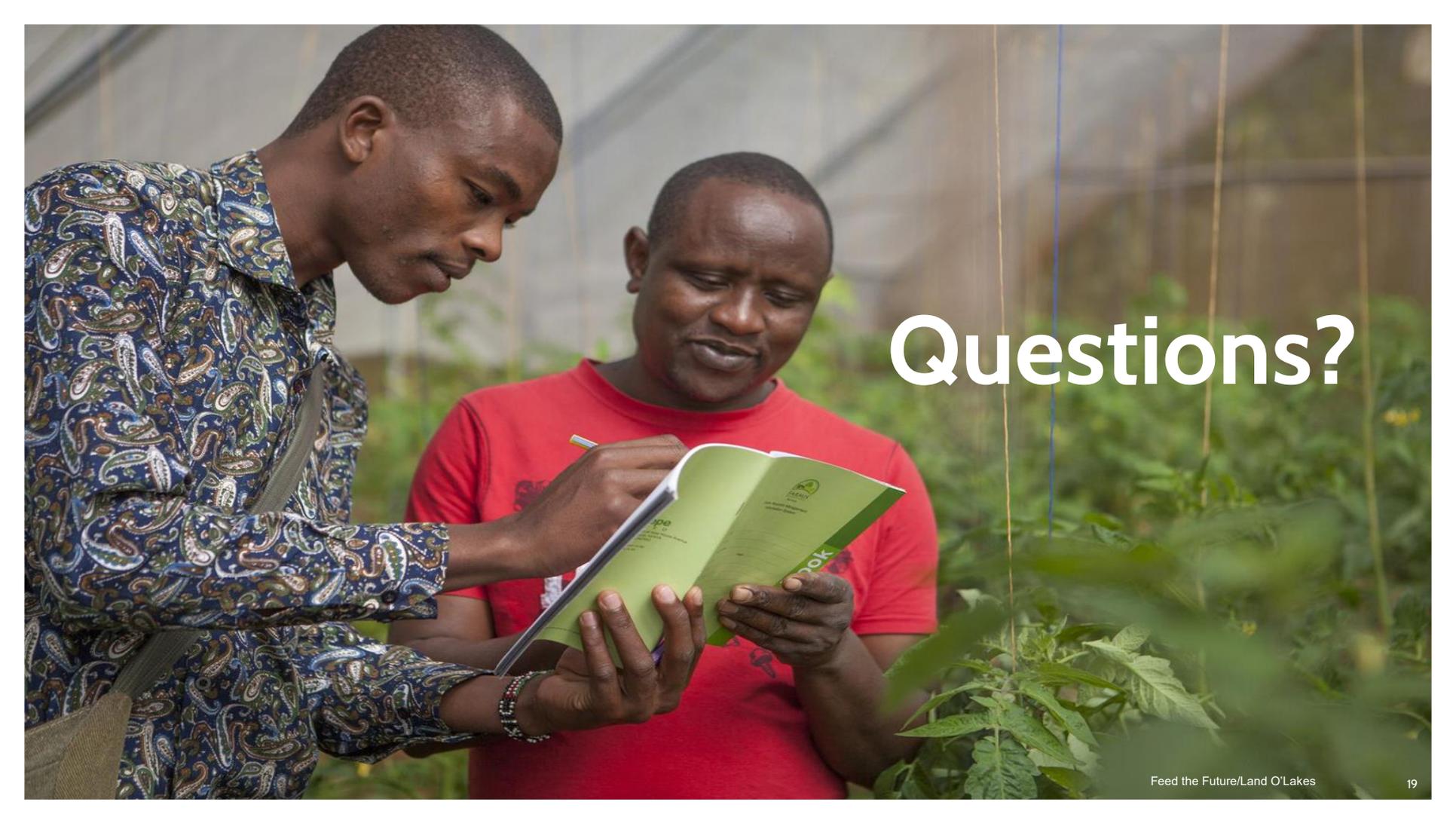
What Worked

- Video calling through WhatsApp/Skype worked well in provincial centers and all parameters of interest were observed
- Site visit observations:
 - Facilities
 - Physical conditions of food/non-food items
 - Module contents
 - Expiration dates
 - Stock records
- Phone interviews with IP staff and beneficiaries were conducted successfully at monitoring sites
- Photos of the parameters of interest were obtained through WhatsApp/email

Lessons Learned:

Limitations and Mitigation Measures

- Internet connection did not support video calling in remote areas.
- **Mitigation measure:** IP staff provided video recordings and photos.
- Beneficiaries could not be reached at their homes for post-distribution interviews as they did not have phones or had weak network connections.
- **Mitigation measure:** Beneficiaries were interviewed at the distribution points.
- Conducting remote focus group discussions (FGDs) is challenging.
 - Insufficient time to coordinate and conduct FGD at the distribution points.
 - Unstable internet connection.
 - Social distancing.
- **Mitigation measure:** Abbreviated remote FGDs in urban centers possible.

A photograph of two men in a greenhouse. The man on the left, wearing a blue patterned shirt, is pointing at a green notebook held by the man on the right, who is wearing a red t-shirt. The notebook has a logo and some text on it. The background shows green plants and vertical support strings.

Questions?

A photograph of three women standing in a field of tall, golden-brown grass. They are all wearing red saris with a white floral pattern and a decorative border. The woman on the left is wearing a light blue top, the middle woman is wearing a light blue top, and the woman on the right is wearing a black top. They are all smiling and looking towards the camera. The background is a blurred field with trees in the distance.

Thank You!

POLICY, PLANNING AND LEARNING