THE REPUBLIC OF UGANDA

NAADS

MINISTRY OF AGRICULTURE, ANIMAL INDUSTRY AND FISHERIES

NATIONAL AGRICULTURAL ADVISORY SERVICES

TRAINING MANUAL

MONITORING AND EVALUATION SYSTEM FOR NAADS

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Table of Contents

List of Acronyms

ICT	Information and Communications Technology
IT	Information Technology
M&E	Monitoring and Evaluation
M&EF	Monitoring and Evaluation Framework
MDAs	Ministries and Departments and Agencies
MIS	Management Information System
NAADS	National Agricultural Advisory Services
NGO	Non-Governmental Organizations
OWC	Operation Wealth Creation
RBM&E	Results Based Monitoring and Evaluation
TM	Training Manual
VIPP	Visualisation In Participatory Programming

1.0 INTRODUCTION

1.1 Background

The NAADS Monitoring and Evaluation Framework (M&EF) was formulated in 2016 following a revision of the previous M&E Framework that had been developed in 2013/2014. The 2016 M&E Framework was thus designed to enable the institution track its performance in light of its central role and responsibility in the implementation and realization of the objectives of Government's Operation Wealth Creation (OWC) Programme. The OWC Programme was introduced by H. E. the President in 2013. It was further emphasized by a Cabinet Directive in 2014 that required NAADS to be restructured so as to facilitate the implementation of OWC programme designed to respond and significantly contribute to "A transformed Ugandan Society from a peasant to a modern and prosperous country within 30 years."

In view of this Directive the focus of NAADS new mandate in the context of OWC changed to include: (i) procurement and distribution of a wide range of agricultural inputs (planting and animal stocking materials) to farmers; and (ii) support interventions across the value chains for the various commodities from production to value addition, including promotion of agribusiness development.

In order to operationalize the re-focused NAADS M&E Framework it was deemed necessary to conduct a training of trainers aimed to:

- build the capacity of the participants to be able to train the users of the M&E tools both at the NAADS Secretariat, OWC Secretariat, NAADS regional offices, MDAs, and Local Governments;
- refresh and where necessary impart basic knowledge and on-job skills on results-based monitoring and evaluation;
- have a pool of competent M&E trainers to train the users of the M&E tools at various levels of NAADS Strategic Plan 2015/16 – 2019/20 implementation;
- discuss the NAADS Strategic Plan M&E Results Framework;
- participate in the formulation of the NAADS Annual M&E Plans;
- discuss the standard reporting formats and subsequently developing the new M&E framework aligned to its new mandate; and
- discuss the standard reporting formats.

1.2 Purpose of the M&E for NAADS Training Manual (TM)

The purpose of the TM is to provide guidance and support to the trainers to enable them equip the stakeholders with knowledge and skills in carrying out monitoring and evaluation of NAADS/OWC programmes and projects. The development of the training material is intended to provide a standardized approach to the use of the M&E Framework developed for the NAADS/OWC and serve as a reference point while using the M&E system. It is hoped that this M&E TM will go a long way in strengthening the capacity of the NAADS/OWC staff and stakeholders in monitoring and evaluating its programmes and activities.

The objectives of the Training Manual are:

- To guide the training of the NAADS stakeholders on the use of the M&E system; and
- To empower the NAADS M&E Officers to train other users of the M&E tools for the NAADS.

1.3 Managing the Training Programme

This TM provides training methods to be followed by the trainer in terms of modular breakdown (modules, sessions, and components); the purposes and specific objectives for NAADS; and the key steps to be followed in facilitating the sessions. Effective and efficient use of those methods will depend on mainly the trainer. This is because facilitation is an art and a craft. It is an art because it is guided by experience and intuition so that the trainer taps into group experience, wisely responds to the questions as they emerge, as well as sense and group dynamics.

Duration of the Sessions

The duration of the sessions has been suggested. However, this is an indicative duration, and the trainer should use his/her own discretion to determine the length of the sessions depending on the total time allocated to the capacity building programme, the absorption capacity of the participants, and the training methodology adopted. Where the time allocated for a session is longer, the trainer is advised to keep the session shorter.

Time Allocation

Good facilitation involves time management and this means keeping time and allowing breaks. In order to manage time properly a time-table should be available. It is advisable to have a longer lunch break in order to allow interpersonal interaction, reading for the next session, and doing exercises given during the previous session.

How to Make Training a Success

The success on the training will depend on the trainer, the participants, the subject matter, and the settings in which the facilitation is conducted. But above all the trainers have an upper hand to make use of the strength/opportunities and minimize the weaknesses/threats. The trainer should:

- ⇒ Read widely about the NAADS and M&E literature;
- ⇒ Know the number and composition of the participants, their other roles and their expectations
- ⇒ Know the physical layout of the venue, including the equipment
- ⇒ Delegate responsibilities to some participants - time keeping, recording of the proceedings, evaluation of the training etc.
- ⇒ Meet with the organizers, prior to the beginning of the training, to determine the overall plan.
- ⇒ Have the facilitation skills.

1.4 Training Methods and Techniques

While the training methods and techniques various sessions have been suggested, the trainer will have to make a final decision on the appropriate training methodology. Training methods and techniques will be determined by the resource envelop, time, and the technical experience of the trainer. While techniques such as visualisation in participatory programming (VIPP) allow maximum participation, they require large volume of training materials (flip charts, cards in varying sizes and colors, masking tapes, markers, name tags, note books or papers, pins, use of local materials).

The key recommendation here is that the training session should be a mix of lecture methods, brainstorming, exercise, role plays, ice-breakers, and games.

Brainstorming

This refers to quick generation of ideas without censorship. In other words, ideas must improve on those already presented. The ideas are given in response to questions randomly posed by the trainer(s) and captured on cards (if VIPP is being used), flip chart, or power point.

Brief Lectures

The trainer delivers mini-lectures and explains to the participants the concepts, principles and practical implications underlying a topic under consideration. The trainer talks without interruption for a given period, allowing questions at the end.

Group Session

The trainer ensures that group comprise of enough people (depending on the situation on ground). The group may be homogenous or heterogeneous depending on the subject matter. Issues identified are allocated to the group(s), then the group discusses, and thereafter presents at the plenary for comments by both the trainer and the participants.

Plenary Discussion

The Trainer prepares questions in line with the subject matter. S/he displays the question one at a time and generates feedback from participants. The trainer ensures that all participants are involved by allowing a number of participants to respond to questions.

Role Plays

The Trainer identifies an imaginary life situation with participants taking up specific roles and playing or acting out these roles without having practiced beforehand. During the session, the role play will be demonstrated. Role play is good for deeper understanding of concepts especially when training adults.

1.5 Training Material

The Training material used will depend on the facilitation methodology, financial resources, and equipment at the venue. The trainer should be able to follow the guidelines outlined in the manual to have a clue of the training materials required. Nonetheless, the tools that are likely to be used are:

i. LCD Projector and public address system (where feasible)
ii. Power Point Presentation
iii. Side flip charts and flip chart stand
iv. News-print rolls and Markers
v. Masking Tape
vi. Participants Handbook (or Power Point Hand-outs)

In case of using flip charts, the trainer should be able to write clearly, present the facts at the right moment and accept the feedback from the audience.

1.6 Evaluation of the Training Course

The day of the training should be evaluated for the trainer to get feedback and take corrective measures accordingly. This means that the trainer should draw up an evaluation form to be administered at the end of each day. Nevertheless, the evaluation should be carried out at four levels, as indicated below.

Pre-training Evaluation:	This will measure what participants' expectations and fears are before the training session
Immediate Level:	This level will measure what the participants learned from the day's session and will be conducted at the end of the day.
Intermediate Level:	This will measure the effect of training on job performance and will be carried out at the end of the overall training.
Ultimate Level:	This will measure the post-effect of training on organisational performance and will be carried out after some time of training. The secretariat should send the evaluation form to those participants who previously benefited from the training.

2.0 MODULES IN THE TRAINING MANUAL

This Training Manual has 5 modules as follows:

- ⇒ **Module One** deals with the conceptualization of terms used in the M&E system for the NAADS;
- ⇒ **Module Two** deals with the Indicators and Targets;
- ⇒ **Module Three** deals with Using the M&E information in the NAADS/OWC;
- ⇒ **Module Four** deals with Management of the M&E data;
- ⇒ **Module Five** deals with Sustaining the M&E system.

2.1 MODULE ONE: CONCEPTUALIZATION OF TERMS IN THE NAADS' RBM&E SYSTEM

Overall Objective of the Module

The overall objective of this module is to define and/or explain the M&E concepts used in the NAADS result based M&E System.

Specific Objectives of the Module

By the end of this module the participants should be able to:

- Understand Monitoring and Evaluation Concepts
- Understand the basic concepts of a M&E and M&E System

Sessions of the Module

Session 1: Defines Monitoring and Evaluation Concepts (45 minutes).

Session 2: Provides an Overview of Monitoring and Evaluation (M&E) (30 minutes).

Session 3: Introduces the M&E system (15 minutes).

Session Presentations

Session 1.1: Definition of Monitoring and Evaluation Concepts

Defining Monitoring

What is Monitoring?

- Monitoring is a continuous process of comparing activities and resources against project, program, or policy objectives or work plan
- Monitoring involves a systematic collection of data on key indicators on a hierarchy of objectives
- It is a tool for identifying strengths and weaknesses in a project implementation, and alerts managers and stakeholders to correct the problems
- The guiding question is: are inputs-activities-outputs-objectives-goal being achieved

Monitoring is the systematic collection of information on all aspects of the project while it is being implemented. It can be divided into:

- ***Internal monitoring*** (staff performance, planned expenditure for each activity versus actual expenses, procurement procedures etc.)
- ***External monitoring*** (planned versus actual activities, timely implementation of activities, targeted beneficiaries versus true beneficiaries, unintended effects on the community and unexpected problems etc.). Both are important and both need to be monitored.

Why Do We Do Monitoring? We carry out monitoring to analyze the current situation, identify problems and find solutions, discover trends and patterns, keep project activities on schedule, measure progress towards objectives, formulate/revise future goals and objectives, make decisions about human, financial, and material resources.

Monitoring is a very useful tool for management and provides necessary information for evaluation. In other words, monitoring means checking how things are going on and comparing actual progress to what is planned.

Who Does Monitoring? Monitoring is concerned both with project staff, implementation organization and donors. As mentioned above, it is useful for management and project manager or program coordinator conducts monitoring on all aspects of the project-budget/finance, materials, staff, activities, outputs/results etc. Respected project staffs are also responsible for monitoring staff and tasks under them-for example, finance manager has to monitor the accountant and cashier as well as budget allocations. At the same time, representatives of donors also conduct monitoring to measure the progress towards objectives and goal/impact.

Types of Monitoring

- **Results Based Monitoring (RBM)-** Focuses on outcomes and Impacts
  RBM– designed to address the 'so what' questions
- **Implementation Monitoring (IM) –** Focuses on Outputs, Activities, and Inputs.
  IM - designed to address compliance 'are they doing or did they do it' questions

Defining Evaluation

What is Evaluation?

- Evaluation is a systematic and objective assessment of ongoing or completed intervention (project, program, or policy). It makes comparison of the outcomes of the project with planned ones including its design, implementation, and results.
- The aim is to determine the relevance (needs), effectiveness (goals), efficiency (cost), utility (impact), and sustainability (durability) of the intervention
- Unlike monitoring, evaluation is broader, because it examines the causes, context, lessons

Why Do We Do Evaluation? The primary objective of evaluation is to ascertain whether the project has achieved its intended objectives. By drawing conclusions, evaluation intends to provide recommendations for the improvement on the future course of the project as well as lessons learned for other projects.

Who Does Evaluation? Project manager or assigned project staff can conduct internal evaluation and donor/s or consultant/s can conduct external evaluation.

Methods of Evaluation

There are several methods by which evaluation can be carried out and they include:

Self-evaluation	This involves an organization or project holding up a mirror to itself and assessing how it is doing, as a way of learning and improving practice. It takes a very self-reflective and honest organization to do this effectively, but it can be an important learning experience.
Participatory Evaluation	This is a form of internal evaluation. The intention is to involve as many people with a direct stake in the work as possible. This may mean project staff and beneficiaries working together on the evaluation. If an outsider is called in, it is to act as a facilitator of the process, not an evaluator.
Rapid Participatory Appraisal (RPA)	Originally used in rural areas, the same methodology can, in fact, be applied in most communities. This is a qualitative way of doing evaluations. It is semi-structured and carried out by an inter-disciplinary team over a short time. It is used as a starting point for understanding a local situation and is a quick, cheap, useful way to gather information. It involves the use of secondary data review, direct observation, semi-structured interviews, key informants, group interviews, games, diagrams, maps etc.

Types of Evaluations

- ⇒ **Ex-ante** - carried out before the start to establish the baseline data for the outcome indicators
- ⇒ **Mid-Term Review –** carried out half way during the project/programme implementation period
- ⇒ **Ex-post Evaluation (End of Project Evaluation) –** done at the end of project to assess the relevance, effectiveness, efficiency, impact and sustainability
- ⇒ **Post Evaluation -** carried out year(s) after the completion of the project to assess impact.

Session 1.2: Overview of Monitoring and Evaluation (M&E)

Defining M&E

Definition of M&E

- M&E is a continuous assessment of planned, on-going, or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability
- M&E measures performance and facilitates production of reports on results by implementers (pro-active tool)

Definition of RBM&E

- A results-based monitoring and evaluation (RBM&E) is an exercise to assess the impacts and benefits that the institution and/or the programme/project is expected to produce
- RBM&E a continuous process of collecting and analyzing information to compare how well a project, program, or policy is being implemented against expected results.
- The RBM&E is designed to address the "So What' questions

It provides a feedback on the actual outcomes and goals

- RBM&E will help to answer the following key questions:
- ✓ What are the goals of the NAADS as an Institution?
- ✓ Are they being achieved?
- ✓ How can achievement be proven/shown?

Importance of M&E

M&E is an ongoing process in a project since its inception. It is important to recognize that monitoring and evaluation are not magic wands that can be waved to make problems disappear, or to cure them, or to miraculously make changes without a lot of hard work being put in by the project or organization. In themselves, they are not a solution, but they are valuable tools.

> **Monitoring and evaluation can:**
>
> Help you identify problems and their causes; suggest possible solutions to problems; raise questions about assumptions and strategy; push you to reflect on where you are going and how you are getting there; provide you with information and insight; encourage you to act on the information and insight; increase the likelihood that you will make a positive development difference.

M&E can help you assess what difference you are making and can provide vital intelligence, for example to help NAADS to:

- **assess** and demonstrate effectiveness in achieving objectives and/or impacts on people's lives;
- **improve** internal learning and decision making about project design, operations, and implementation i.e. about success factors, barriers, which approaches work/don't work etc.;
- **empower** and motivate stakeholders;
- **ensure accountability** to key stakeholders;
- **influence** government policy;
- **share** learning with stakeholders; and
- **contribute** to the evidence based planning and decision making.

What is Performance Evaluation?

⇒ Is a systematic and objective assessment of an ongoing and completed intervention (project, program, or policy) including its design, implementation, and results

⇒ To determine the relevance (needs), effectiveness (goals), efficiency (cost), utility (impact), and sustainability (durability) of the intervention

⇒ Unlike monitoring, evaluation is broader, because it examines the causes, context, lessons learned

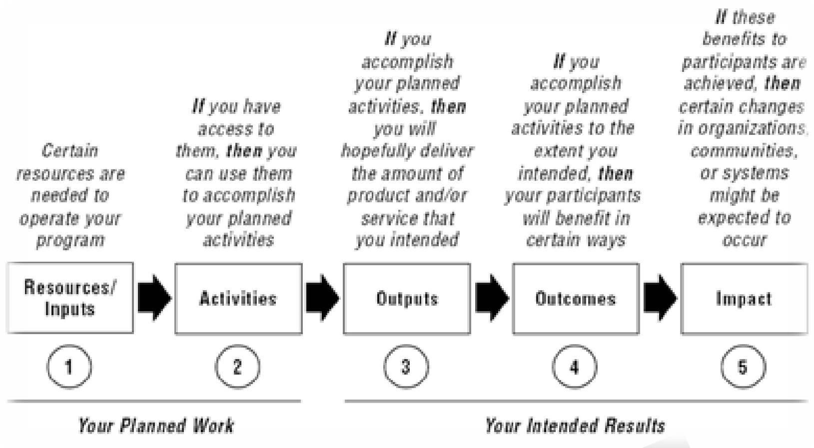
The Complementary Roles of Monitoring and Evaluation

Complementary Roles of M&E	
Monitoring	**Evaluation**
▪ Clarifies programme objective(s)	▪ Analyse why intended results were or were not achieved
▪ Monitoring gives information on where an intervention is at any given time relative to its target and outcome	▪ Evaluation gives evidence of why targets and outcomes are or not being achieved, and if not how can they be achieved
▪ Some monitoring studies serve evaluation purpose (Medium-term reviews)	▪ Some evaluation studies can serve as springboard for new interventions
▪ Links activities and their resources to objectives	▪ Assesses specific causal contributions of activities to results

▪ Generates information that enables staff to make adjustment during the implementation phase of the cycle	▪ Generates evidence about causality, in other words, why results were, or were not achieved
▪ Routinely collects data on these indicators, compares actual results with targets	▪ Provides lessons, highlights significant accomplishment or programme potential, and offers recommendation for improvement

Defining Impact, Outcome, Output, and Activity

Hierarchy of Objectives	
Item	**Definition**
Impact	⇒ Impact is sometimes referred to as the 'wider development objective' 'a long-term outcome or results' meant to contribute to, in the long run, as impacts ▪ It is the desired state where a need or a problem no longer exists or significantly improved ▪ It therefore reflects an impact achieved over a long-term intervention (5-7 years) [of a program] ▪ An example of impact statement: Improved health in children; improved household livelihood?
Outcome	⇒ Outcome is variously referred to as the 'intermediate objective, effect, result, purpose expected for NAADS of the Project initiatives ▪ It is the anticipated achievement/success of a project once project outputs are produced. ▪ Outcomes relate to change or benefit we want the project to achieve ▪ Therefore, outcomes are intermediate effects of outputs on clients (achievable 3-5 years) ▪ Outcome is outside the project's direct control (because of the many factors influencing achievements), therefore one has to set realistic targets. ▪ Example: Increased immunization in the project area – that will contribute to the stated goal - improved health in children; percentage increase in household disposable income?
Outputs	⇒ Outputs are measurable and tangible changes that result directly from project activities and the expenditure of related resources. ▪ These outputs can be in the form of products, services, goods, quality ▪ The outputs are used as milestone of what has been accomplished at various project stages that can be reviewed on a quarterly basis ***Example:*** Team of health workers strengthened and functioning; number of extension workers increased? Number of households supplied with agricultural inputs increased?
Activity	⇒ An activity is an action, which is necessary to transform given inputs into planned outputs within a specified period of time
Inputs (Resources)	⇒ Inputs refer to the set of resources (financial, policies, personnel, facilities, equipment and supplies etc.) required to support your activities.



Session 1.3: Introduction of M&E System

At this stage, the trainer introduces the components of an M&E system and these include the following;

Defining M&E System

What is an M&E System?

- An M&E system is the set of organisational structures, management process, standards, strategies, plans, indicators, information system, reporting lines and accountability relationships which enables departments and other institutions, to discharge their M&E functions effectively.

2.2 MODULE TWO: INDICATORS AND TARGETS

Overall Objective of the Module

The overall objective of this module is to empower the participants with knowledge of developing results based indicators.

Specific Objectives of the Module

By the end of this module the participants should be able to:

- Understood the concept of indicator and targets concepts
- Get acquainted with the RBME Indicators and targets for the NAADS M&E Framework

Sessions of the Module

Session 1: Definition of indicator and target concepts (30 minutes).
Session 2: Provide insights into the M&E indicators and targets for the NAADS (45 minutes).

Session Presentations

Session 2.1: Definition of the indicator and target concepts.

Defining Indicators

- Inform participants that we measure performance results based on indicators and targets. The indicators ask the question 'How will we know that success or failure is happening?
- M&E requires establishing baseline indicators, against which to gauge future performance.
- M&E requires development and testing of a balanced and robust set of performance indicators to monitor and evaluate the effectiveness of the programmes.
- Based on the technical notes below, present the definition of indicators and targets

Definition of Indicators

- An indicator is a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement or to reflect the changes connected to an intervention
- Indicators are signs that show whether you are on the right track, how far you have moved, and how far you still have to go to realizing NAADS objectives (your destination)

Forms of Indicators

Indicators consist of measurements and are expressed in numbers or non-quantifiable measures (quality)

⇒ ***Quantitative (Direct)***

- Percentage (proportion x100)
- A rate, such as Infant Mortality Rate, which is the no. of children under-1year, in relation to 1,000 live births in the same reporting year.
- A ratio number in relation to another number

⇒ **Qualitative (Indirect Indicators**)

- These are non-numerical or impressionistic indicators
- Qualitative indicators are harder to verify because they often involve subjective judgments about circumstances at a given time.
- Qualitative indicators should, however, be used with caution. They depict perceptions of progress but not providing objective information on actual progress
- Examples of terms used in designing Qualitative Indicators - effective, efficient, usefulness, satisfactory, standard, quality, or behaviour, extent of and level of, compliance with, level etc.
- Such qualitative information cannot aid managers in making more well-informed strategic decisions, aligning budgets, and managing resources.

Session 2.2: Insights into the M&E indicators and targets for the NAADS

Criteria for Assessing Performance Indicators

⇒ Inform the participants that there are a number of general characteristics that can help to ensure that proposed indicators will be useful and effective.

⇒ There are also traditional criteria for assessing performance indicators. However, here-below are the criteria for assessing performance indicators for regional integration.

Criteria	Explanation
Policy relevance	Linkages to the agriculture sector policies
Simplicity/ credibility	Easily understood by the stakeholders
Measurability	Should be measurable or quantifiable and the unit of measure or quantification should be stated e.g. Uganda Shillings
Data availability	Data must be available at a reasonable cost or collected at a reasonable cost in the future
Potential for influencing change	Evidence collected on the indicator should be useful for communities; implementers; and decision-makers
Economical	Because every indicator involves data collection, reporting, and analysis, only key indicators should be tracked for the NAADS program. In other words, it is advisable to have a limited set of common indicators for NAADS level of the hierarchy of the objectives as every indicator will Involve data collection, reporting, analysis, and providing feedback
Clear	Indicators must be precisely defined (non-ambiguity) so that their measurement and interpretation is not subject to different meanings. An Indicator should show that an increase in its value represents an improvement or deterioration in services or goods. Avoid technical and/ or management jargons, or abstract concepts
Sensitive	Indicator should be sensitive to project-induced changes. Improvement or deterioration in services should result in changes in an indicator value. ***Advice***: Avoid a Yes/No
Clear Definition	Include a clear and intelligible definition in order to ensure consistent collection and fair comparison. But also too tight or too broad definitions may also create problems.
Relevant	Indicators should be relevant to the organization. That is performance indicators should relate to the strategic goals and objectives of the organisation or to a specific service area. Such an approach will also limit the risk of setting up Performance Indicators whose data are available rather than to meet a need in the organisation.

Selection of Results Indicators

1. Inform participants that NAADS outcome level represents a set of indicators
2. Use the table below to illustrate the different levels of developing indicators

Key Question	Steps
▪ Why a Program/project?	⇒ Statement of problems
▪ What will be the impact?	⇒ Articulation of long-term Development Objectives /Impact Indicators
▪ What will it achieve?	⇒ Immediate Objectives/effect/outcome indicator

▪ What will it produce?	⇒ Expected Outputs/output indicators
▪ What are the activities and resources needed?	⇒ Activities/Inputs/ schedule
▪ What are the external factors?	⇒ List of Threats, risks, complementarities etc. (These are assumptions that would explain variances in achieving objectives).

i. Based on that inform the participants that there are two types of indicators;

⇒ Performance Indicators – Focus on the determination of results and these are in form of inputs and activities.

⇒ Results Indicators - Focus the outputs, outcomes, and impacts of an intervention or policy.

ii. The designed M&E for NAADS is focusing on the outcome and impact indicators that are aligned to the existing output performance monitoring systems for inputs, activities and outputs at the NAADS headquarters, NAADS regional offices and key stakeholders levels.

iii. The NAADS result indicators have been selected within the context of regional economic integration and harmonization of systems, organizations, rules, institutions, policies and activities within the agriculture sector

Defining Targets

Definition of a Target

- A target is a specified objective that indicates the number, timing, and location of that which is to be realised.
- In essence targets are quantifiable levels of indicators
- Targets should not be over-ambitious; therefore in setting them consider:
    - Level of previous performance
    - Existing input levels (funds, personnel, resources, facilities)
    - Implementation time period to achieve the targets (quarterly, annually, or longer period).
    - Recognition that achieving desired outcome is difficult.
- Example of an Indicator and Target: % homes having two meals per day. Target - 60% of the homes will be having two meals per day by 2015

2.3 MODULE THREE: MANAGING RBM&E DATA

Overall Objective of the Module

The overall objective of this module is to explain the M&E data management approaches as well as the methods of data storage and quality assurance. In addition the module aims to explain the data analysis methods and the Management Information System (MIS) for NAADS M&E System.

Specific Objectives of the Module

By the end of this module the participants should be able to:

- have an understanding of issues pertaining to the NAADS RBM&E data management cycle
- have an insight of the proposed MIS conceptual framework for the NAADS RBM&E system

Sessions of the Module

Session 1: Description of the issues pertaining to the NAADS RBM&E data management cycle (30 minutes).

Session 2: Provide insights into the MIS Framework for NAADS RBM &E system (45 minutes).

Session Presentations

Session 3.1: Description of the issues pertaining to the NAADS RBM&E data management cycle.

Step 1: Explain the concept of data flow;

Data flow is a way of tracing the movement of data within a given organization or from one organization to another and the processes they go through data collection, entry, synthesis, cleaning, quality check and analysis.

Step 2: At this stage, the trainer describes the components of data flow; these include;

Data Sources: Explain where information comes from in the NAADS.

There is a wide range of data sources for the NAADS. These include the relevant ministries, departments and agencies.

Data Collection: Explain the methods of data collection including document review, Key Informant Interviews, observations and focused group discussions. Key data collection tools in the NAADS M&E Framework document are introduced to the participants.

Data storage: It should be explained clearly why data storage is important. An organization should store data securely in a form in which it can conveniently be retrieved for any use. In particular, it is important to emphasize the innovative use of ICT to improve the collection and storage of data in the NAADS.

Data processes: Illustrate when, how and by whom data will be entered, synthesized, cleaned, and analyzed for use in publications.

Data end points: Where information will go after it has been processed

Step 3: Explain the need to transform raw data from into usable knowledge. The key processes of data management include;

- Data entry
- Data synthesis
- Data cleaning and analysis
- Data quality assurance

Step 4: Describe the three critical aspects of data management, namely;

i. The who, what, when, where and how data will be processed
ii. Organization of data management systems so that data is retrievable, secured, and can be updated on a regular basis
iii. Adequate attention given to data quality assurance

Step 5: As this stage, the trainer explains the principles of data management, which include the following;

- Do it **early**: establish a strong data management system before collection begins
- Do it **often:** update and manage information frequently
- Do it **systematically**: ensure that good data storage retrieval, and security systems are in place
- Do it **well:** focus on data quality through all parts of the data flow

Step 6: The trainer at this stage outlines the two main methods of data analysis. These are;

a. Quantitative data: Numbers and other quantities that can be measured, the objective of quantitative data analysis is to develop hypotheses and test them by empirical methods

b. Qualitative data: Verbal or narrative data (not numbers) generally organized around concepts, themes, or patterns

Session 3.2: The Management Information System (MIS) for the NAADS RBM&E System

Step 1: The session commences by explaining the objectives of the NAADS's MIS, which include;

⇒ To collect, store, process and provide all the basic M&E information and data needed under the NAADS programme objectives

⇒ To produce reports that enables NAADS Secretariat inform stakeholders about the outcomes, impact and challenges faced in the implementation of the NAADS programme.

Step 2: Explain that Monitoring and Evaluation and Management Information Systems are often used interchangeably. Emphasize that in the NAADS RBM&E system;

- M&E is being referred to as the way information is made available to find out if projects or programmes are being implemented as planned and achieving their objectives
- MIS is the computerization of the data arising from M&E activities of projects and programmes to facilitate decision making
- MIS facilitates electronic storage, processing, dissemination and reporting of data in an efficient and effective manner.
- Application of ICT in the M&E processes aims to enhance and promote collaborative working relationships between and within the NAADS organs and institutions, citizens and business organizations

Step 3: Describe the conceptual framework of the MIS in the NAADS and how the system is structured to facilitate the processing of the data arising from M&E of the NAADS projects and programs.

i. Data Collection, Processing and Sharing
   a. NAADS stakeholders collect M&E data on different NAADS activities under their areas of jurisdiction.
   b. Performance data collected by NAADS is validated and entered into the online M&E database
   c. On a quarterly basis, the NAADS Secretariat revalidates performance data from the implementing agencies
   d. Officially publish validated data online or other forms

ii. MIS for NAADS M&E System Security Mechanisms
   a. Sets the MIS general policy regarding security, availability, privacy, and integrity for the NAADS M&E system data resources
   b. Specific policies for monitoring computing resources, managing electronic data and records, and controlling access to computing resources
   c. Outlines minimum standards and practices for systems and network security.

Step 4: At this stage, it is important to explain the need to ensure sustainability of the MIS by identifying the critical success factors; the success factors include;

⇒ Capacity building in form of training for the persons involved in the functions of data collection, analysis, data processing, systems administration, etc. ;
⇒ MIS coordination and exchange of information;
⇒ Recruitment and retention of IT staff;
⇒ Continuous generation of relevant information to support NAADS in decision making;
⇒ An appropriate Information Technology (IT) infrastructure to meet data processing and analysis needs;
⇒ Well defined user's requirements and systems specifications;
⇒ Open system design and modular approach for future modifications to cater for changing information needs and dissemination;

2.4 MODULE FOUR: USING NAADS RESULTS-BASED M&E INFORMATION

Overall Objective of the Module

The overall objective of this module is to explain the importance of using RBM&E information for management purposes. It also describes the different ways of using and sharing the M&E results.

Specific Objectives of the Module

By the end of this module the participants should be able to:

- Appreciate the importance of using M&E information as a management tool
- Differentiate between reports for top, middle and lower level management
- Know how to use RBM&E feedback
- Understand the communication and advocacy programme developed to popularize the RBM&E system for NAADS

Sessions of the Module

Session 1:	Overview of the importance of using M&E information (20 minutes)
Session 2:	Description of the different types of reports for the different management levels (20 minutes)
Session 3:	Explanation of ways/means of using M&E information and the feedback processes (20 minutes)
Session 4:	The communication and advocacy programme for the M&E system of NAADS (20 minutes)

Session Presentations

Session 4.1: Overview of the importance of using NAADS M&E information

Step 1: The session begins with an explanation of the overall objective of the module.

Step 2: Explain the importance of using M&E information as necessary condition in institutional management in general and public expenditure in particular.

Step 3: Point out the following ways in which M&E can be useful in the management of NAADS activities.

a) To enhance transparency and support accountability,
b) To support internal management learning and decision-making,
c) To support policy making and planning at NAADS and stakeholder levels, and
d) To help the NAADS Secretariat to manage activities more efficiently and effectively.

Session 4.2: Different types of reports for the different management levels

Step 1: The session begins with an emphasis of the importance of generating credible M&E data and information in form of regular reports.

Standard Reporting

- NAADS secretariat has an obligation to contribute to the various reports, both at sector and national levels.
- NAADS must receive timely and accurate reports from the departments internally, zones, districts and other key actors.
- During NAADS Strategic Plan implementation, key reports shall include:
    - Monthly progress reports;
    - Quarterly progress reports;
    - Bi-Annual Progress Reports; and
    - Annual Reports.
- Ad hoc reports will be prepared as and when required.

Step 2: Explain the M&E report design parameters by pointing out the following key aspects;

⇒ At which level of the organization is the report used?
⇒ What is the key purpose of the report at this level?
⇒ Which information does the report need to contain?
⇒ Which information sources are used?
⇒ Who collects the information?

⇒ Who compiles the report?
⇒ Who is the recipient/addressee of the report/information?
⇒ Who is involved in respective learning and decision-making (and how)?
⇒ What is the frequency of reporting?

Step 3: Have the participants formed groups according to the different departments represented in the training. Groups are assigned the task of answering the 10 questions in step 2 above in about 20 minutes.

Step 4: Each group is allowed about 5 minutes to present its answers and 10 minutes are allowed for plenary discussion. This step helps participants appreciate and internalize the importance of generating information and sharing it.

Session 4.3 Ways and means of using M&E information and the feedback processes.

Step 1: The session begins with an explanation of the need for NAADS Secretariat to have a systematic process for using M&E information and introducing feedback mechanisms.

Step 2: Have the participants form the same groups as in session 2 above. Each group is allowed 20 minutes to reflect on how respective departments have performed as regards using the M&E information. The trainer can prepare appropriate guiding questions for group work.

Step 3: Describe the different strategies for using RBM&E information, which include the following;

⇒ Increasing investment in ICT especially online presence
⇒ Development of an MIS for RBM&E
⇒ Strengthening the institutional framework for usage of information especially the media
⇒ Publishing reports for the public

Session 4.4 Communication and advocacy programme for the NAADS RBM&E System

Step 1: The session commences with explaining the need to have a communication and advocacy programme as a prerequisite for a functional RBM&E System in NAADS.

Step 2: Explain in detail who is to use/share the M&E information/Reports for the different levels in NAADS. Other stakeholders envisaged to share the RBM&E reports will include but not limited to the following:

⇒ Various government ministries/institutions/units;
⇒ NGO networks;
⇒ Research networks;
⇒ Private sector;
⇒ Civil Society;
⇒ Donors; and
⇒ Farmers groups, women/youth groups, etc.

Step 3: Explain the ways that can be used to share RBM&E information.

These include;

- Reports
- Presentations
- press conferences

- Memos
- Success stories
- Theatre productions
- Radios,
- Poster
- Fact sheets
- Brochures
- Marketing launch
- Websites
- Program review workshops etc.

2.5 MODULE FIVE: SUSTAINING THE NAADS RBM&E SYSTEM

Overall Objective of the Module

The main objective of this module is to explain the importance of ensuring sustainability of the M&E System. It highlights the critical issues that must be addressed by all users of the system to ensure that it is sustained. In addition, the M&E roles and responsibilities of the different stakeholders in the NAADS are laid out. Finally, the roadmap for the implementation of the RBM&E System for NAADS is outlined.

Sessions of the Module

Session 1: Critical factors for the sustainability of the RBM&E for NAADS (90 minutes).
Session 2: Roles and responsibilities regarding the RBM&E system (45 Minutes).
Session 3: Operationalisation of the RBM&E system within the NAADS Secretariat (45 Minutes).

Specific Objectives of the Module

By the end of this module the participants should be able to:

- Internalize and appreciate the critical issues for the sustainability of the RBM&E for NAADS.
- Clearly understand the roles and responsibilities regarding the RBM&E system.
- Explain the steps being taken to fully operationalise the RBM&E system for NAADS.

Session Presentations

Session 5.1 Critical factors for the sustainability of the RBM&E for NAADS

Step 1: The session commences by explaining why it is important to ensure sustainability of the M&E System by outlining the following underlying points;

- The RBM&E system is a long-term commitment by the NAADS that is supposed to outlast the projects, programs, and policy
- It is necessary to set measures that can ensure the utility, and therefore, sustainability of the RBM&E

- There are six critical components for sustaining the M&E system and NAADS needs continuous attention and care. These are explained in step 2 below.

Step 2: After explaining the importance of sustaining the M&E System, the six prerequisites for the sustaining the RBM&E System are presented.

These are;

i. Demand and ownership of the RBM&E System: At this point, the following key factors associated with demand for M&E should be explained to the participants;

- Demand is connected with the expression of need and ability to implement the RBM&E in the NAADS programme
- Every level in the NAADS structure should see the need for, or have a use for, the data collected
- Without this stakeholders will not invest time and resources in the system
- The strong political champion for M&E will depend on the level of commitment of NAADS Secretariat top management.

Further, the strategies that can be used to stimulate demand for M&E should be clearly explained. But before these are explained, the participants can be divided into groups.

NAADS group would then brainstorm the different strategies that can be used or have been used to stimulate demand for M&E in their respective departments and/or agencies. NAADS group could be given 30 minutes to do the work. The group presentations would then follow.

After all the group presentations, the trainer should present the main strategies stimulating demand for M&E, while relating them to the group presentation. These are;

a) That M&E function is a shared responsibility among different stakeholders

b) Using M&E system as an important tool for achieving the Vision, Mission, and goals of the NAADS

⇒ Clear Roles and Responsibilities. The need to clearly define the M&E roles and responsibilities for all the stakeholders should be emphasized (plenary discussion).

The following critical factors should be pointed out and explained

⇒ Acknowledge and reward success reported through the M&E system

⇒ Don't tack away, but use information to address the problems, consolidate achievements

⇒ Value Organisational and individual learning

⇒ Weed out corruption & share the budget saving, and

⇒ Feedback, communicate the M&E implement recommendations.

ii. Clear Roles and Responsibilities. The need to clearly define the M&E roles and responsibilities for all the stakeholders should be emphasized. The following critical factors should be pointed out and explained;

a) Clear roles and responsibilities for collecting, analysing, reporting performance information should be defined

b) The process of data collection, analysis, and reporting should is aligned through these various levels

c) This M&E also provides the procedures for vertical and horizontal reporting, learning, and decision-making (recap)

d) Fulfillment and compliance to these roles and responsibilities will be a key for sustaining the M&E system

iii. Credible information: Implementers lose confidence and trust in inaccurate M&E information. Therefore data/information produced should be valid and reliable. To ensure confidence into the Results-based M&E Information, the following factors should be explained to the participants;

- Both the good and bad information should be availed to all stakeholders to make judgment about the causes and appropriate corrective actions;
- maintain indicator stability over time - different agencies should produce data on the common outcome indicators so as to compare similar issues over time;
- periodically validate and evaluate the results-based M&E system using internal and external evaluators and share the findings.

The results-based M&E system data should be;

⇒ reliable with data collection stable and consistent across time and space i.e. ensuring that measurement of the indicators is conducted in the same way over time;

⇒ Valid to be able to measure the actual intended performance level; and

⇒ Timely i.e. with standard frequency (how often data is collected), currency (how recent the data have been collected), accessibility (availability to support management decisions).

Measures to ensure data quality should include;

a) Pretesting or piloting the data collection instruments, procedures (methods);
b) Designing the instrument borrowing from the various performance measures;
c) Pre-testing for methods with opportunities produce valid and reliable data at low costs;

iv. Accountability: Accountability should be explained to the participants as another important factor that is critical to the sustainability of the RBM&E System of the NAADS. Specifically, the following aspects relating to accountability should be clearly explained, namely;

i. As part of ensuring transparency and accountability, the NAADS secretariat should create a platform for the participation of the NAADS organs, governments' institutions, and the civil society in M&E processes and outcomes.
ii. NAADS should involve all technical staff in the M&E programs.
iii. Accountability means the NAADS will acknowledge the problem, and take action, disseminating results also to the general public (media briefs, leaflets, conferences, exhibitions)

v. Capacity for maintenance: The results-based monitoring and evaluation system should be continually managed and maintained.

The trainer should emphasize the following undertakings that are critical for the maintenance of the M&E System.

a) Develop institutional M&E plans (annual and quarterly) and adhere to them
b) Establish sound technical capacity in identifying the need for information, collecting, processing, using, storing, and retrieving it.
c) Develop requisite M&E institutional framework with adequate staffing levels
d) Invest in MIS infrastructure and system
e) Commit financial resources continuously to operate and maintain the M&E system
f) Periodically train the implementers and users of the M&E, and
g) Periodic training of users on the MIS

vi. Management and Coordination: this session ends at by pointing out the importance of management and coordination in enhancing sustainability of the RBM&E System. Management relates to co-ordination of the data production, use, and dissemination. The following are some of the strategies for strengthening management and coordination of the M&E System.

Session 5.2: Operationalisation of the RBM&E system within the NAADS/OWC and other Actors.

Step 1: The participants are aware that the NAADS has a new RBM&E and it is important for them to clearly understand how the system will be operationalized. By this stage, the participants have clearly internalized their respective roles and responsibilities. The session therefore commences by reminding the participants that they have a critical role to play to have the system up and running.

Step 2: Next, the concrete steps that are being taken to operationalize the system should be outlined.

i. The NAADS Secretariat in collaboration with other NAADS stakeholders will have to work closely together to actualize the policies and guidelines that will;
   a) support the NAADS M&E,
   b) facilitate inter-agency collaboration,
   c) raise awareness and promote the benefits of the result-based M&E system.

ii. Establishment of the outcome indicator baseline, setting indicator targets and operationalisation of the MIS conceptual framework for the M&E through a detailed systems requirements analysis and documentation are the other core activities that need to be carried out in bid to operationalise the RBM&E system.

iii. Engage in open dialogue with agencies implementing the NAADS programs to be able to understand and appreciate the key challenges in implementing this results-based M&E system to increase cross-agency awareness of the system.

iv. Adopt a Communications and Advocacy programme to guide how NAADS should communicate to the right audiences with results-based information generated from the Results-based M&E system. This will enable NAADS to lobby the key stakeholders to understand and owner it. The programme supports the achievement of the objectives for the Results-based M&E system for NAADS.

Specific objectives of this programme are:

a) To create and increase awareness for the appreciation of the result-based monitoring and evaluation concept, framework, strategies and action plans

b) To promote the understanding and embracement of the result-based monitoring and evaluation amongst NAADS government officials, citizens, business community and other stakeholders

c) To popularize the benefits of the result-based monitoring and evaluation across the NAADS through sensitization programs using various media.

Annex I: Participants Registration Form

ATTENDANCE SHEET FOR THE TRAINING OF THE NAADS/OWC M&E FRAMEWORK

Date: **Venue:**

Attendance for Day 1:

NAME		ORGANISATION	DESIGNATION	PHONE	EMAIL
1					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Annex II: Training Evaluation Form

NATIONAL AGRICULTURAL ADVISORY SERVICES (NAADS)

Results-based M&E Training

Date: **Venue:**

NAADS

National Agricultural Advisory Services

TRAINING EVALUATION FORM

Identified Training Expectations		Meeting Expectation Ratings					Comments (if any)
		Below 40%	40 - 55%	55 – 65%	65 - 75%	Above 75%	
1							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.