



Fundamentals of Monitoring and Evaluation 2

Participant's Handbook

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PRiME
Program in Rural M&E

Collaborators

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Background on the PRiME Project

The Centers for Learning on Evaluation and Results (CLEAR) and the International Fund for Agricultural Development (IFAD) have joined forces to design and implement PRiME, a three-year training and global certification framework for monitoring and evaluation (M&E) in rural development. PRiME is headquartered at the CLEAR Center for Latin America, based at Centro de Investigación y Docencia Económicas (CIDE), Mexico City.

Overall Project Objectives

The overall objective of PRiME is to establish a high quality, global “M&E in Rural Development” training programme that improves data collection and results measurement to foster informed decision-making based on evidence.

The project aims to achieve the following objectives:

- 1) Increasing M&E capacity and setting high M&E standards in the rural development sector;
- 2) Developing a knowledge repository for rural-focused M&E training materials;
- 3) Establishing a recognized and sustainable training programme with a global certification practice for M&E in rural development.

Course Format

PRiME is comprised of two courses leading to certification, which cover the following topics:

Course	Topics
M&E Fundamentals 1	M&E Fundamentals and Concepts Theory of Change & Logical Frameworks Developing Indicators to Monitor and Measure Introduction to Data Collection: What to Collect and How? Primary Data Collection: Quantitative & Qualitative M&E and Project Planning
M&E Fundamentals 2	M&E Fundamentals 1 Recap Data Collection for M&E Data Analysis and Interpretation Communication and Visualization of M&E Results M&E for Decision-Making

Both courses consist of 5 days of in-person training and an online multi-format assessment (multiple-choice evaluation and applied case studies). The courses are offered in English, French, and Spanish; they are workshop-based, including a combination of lectures, plenary exercises, and small-group exercises. The first edition of M&E Fundamentals 1 was held in Rome, Italy, in October 2017.

Course materials and information are available on the PRiME website: <http://www.ifadclear.org/>

Participant Profile

The first cohort of PRiME participants are mainly officials from government ministries in more than 40 countries currently engaged with IFAD. Participants are nominated by their respective governments, based on pre-established criteria. In the future, PRiME will welcome other interested officials, consultants, and partners from affiliated international financial institutions and multilateral development banks.



About This Handbook

This handbook details the learning objectives and the 5-day agenda for the in-person training of M&E Fundamentals 2 and includes the instructions and formats for the interactive exercises that will be carried out throughout the course.

It has been designed for participants to take notes and answer the interactive exercises; in this way, at the end of the course, each participant will have a complete, organized record of the topics that were reviewed, to be complemented with course presentations, which will be also made available to participants.

M&E Fundamentals 2: General Information

This section provides a panoramic view of the course schedule and learning objectives.

Learning Objectives

At the end of this course, participants will be able to:

- Identify and determine specific data collection needs for both monitoring and evaluation processes;
- Use basic methods and tools to analyse and interpret M&E data;
- Organize and present effective M&E results; and
- Use M&E results in diverse decision-making and product development processes.

Course Schedule, Topics and Specific Learning Objectives

M&E Fundamentals 2 is designed as a five-day in-person training course. Sessions will begin at 9:00am and finish by 6:00pm, with a one-hour lunch break at 1:00pm. The course schedule is structured as follows:

Topic	Learning objectives
1. Welcome and Recap	<ul style="list-style-type: none"> • Reinforce the knowledge acquired during M&E Fundamentals 1 through group discussions of its final assessment. • Identify, socialize, and document success stories, of each participant, on how the knowledge acquired was applied on their activities. • Test participants' capacity for synthesis and results presentation, based on Logframes of IFAD projects and the data collection plan they prepared for the M&E Fundamentals 1 final assessment.
2. Data Collection for Monitoring and Evaluation	<ul style="list-style-type: none"> • Identify and determine specific data collection needs for both monitoring and evaluation processes.
3. Data Analysis and Interpretation	<ul style="list-style-type: none"> • Describe how data are used in organizations and projects. • Identify methods for summarizing data. • Explain how data analysis and interpretation can improve decisions. • Prepare and apply tables, graphs, and charts such as line graphs, bar charts, pie charts, for summarizing data.
4. Communication and Visualization of M&E Results	<ul style="list-style-type: none"> • Understand the importance of communication as part of the M&E system. • Learn about the different options for communicating results (what, how, to whom). • Identify some of the techniques available to present/visually display results. • Learn about available information and communication technology (ICT) tools for presenting information through data visualization.
5. M&E for Decision-Making	<ul style="list-style-type: none"> • Raise awareness on the importance of using M&E data to inform decision makers at all levels and for overcoming barriers to use. • Learn strategies for using M&E information in programme management and implementation. • Understand how M&E findings can promote knowledge management and its importance to foster continued organizational learning.



Topic	Learning objectives
	<ul style="list-style-type: none">• Identify the importance of M&E and knowledge management to scale up a project.• Identify the importance of policy engagement.
6. Closing	<ul style="list-style-type: none">• Recap main course learnings and discuss their utility for everyday work.• Verify compliance of group contract and expectations statement.• Inform about next steps.



1. Welcome and Recap

Learning Objectives

- Reinforce the knowledge acquired during M&E Fundamentals 1 through group discussions of its final assessment;
- Identify, socialize and document success stories, of each participant, on how the knowledge acquired was applied on their activities; and
- Test participants' capacity for synthesis and results presentation, based on the Logframes of IFAD projects and the data collection plan they prepared for the M&E Fundamentals 1 final assessment.

Agenda

	Topic	Learning objectives
1.1	Participants registration and distribution of materials	Register and receive course material.
1.2	Course opening & welcome	- Participants update their colleagues on the status of their respective projects. - Promote group's integration by creating new subgroups.
1.3	Session Framework: presentation of course objectives, group contract, expectations statement	Define group contract.
1.4	Recap session	
1.4.1	Content review (part 1): Questions 1-25 of the M&E Fundamentals 1 final assessment	Review the main concepts of M&E Fundamentals 1 based on the final assessment questions.
1.4.2	Content review (part 2): Logframe	Review the main concepts of the Logframe methodology.
1.4.3	Experience sharing	Validate the pertinence and utility of the concepts and tools learnt in M&E Fundamentals 1.
1.4.4	Project and data collection plan presentation in Marketplace	- Presentation of posters with information on project, Logframe and M&E data collection plan. - Practice presentation and communication of relevant information regarding projects.
1.4.5	Closing	Recap of day's learnings and present second day's schedule.

1.2 Course Opening and Welcome

Interactive Exercise 1: Five things that have changed in my project's M&E since we last met

1.3 Session Framework

Interactive Exercise 2: Expectations statement

My expectations for this course are:

1.4 Recap of Main Learnings from M&E Fundamentals 1

1.4.1 Content Review (Part 1): Questions 1-25 of the M&E Fundamentals 1 Final Assessment

Part A) Multiple Choice Questions

Let's review and refresh the main concepts and tools learnt in M&E Fundamentals 1, based on the final assessment questions.

1) Which of the following is a "monitoring" question for a rural irrigation project?

- a) Is the project a cost-effective way to increase household incomes in the target region?
- b) Is the project reaching the target population?
- c) Have household incomes increased as a direct result of the program?
- d) Is the project operationally sustainable?

2) What of the following is definition of an "input"?

- a) All of the resources needed to implement the project activities
- b) Only the financial resources needed to complete a project
- c) The successful implementation of projects
- d) None of the above

3) What is the major difference between an "output" and an "outcome"?

- a) Projects only need to measure outcomes for external reporting purposes, while outputs are used for internal reporting
- b) Outputs are the direct goods and services delivered by the project, while outcomes are the indirect goods and services.
- c) The project team has a high level of control over outputs, as they reflect project implementation; Outcomes are the social changes affected by the project
- d) Outcomes are harder to achieve than outputs

4) What is the main difference between "outcomes" and "impacts"?

- a) Impacts represent social changes that can be attributed to the project
- b) Impacts are always long-term, while outcomes are medium-term

- c) Outcomes are easier to measure
- d) Outcomes are easier to achieve

5) Which of the following indicators would be an “output” for a rural irrigation project?

- a) Number of project staff hired for the project
- b) Increased crop yields in target villages
- c) Number of villages with improved irrigation systems implemented
- d) The target number of villages that the project hopes to reach

6) Which of the following indicators would be an “outcome” for a rural irrigation project?

- a) Number of project staff hired for the project
- b) Increased crop yields in target villages
- c) Number of villages with improved irrigation systems
- d) The target number of villages that the project hopes to reach

7) When is the best time to create a Theory of Change?

- a) During the project design period
- b) During the project mid-term review
- c) Anytime, as long as you have adequate resources
- d) When developing the project implementation plan

8) What is a major difference between a Theory of Change and Logframe?

- a) A Logframe template should not include assumptions. It is meant to be a very basic table
- b) Logframes are usually required for all projects, but Theories of Change are optional
- c) The Logframe includes a plan on how to collect information on project progress (i.e., indicators)
- d) Theory of Change provides information on more long-term outcomes, while a Logframe does not

9) What is one definition of an “indicator”?

- a) The financial reporting of a project
- b) A target that a project must meet
- c) A numerical, measurable representation of a broader concept
- d) A way of measuring problems within a project

10) What is a SMART Indicator?

- a) Specific, Measurable, Achievable, Retractable, Timely
- b) Special, Measurable, Achievable, Reliable, Timely
- c) Specific, Measurable, Assertive, Reliable, Timely
- d) Specific, Measurable, Achievable, Relevant, Timely

11) You are conducting a household-level survey and need to find data on “monthly household spending on food.”

Which of the following is the best survey question?

- a) How much money does your family spend on wheat and rice each month?
- b) What is your monthly budget for food?
- c) What is your average weekly spending on food? (Then multiply by number of weeks/month)
- d) How much money does it take to feed a family of 4 in your area?

12) Which of the following is the best indicator for “women’s empowerment in household financial decision-making”?

- a) An increase in the number of women attending university
- b) An increase in the number of bank accounts held by women

- c) An increase in the monthly income of women
- d) An increase in the number of women employed in traditionally-male industries

13) What is the main difference between “primary” and “secondary” data?

- a) Secondary data is always less reliable than primary data
- b) Secondary data has been collected by someone other than yourself or your project team
- c) Secondary data is collected by the government; primary data is collected by academics
- d) Secondary data can be linked to ICT platforms, while primary data cannot

14) What should you take into account before deciding whether or not to use a secondary data source?

- a) Who was responsible for collecting the data?
- b) How were the indicators and variables defined?
- c) What groups/households were surveyed to collect the data?
- d) All of the above

15) You are working on a project that aims to increase crop yields through an improved fertilizer. Your M&E budget is limited and you need to adopt a low-cost method of collecting data. Which of the following approaches should you take?

- a) Ask the fertilizer company for their estimates on increased crop yield per hectare
- b) Estimate the amount through a mathematical model
- c) Go to each household in the project area, and ask each household on their crop yield increases
- d) Develop a sampling strategy, and thoroughly survey a representative group of households

16) You are interested in collecting data on household income, separated by those that received the project and those that did not. Which of the following is a good source of secondary data?

- a) Country-level data from a reputed international organization
- b) Data from a world-renowned university website, with the average effects of similar projects
- c) Data from a reputed local university, which can be disaggregated by household
- d) Data from a reputed international organization, which can be disaggregated by state/province

17) Throughout the project cycle, you will be responsible for collecting both qualitative and quantitative data. When might you need to collect QUALITATIVE data?

- a) Whenever you don't have enough budget to conduct a quantitative survey
- b) When you have surprising/unexpected results from the quantitative survey
- c) When you don't have the right project team to conduct thorough quantitative analysis
- d) When you have a lot of interest from participants in your project area

18) When developing a survey, which of the following guidelines should you follow?

- a) A question should be easily understood by anyone taking the survey
- b) A question should avoid unnecessary technical jargon
- c) A question should be written out phonetically, so the respondent can read it if necessary
- d) Both (a) and (b)

19) For which of the following questions should you conduct a focus group?

- a) What is the average increased crop yield in the project area?
- b) What percentage of households feel comfortable using the new fertilizer?
- c) What are the primary reasons that farmers in the project area are not attending the offered technical training?
- d) Are government officials in the region open to your project?

20) What is a probability (random) sample?

- a) The use of random methods to select a sample, and then a statistical generalization to draw inferences about that population
- b) Walking around a village and randomly asking anyone that approaches you
- c) Units are selected based on one or more predetermined characteristics
- d) Going to every household, and flipping a coin to see whether or not you should select them for your sample

21) When is it appropriate to use non-random sampling?

- a) When you do not have enough budget to conduct a random sample
- b) When you are conducting a qualitative study, with questions targeted at a specific subset of the population
- c) When you are conducting a quantitative study, with questions targeted at a specific subset of the population
- d) When you are in a project area for a short amount of time, and don't have enough time to survey the entire population

22) At what stage of a program should monitoring take place?

- a) At the beginning of the program
- b) At the mid-point of the program
- c) At the end of the program
- d) Throughout the life of the program

23) A good monitoring system helps answer which of the following questions?

- a) Is the project progress according to schedule?
- b) Have periodic benchmarks been met?
- c) Is the project under or over achieving output targets?
- d) All of the above

24) Monitoring and Evaluation are:

- a) The same
- b) Different. Monitoring is the routine collection of information to track progress; evaluation is used to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability
- c) Different. Monitoring systems are determined during the planning phase while evaluation is determined at the end of the project or program
- d) The same, but evaluation is more important for result-based management

25) Indicators are:

- a) Only quantitative
- b) Defined for the input, output, and outcome level
- c) Used to determine what progress is being made towards the achievement of intended project targets
- d) A and C
- e) B and C

1.4.2 Content Review (Part 2): Logframe

This part of the review will be based on examples of participants' answers to the following open-ended questions in Fundamentals 1 final assessment:

- Develop a basic Logframe for Subcomponent 1.3.
- Develop a basic Logframe for Subcomponent 2.3.

Each group will have to develop a basic Logframe for each subcomponent, based on the following examples. Then the whole group will have to develop one Logframe including both subcomponents and assuring its internal consistency.

Case Study

Project Name: Community-Based Natural Resource Management Program (Niger Delta)

Problem and Development Context

In the early 2000s, thirty years of an oil-based economy in Nigeria had not brought significant social and economic improvement to the Niger Delta region. Despite the region's tremendous natural resource base, its potential for sustainable development remained unfulfilled, and its future was threatened by environmental degradation, floods, and deteriorating economic conditions. The nation's economic growth from oil export revenue did not result in rural poverty reduction for the region. About 50 per cent of the rural population in the Niger Delta states was classified as poor and 20 per cent food insecure. Oil companies chose to give grants and pay royalties to a selected few to protect their facilities, an action that affected the stability of traditional institutions. A dependency and entitlement culture soon developed in the Niger Delta region with most communities (and higher level officials) believing it was their right to receive grants of requested resources and services. Many communities became skeptical about development projects due to the negative experiences they had had with "benefit captors" - corrupt government officials and intermediaries who appropriate public funds meant for development interventions.

In addition, community infrastructures were in decay and community institutions had broken down. Consequently, social unrest, community conflicts and violence pervaded the entire region. Pipeline vandalism, kidnapping for ransom, armed robbery, and girl prostitution erupted in response to the increasing youth unemployment. As traditional coping strategies and informal social safety nets broke down over most of the Niger Delta region, rural poor women and youth were exposed to social risks and further marginalization.

In this context, the Community-Based Natural Resource Management Programme (CBNRMP) was a response to the Federal Government of Nigeria (FGN) request for assistance to alleviate rural poverty in the region consistent with the government's economic and social policies which emphasized broad based rural development and youth empowerment. Aiming at a change in the mind-set of the people, the CBNRMP was designed to promote innovations, establish a framework for sustainable community-driven, participatory development in the region, and set the stage for the eventual expansion and scaling-up of Community Driven Development (CDD). Program implementation was structured along a theory of change of establishing rural institutions to accomplish a change in mind-set of the people and drive infrastructure development, which would induce beneficiaries to pursue agriculture as a business.

The main target group of CBNRMP was the core poor or poorest of the poor in the rural areas of the Niger Delta region. This group, which made up 29 per cent of the population of the Niger Delta region, was food insecure, resource poor, with limited labor, and therefore cultivated small areas (less than 2 ha). It included women headed households, young families with small children or families in polygamous relationships where each wife was responsible for her own children. The Program was executed from 2005 to 2015 in the nine states of the Niger Delta region of Nigeria comprising Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo and Rivers. It was funded by the International Fund for Agricultural Development (IFAD), the Federal Government of Nigeria (FGN), the Niger Delta Development Commission (NDDC), participating state governments, local government councils (LGCs) and the benefitting communities.

Proposed Solution to Problem

Component 1. Institutional strengthening to develop an enable institutional framework for community-based NRM at the community, LGC, state and regional levels.

Subcomponent 1.1. Capacity-building involving needs assessments and strengthening of the planning, implementation and monitoring capacities of institutions involved in agriculture and rural development.

Subcomponent 1.2. Institutional linkages to support effective linkages between and within agencies such as the Niger Delta Development Commission (NDDC), Federal Ministry of Agriculture and Rural Development (FMARD), State Ministries of Agriculture (SMA) and other relevant institutions, and enhance the development and evolution of rural development policies in the Niger Delta region.

Subcomponent 1.3. Internal and external communications to build trust through dialogue and regular information exchange between federal, state and local governments, and management and staff of the NDDC.

Component 2. Community Development Fund to initially support initiatives identified and developed by the rural poor, with emphasis on developing the capacity of communities and LGCs to secure additional funding through federal and other local agencies to implement further community development activities.

Subcomponent 2.1. Sustainable livelihood improvement to support life skill development, aquaculture and cage culture, fish processing and marketing, processing and marketing of roots and tubers, sustainable utilization of mangrove, Nypa palm and non-timber forest products (NTFP), inter-community transport, and micro-enterprise development.

Subcomponent 2.2. Sustainable NRM to support fishing communities to formalize and improve their regulations and protocol (such as closed seasons), create awareness and manage effective enforcement, farming communities to develop strategies and farming systems to halt declining soil fertility and restore fertility levels, and sustainable management of mangrove and other forests which are critical international bio-resources.

Subcomponent 2.3. Small-scale community infrastructure to meet the expressed needs of the rural communities for maintenance, upgrading or improvement of village level infrastructure (water supply, schools, clinics, roads, markets, landing stages. etc.) where these have a potential for reducing poverty.

Project Development Objectives

The goal of the program was to improve the livelihoods and living conditions of at least 400,000 rural families in the nine Niger Delta states with strong emphasis on women and youth.

The objectives were to:

- a) Strengthen the capacity of rural communities and service providers for community development.
- b) Establish and effectively disburse a Community Development Fund (CDF) to improve livelihoods.

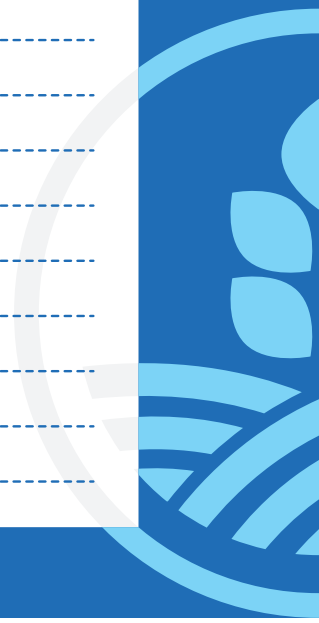
Potential Threats and Challenges to Achieving Development Objectives

- Difficulty in gaining public confidence in government performance as the Niger Delta has a history of non-performing government institutions. Thus, delaying the program results.
- Public skepticism of rural development and poverty reduction in the Niger Delta.
- Budget allocation delays could compromise program implementation.
- Duplication of institutional responsibilities between local and state governments.
- Prevalence of social revolts could impede implementation.



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1. Welcome and Recap



Sample Answers

Basic Logframe for Subcomponent 1.3

Subcomponent 1.3: Internal and external communications to build trust through dialogue and regular information exchange between federal, state and local governments, and management and staff of the NDDC.

Impact/Goal	Summary/Name	Indicator	Means of Verification	Risks/Assumptions
	<ul style="list-style-type: none"> Improve the livelihoods and living conditions of at least 400,000 rural families in the nine Niger Delta states with strong emphasis on women and youth. 	<ul style="list-style-type: none"> Prevalence rates for rural poverty Inventory of household assets ownership. Household with improved food security. 	<ul style="list-style-type: none"> Baseline, and completion Surveys Annual Outcome Surveys Impact surveys RIMS National statistics 	<ul style="list-style-type: none"> Difficulty in gaining public confidence in government performance as the Niger Delta has a history of non-performing government institutions, thus delaying program results. Public skepticism of rural development and poverty reduction in the Niger Delta. Budget allocation delays could compromise program implementation. Duplication of institutional responsibilities between local and state governments. Prevalence of social revolts could impede implementation.
Outcomes	<ul style="list-style-type: none"> Strengthen the capacity of rural communities and service providers for community development. 	<ul style="list-style-type: none"> 80% of target stakeholder institutions with strengthened internal and external communication practices to build trust (dialogue and regular information exchange between federal, state and local governments, and management and staff of the NDDC). 	<ul style="list-style-type: none"> Baseline, and completion surveys Annual Outcome Surveys Impact surveys RIMS National statistics 	<ul style="list-style-type: none"> Difficulty in gaining public confidence in government performance as the Niger Delta has a history of non-performing government institutions, thus delaying the program results. Public skepticism of rural development and poverty reduction in the Niger Delta. Budget allocation delays could compromise program implementation. Duplication of institutional responsibilities between local and state governments. Prevalence of social revolts could impede implementation.
Outputs	<ul style="list-style-type: none"> Training of staff. Documentaries to be aired on TV/radio. Stakeholder review meetings held. Manuals, handbooks, brochures and leaflets developed and distributed. 	<ul style="list-style-type: none"> Number of staff trained. Number of documentaries aired on TV/radio Number of review meetings held. Number of manuals, handbooks, brochures and leaflets developed and distributed 	<ul style="list-style-type: none"> Progress reports Back to office reports Training reports Service providers progress reports Activity reports 	<ul style="list-style-type: none"> Difficulty in gaining public confidence in government performance as the Niger Delta has a history of non-performing government institutions, thus delaying program results. Public skepticism of rural development and poverty reduction in the Niger Delta. Budget allocation delays could compromise program implementation. Duplication of institutional responsibilities between local and state governments. Prevalence of social revolts could impede implementation.
Activities	<ul style="list-style-type: none"> Training of government staff and service providers in communication strategies. Development of documentaries to be aired on TV/radio. Review meetings for all stakeholders. Development of manuals, handbooks, brochures and leaflets. 	<ul style="list-style-type: none"> No. of staff No. of trainers No. of training materials required Number of handbooks, brochures, manuals 	<ul style="list-style-type: none"> Progress reports Back to office reports Training reports Service providers progress reports Activity reports 	<ul style="list-style-type: none"> Difficulty in gaining public confidence in government performance as the Niger Delta has a history of non-performing government institutions, thus delaying the program results. Public skepticism of rural development and poverty reduction in the Niger Delta. Budget allocation delays could compromise program implementation. Duplication of institutional responsibilities between local and state governments. Prevalence of social revolts could impede implementation.
Inputs	<ul style="list-style-type: none"> Staff Trainers Training materials Training facilities, meeting/workshop venues Brochures, leaflets, manuals and handbooks Funds for meetings Funds for newspaper articles, documentaries and airtime on radio and TV 	<ul style="list-style-type: none"> No. of staff No. of trainers No. of training materials required Number of handbooks, brochures, manuals 		

Basic Logframe for Subcomponent 2.3

Subcomponent 2.3 - Small-scale community infrastructure to meet the expressed needs of the rural communities for maintenance, upgrading or improvement of village level infrastructure (water supply, schools, clinics, roads, markets, landing stages, etc.) where these have a potential for reducing poverty.

	Summary/Name	Indicator	Means of Verification	Risks/Assumptions
Impact/Goal	To develop/upgrade village level basic infrastructure helps reduce poverty and improve livelihood.	<ul style="list-style-type: none"> Basic Infrastructure is functional. Quality of water supply and sanitation. Improvement of livelihood. 	Impact survey	Infrastructure is developed based on community demand and without conflicts. No natural disasters happen.
Outcomes	Rural infrastructure is up-scaled and functional.	<ul style="list-style-type: none"> Effectiveness of social infrastructure – clinics/school/drinking water/ sanitation/ others Likelihood of sustainability of social infrastructure – clinics/school/drinking water/ sanitation/ others Number/ percentage of persons/ households reporting physical access to market, schools, clinics 	Annual Outcome Survey, Qualitative and quantitative assessment	All stakeholders work in a participatory manner. No natural disasters happen. No social conflicts for infrastructure ownership.
Outputs	Small-scale community/ village-level infrastructure is upgraded/ improved.	<ul style="list-style-type: none"> Number of social infrastructure formed/strengthened Number of drinking water systems constructed/rehabilitated Number of clinics constructed/rehabilitated Number of schools constructed/rehabilitated Km. of roads constructed/ rehabilitated/ upgraded Number of other social infrastructure constructed/ rehabilitated 	Annual Outcome Survey MIS	No natural disasters happen. No social conflicts. No participatory planning.
Activities		<ul style="list-style-type: none"> Upgrade/ improvement of water channels Upgrade/ construction of schools Upgrade/ construction of clinics Road construction/ upgrade Development of marketing infrastructure (local market, collection center, processing centers etc.) 	MIS Progress report (Half Yearly/ Annual)	Availability of funds. On time supply of raw materials. No natural disasters happen. No social conflicts.
Inputs		<ul style="list-style-type: none"> People Supplies (Technical Experts, raw materials) Funds 		

Group Logframe for Subcomponent 1.3

Impact/Goal	Summary/Name	Indicator	Means of Verification	Risks/Assumptions
Outcomes				
Outputs				
Activities				
Inputs				

Group Logframe for Subcomponent 2.3

Impact/Goal	Summary/Name	Indicator	Means of Verification	Risks/Assumptions
Outcomes				
Outputs				
Activities				
Inputs				



1.4.3 Experience Sharing

Interactive Exercise 3: Improvements in my project M&E

Fill the following format individually and then share your experience with the group.

Name: _____ Country: _____

Project: _____

Since attending M&E Fundamentals 1, how have you used the acquired knowledge to improve your M&E activities? Please specify the top three concrete actions undertaken, and the results obtained or expected

No.	Activities	Mainly related to (mark with X those that apply)	Results obtained or expected
1		<ul style="list-style-type: none"> - M&E Fundamentals and concepts - Theory of Change - Logframes - Indicators - Quantitative and qualitative data collection - M&E and project planning 	
2		<ul style="list-style-type: none"> - M&E fundamentals and concepts - Theory of Change - Logframes - Indicators - Quantitative and qualitative data collection - M&E and project planning 	
3		<ul style="list-style-type: none"> - M&E Fundamentals and concepts - Theory of Change - Logframes - Indicators - Quantitative and qualitative data collection - M&E and project planning 	



1.4.4 Project and Data Collection Plan Presentation in Marketplace

You are about to present the poster you prepared with information about your project, its Logframe, and the data collection plan you developed for the final assessment of M&E Fundamentals 1. As part of the Marketplace, you should also attend the presentations of other course participants.

What I observed in the Marketplace

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1.4.5 Closing

Q&A Session

What was your most significant learning today?

Which activity enabled the most learning?

What would you suggest in order to improve your learning tomorrow?



2. Data Collection for Monitoring and Evaluation

Learning Objectives

When participants complete this module, they will identify and determine specific data collection needs for both monitoring and evaluation processes.

The sequence of this module focuses on addressing four basic issues:

- 1) Define the M&E questions;
- 2) Establish if the focus is on monitoring or evaluation;
- 3) Identify data required; and
- 4) Choose data collection methods to address data needs.

Agenda

	Topic	Learning objectives
2.1	Review of the main differences between M&E	Go deeper into the differences and complementarities between M&E.
2.2	Integrating M&E in the Management Information System (MIS)	Propose means to integrate M&E in the project's MIS with a results-based perspective.
2.3	Indicators for M&E	Identify the differences and complementarities of indicators used for monitoring and for evaluation.
2.4	Project cycle and types of evaluation	Get in-depth information on evaluation foci and different types of evaluation through the project's cycle.
2.5	Collecting different types of data	- Identify different types of data and data sources for M&E. - Analyse different instruments for data collection.
2.6	Addressing M&E information needs through low-cost data collection solutions	Participants will learn how to identify M&E questions that address management concerns and how to use administrative info, internal evaluation and low-cost studies to attend both internal and external information needs during project implementation.
2.7	Closing	Recap of day's key themes and present third day's schedule.

2.1 Review of the Main Differences Between M&E

Interactive Exercise 4

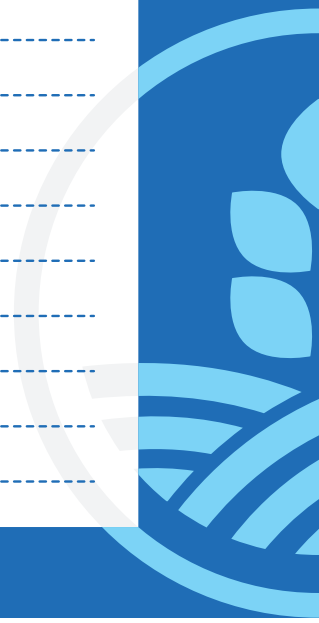
- Name one difference and/or complementarity between M&E in your project's M&E system.
- Are your M&E systems results-oriented? Explain how.



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2.2 Integrating M&E in the Management Information System

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2.3 Indicators for M&E

Interactive Exercise 5

Identify indicators for Monitoring and for Evaluation from the Afghanistan case study (see Annex I). After that, results will be discussed with the group.

Mark with an X the type of indicator presented:

Indicator	Monitoring	Evaluation
The population in six provinces with regular access (quality/quantity) to essential animal health services		
At least 20,000 rural people with access to a micro-loan by PY4		
Some 6,100 households with improved income from milk, dairy, poultry production, the sales of meat or animal products		
Milk production per lactating cow increased by 30%		
30 veterinary clinics constructed or refurbished		
Number of households reporting improved family nutrition (frequency of eating meat, dairy or egg products) and improved food security		
At least 50% reduction in animal death (due to disease) and increase of livestock productivity by 20%, as compared to baseline, in Programme villages		
3,000 women trained in poultry production and provided with basic inputs and equipment		



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2. Data Collection for Monitoring and for Evaluation



2. Data Collection for Monitoring and for Evaluation

2.4 The Project Cycle and Types of Evaluations

Interactive Exercise 6

Based on the subjects recently reviewed and the information provided on the Afghanistan case study (Annex I), design monitoring and evaluation questions.

Component/Output/Activity	Indicators	Monitoring Questions	Evaluation Questions
<p>Goal</p> <p>The overall goal is to reduce the vulnerability and improve the livelihood means, incomes, food security and nutritional status of poor and vulnerable rural households on a sustainable basis in selected areas of Afghanistan.</p>	<p>% of supported households (hhs) with improved hhs assets ownership index, based on additional assets</p> <p>% reduction in the prevalence of child malnutrition (weight for age)</p> <p>Number of hhs reporting an increase in income from livestock, by type of livestock</p> <p>Number of hhs reporting improved family nutrition (frequency of eating meat, dairy or egg products) and improved food security</p>		
<p>Purpose/Objective</p> <p>To provide sustainable access to smallholders, existing livestock owners and those who aspire to have livestock - with a focus on women, women-headed households, the un-creditworthy and the Kuchis - to appropriate microfinance services and technical livestock packages (health, management, processing and marketing) and the skills required to engage in new, more productive or more profitable economic, agriculture-based enterprises.</p>	<p>At least three MFIs are profitably expanding their outreach in rural areas.</p> <p>Increase in the share of participating MFIs' funds to the agriculture and livestock sectors from 20% (baseline) to 25% by Year four</p> <p>The population in six provinces with regular access (quality/quantity) to essential animal health services</p> <p>At least 50% reduction in animal death (due to disease) and increase of livestock productivity by 20%, as compared to baseline, in Programme villages.</p> <p>At least 5,500 households with reduced vulnerability and poverty from milk, dairy or poultry production, or the sale of meat and animal products.</p>		
<p>Sub-Component 2.1 Integrated dairy scheme:</p> <p>To improve production and efficiency of milk production and processing in Nangarhar and to establish a member-owned network of some 1,500 milk and dairy producers.</p>			
<p>Outcome 1: Increased availability of affordable feed resources</p>	Number of farmers engaged in fodder production		
	Volume of concentrate feed produced per day (in MT)		
	% of dairy farmers using improved fodder crops and supplementary feeding		
	Average annual income in USD from fodder crops production per farmer per ha		
Output 1.1.1: Dairy farmers assisted through cultivation of improved fodder crops and supply of concentrate and mineral feeds established	Number of farmers engaged in fodder production		
Activity 1.1: Propagate the cultivation and proper use of improved fodder crops, concentrated feed and hay for dairy farmers	Number of ha of fodder crops planted		
	Number of dairy farmers using concentrated feed and hay		
1.1.1.a Organize demonstration plots (distribution of fertilizers and seeds)	Number of demonstration plots		
Seeds distribution	Number of kg of seeds distributed		
	Number of farmers receiving seeds		

Component/Output/Activity	Indicators	Monitoring Questions	Evaluation Questions
Fertilizers distribution			
1.1.1b. Extension activities for better utilization of fodder crop, concentrated and hay	Number of farmers reached through extension		
Activity 1.1.2. Organize the production and marketing of improved fodder seeds	Number of farmers producing fodder seeds		
Outcome 2. Improved animal health and husbandry practices and increased milk production	% increase in milk production per lactating cow		
	% reduction in major diseases		
	% improvement in sires' availability and use		
Output 2.1 Extension services for male and female dairy schemes members established	Number of male members reached Number of female members reached		
Activity 2.1.1. Recruit and train men and women staff in technical aspects of dairy production and extension work with farmers	Number of female technical staff recruited Number of male technical staff recruited		
2.1.1.a. Organize training workshops for technical staff	Number of training workshops organized		
Activity 2.1.2. Train, advice and support selected households	Number of households trained and supported		
2.1.2.a. Print training material and publications			
2.1.2.b. Distribute training kits	Number of households receiving a training kit		
2.1.2.c. Provide advisory services			
2.1.2.d. Organize local and international study tours	Number of persons participating in study tour Number of study tours organized		
Activity 2.1.3. Train and advise female members in hygienic milk production	Number of households' women trained		
Output 2.2 Provision of improved sires through Artificial Insemination (AI)			
Activity 2.2.1 Procure semen straws and equipment for AI	Number of AI technicians provided with semen straws and AI field kits		
2.2.1.a Procure cattle semen and liquid nitrogen			
2.2.1.b. Procure AI field kits	Number of technicians provided with AI kits		
Activity 2.2.2. Support local AI technicians to implement AI activities for the members farmers	Number of inseminators providing AI services		

2.5 Collecting Different Types of Data

Interactive Exercise 7

The objective of the sub-component “Backyard poultry production” in the Afghanistan case study (Annex I) was to provide 3,000 poor women and women heads of households with the skills, knowledge, and initial inputs required in order to engage in backyard poultry raising activities.

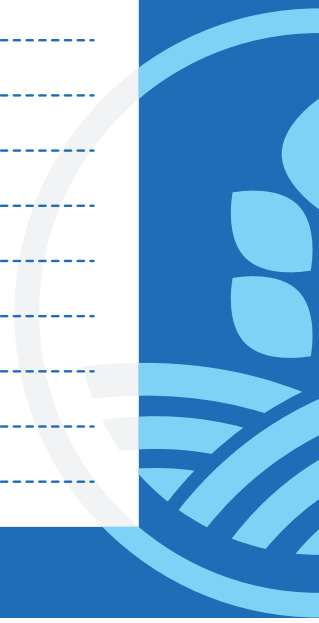
During the mid-term review, evaluators found that the high mortality rate of the first batch of pullets affected the performance of this sub-component. Your Project Manager needs to find out what went wrong. Design the M&E questions and define the types and sources of data your M&E team would suggest in order to respond in a timely manner in order to make adjustments.

M&E questions	Types of data	Sources of data



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2. Data Collection for Monitoring and for Evaluation



2.6 Addressing Information Needs Through Low-cost Data Collection Solutions

Interactive Exercise 8: Designing Terms of Reference (ToR)

One of the activities programmed for the integrated dairy scheme sub-component (see Afghanistan case study, Annex I) is to recruit and train men and women staff in technical aspects of dairy production and extension to further work with farmers.

During a progress review, the M&E System data shows that the target population is not attending the training courses offered. Management wants to know what is causing this lack of attendance.

Your team will develop the main elements of the ToR for a low-cost study to identify such causes; they have to include at least:

- Background
- Objectives
- Research questions
- Methodology
- Data sources
- Data collection methods
- Sample definition
- Calendar



2.7 Closing

Interactive Exercise 9

Based on what you learned today, what would you change or add in the data collection plan you included in the final assessment of M&E Fundamentals 1?

What difficulties for the implementation of the data collection plan can you foresee?

How would you address them?

Q&A Session

What was your most significant learning today?

Which activity enabled the most learning?

What would you suggest in order to improve your learning tomorrow?



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Retrieved from: <http://www.oecd.org/development/peer-reviews/2754804.pdf>
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Online resources

- BetterEvaluation. Collect and/or Retrieve Data:
http://www.betterevaluation.org/en/plan/describe/collect_retrieve_data
- BetterEvaluation. Terms of Reference:
http://www.betterevaluation.org/en/evaluation-options/terms_of_reference

3. Data Analysis and Interpretation

Learning Objectives

When participants complete this module, they will:

- Describe how data are used in organizations and projects;
- Identify methods for summarizing data;
- Explain how data analysis and interpretation can improve decisions; and
- Prepare and apply tables, graphs, and charts such as line graphs, bar charts, pie charts, for summarizing data.

Agenda

	Topic	Objectives
3.1	How do you use data?	Understand the importance of data as a tool for M&E.
3.2	Data (brief recap)	Recall types of data and their collection in order to prepare for processing.
3.3	Processing data	Identify the importance of processing before analysis begins.
3.4	Analysing M&E data	Identify how to obtain useful information focused on M&E questions.
3.5	Summarizing data	Identify the importance of organizing and describing data. Use visual representations and identify patterns.
3.6	Interpreting data	Understand the importance of attaching meaning to data.
3.7	Closing	Recap of day's learnings and present fourth day's schedule.

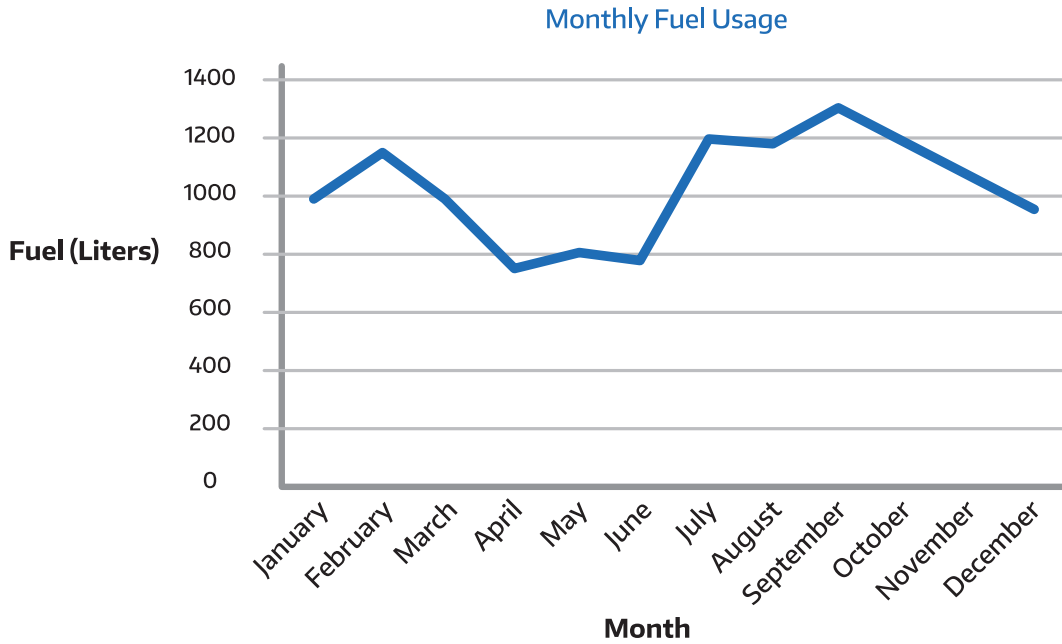
3.1 How Do You Use Data?

Interactive Exercise 10: Icebreaker

Can you think of any ways that you use data to make decisions?

Interactive Exercise 11: Is there a problem?

Each month your staff submit receipts for their fuel usage. Instead of just approving the bills, you can study the data they provide. Collecting and analysing these simple data will allow you to better track and understand trends in fuel usage. Consider the following graph which tracks fuel usage over a year for all staff members.



What is the graph telling you about fuel usage?

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Is there a problem with usage?

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As the manager of this PMU, what are some other things you would want to keep track of besides fuel usage?

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3.2 Data (Brief Recap)

Interactive Exercise 12: Using a check sheet

The check sheet in your handbook shows the number of goats vaccinated at five different farms over a 7-week period. Each tally represents one goat vaccinated.

For example, in week 1 there was 1 goat vaccinated at farm D.

Using the check sheet, fill in the missing data for week 7 using the following information: three animals from farm C and one from farm D were vaccinated.

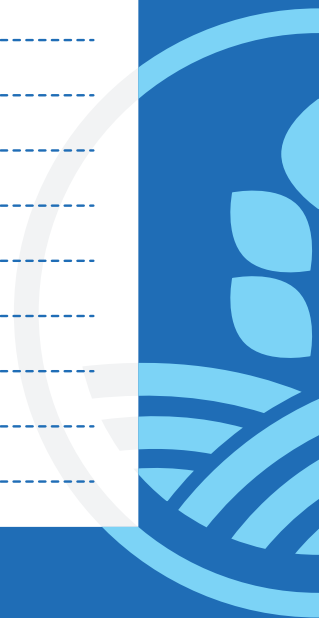
Use the counts from each clinic to add up the total number of vaccinations over the 7-week period.

Location	Goats Vaccinated							Totals
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Farm A								
Farm B								
Farm C								
Farm D								
Farm E								
Total # animals vaccinated	6	2	26	5	6	5	4	
Total # vaccinations booked for week	50	65	45	52	61	49	60	382
Percent vaccinated	12.0	3.1	57.8	9.6	9.8	10.2		



3.3 Processing M&E Data

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3.4 Analyzing M&E Data

Interactive Exercise 14

242 farmers were interviewed. Of those, 37 young farmers completed the eighth grade. Additionally, the interviews showed that 148 completed the ninth grade, and 57 completed the tenth grade.

Generate a table in which you tabulate the information provided above and calculate the corresponding percentages.

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Interactive Exercise 15: Calculate ratios and rates

Answer the following questions based on the check sheet in Interactive Exercise 12:
What is the ratio of total goats vaccinated between Farm C and Farm A?

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What is the proportion of goats vaccinated in Week 5 for Farm E?

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What is the rate of goats vaccinated over the 7-week period?

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3.5 Summarizing Data

Interactive Exercise 16

Work with your team to generate a bar chart that represents the frequency information presented in the table and a pie chart to represent the corresponding percentages. Each team should draw their charts either in Excel or on a flipchart.

Frequency Distribution of Highest Level of Education Completed by Out-of-School Young Farmers

Frequency Distribution of Highest Level of Education Completed by Out-of-School Young Farmers		
Grade Completed	Frequency	Percent
Grade 8	15	10.0
Grade 9	40	26.7
Grade 10	65	43.3
Grade 11	20	13.3
Grade 12	10	6.6
Total	150	100.0

3.6 Interpreting Data

Interactive Exercise 17

Respond to the following questions.

After a training programme was offered as part of a project component, M&E staff conducted a survey. Below you will find some of the survey's findings:

1) Eighty percent of survey respondents indicate that they found the programme helpful. Which would be the better way to report the findings, "The programme is helpful" or "Participants found the programme helpful"?

2) The survey asked participants to rate various components of the training programme. Most participants rated each of the components positively. What is the problem with reporting that most (70 percent) of participants felt the course was a success?

3) Fifty-one percent of respondents favor changing the curriculum. Is it accurate to report that more than half of respondents favored curricular change?

4) Forty percent of women and 30 percent of men favor curriculum changes. Is it accurate to report that a majority of women favored curriculum changes?

Interactive Exercise 18: What calculation should be used?

Question	Calculation
Do you want to know how many individuals checked each answer?	
Do you want the proportion of people who answered in a certain way?	
Do you want the average number or average score?	
Do you want the middle value in range of values or scores?	
Do you want to show the range in answers or scores?	
Do you want to compare one group to another?	
Do you want to show the degree to which a response varies from the mean?	

3.8 Closing

Q&A Session

What was your most significant learning today?

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Which activity enabled the most learning?

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What would you suggest in order to improve your learning tomorrow?

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References

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Retrieved from: <https://openknowledge.worldbank.org/handle/10986/14926>
(Available in English, Spanish and French)

4. Communication and Visualization of M&E Results

Learning Objectives

When participants complete this module, they will:

- Understand the importance of communication as part of the M&E system;
- Learn about the different options for communicating results (what, how, to whom);
- Identify some of the techniques available to present/visual display results; and
- Learn about available ICT tools for presenting information through data visualization.

Agenda

	Topic	Objectives
4.1	Introduction	Understand the importance of communication as part of the M&E system.
4.2	Communicating results	Learn about the different options for communicating results (what, how, to whom).
4.3	Data visualization	Identify some of the techniques available to present/display results. Learn about available ICT tools for presenting data.
4.5	Closing	Recap of day's learning Q&A

4.1 Introduction

Interactive Exercise 19: Icebreaker

How do you communicate information obtained through your M&E system?

What medium do you use, who do you address the information to, and when?

What is the purpose of communicating this information to your different audiences?



How can you determine if it served its purpose/ was effective?

Handwriting practice lines (dashed blue lines) for the first question.

In your opinion, how do you achieve effective communication?

Handwriting practice lines (dashed blue lines) for the second question.

What are the main challenges of communicating relevant information?

Handwriting practice lines (dashed blue lines) for the third question.



4.2 Communicating Results

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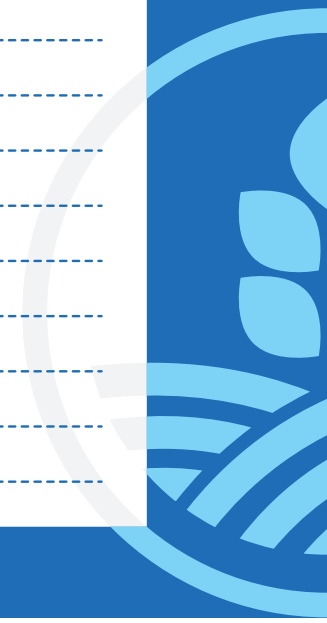
Interactive Exercise 22: Prepare a brief communication

Based on the following instructions, write a brief communication addressed to the national project director. Each team will decide the format to present the information based on what they just learned, discuss afterwards.

You just received the results of the low-cost study you ordered to find out the cause of the high mortality rate of the first batch of pullets that affected the performance of the backyard poultry production sub-component in the Afghanistan project. News are not good. Project implantation in Nahri Shahi district resulted in high mortality rates (15%).

The number of pullets and quantity of feed distributed were 20 and 25 kg per beneficiary respectively. Beneficiaries needed more money and space than estimated for the construction of poultry coops. Also, the amount of feed was very less that that required to feed 20 pullets up to coming on egg production, resulting in malnutrition and death. Report this to the national project director and suggest what you consider appropriate adjustment for the implementation in other areas.

Dotted lines for writing a brief communication.



4.5 Closing

Q&A Session

What was your most significant learning today?

Which activity enabled the most learning?

What would you suggest in order to improve your learning tomorrow?

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<http://www.eval.org/page/p2i-home>

5. M&E for Decision-Making

Learning Objectives

When participants complete this module, they will:

- Discuss and share strategies to raise awareness on the importance of using M&E data to inform decision-makers at all levels and for overcoming barriers to use;
- Identify strategies for using M&E information in project management and implementation;
- Understand how M&E findings can promote knowledge management and its importance to foster continued organizational learning;
- Identify the importance of M&E and knowledge management to scale up a project; and
- Identify the importance of policy engagement.

Agenda

	Topic	Objectives
5.1	How do we define decision-making?	Raise awareness on the importance of using M&E data to inform decision-makers. Discuss and share strategies for overcoming barriers and ensuring that M&E data are being used for decision-making at all levels.
5.2	Use of M&E findings – Knowledge Management	Understand how M&E findings can promote knowledge management. Identify the importance of compiling and disseminating lessons learned and good practices as knowledge management tools.
5.3	Scaling up	Identify the importance of M&E and knowledge management to scale up a project.
5.4	Policy engagement	Identify the importance of policy engagement.
5.5	Closing	Recap of key day's learnings.

5.1 How Do We Define Decision-Making?

Interactive Exercise 23

Group discussion: brainstorm different ways of engaging stakeholders.



Interactive Exercise 24

Group discussion: consider the last time you used or wanted to use data to make a decision or issue a recommendation about a project:

Who were the decision-makers/stakeholders?

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What information was used?

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What decision was made?

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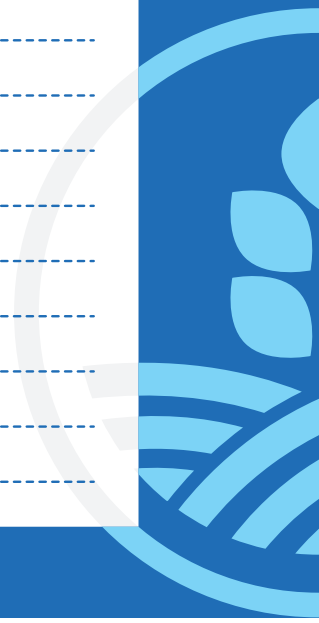
5.2 Use of M&E Findings – Knowledge Management

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5.3 Scaling Up

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5.4 Policy Engagement

Interactive Exercise 25

Does the project you are currently operating focus on any of these regional activities: scaling up, knowledge management or policy engagement? Discuss.

Lined writing area for the interactive exercise.

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6. Closing

Learning Objectives

- Recap main course learnings and discuss their utility for everyday work;
- Validate the compliance of the group contract and expectations statements; and
- Inform participants about the next steps concerning the final assessment.

Agenda

	Topic	Objectives
6.1	Recap	Recap main course learnings and discuss their utility for everyday work.
6.2	Verifying expectation compliance and group contract	Verify compliance of group's objectives and expectations.
6.3	Next steps	Inform about the next steps concerning the final assessment.

6.1 MSE Fundamentals 2 Recap

Interactive Exercise 27: What did I learn?

Individually reflect on the key learnings for each of the topics presented throughout the course and on how you will use them upon arrival and in the following months. Write them down in the following format:

Topic	Learning objectives	Immediate use of key learnings	Midterm use of key learnings
1. Welcome and Recap	<ul style="list-style-type: none"> Reinforce the knowledge acquired during MSE Fundamentals 1 through group discussions of its final assessment. Identify, socialize, and document success stories, of each participant, on how the knowledge acquired was applied on their activities. Test participants' capacity for synthesis and results presentation based on Logframes of IFAD projects and the data collection plan they prepared for the MSE Fundamentals 1 final assessment. 		
2. Data Collection for Monitoring and Evaluation	<ul style="list-style-type: none"> Identify and determine specific data collection needs for both monitoring and evaluation processes. 		
3. Data Analysis and Interpretation	<ul style="list-style-type: none"> Describe how data are used in organizations and programmes. Identify methods for summarizing data. Explain how data analysis and interpretation can improve decisions. Prepare and apply tables, graphs, and charts such as line graphs, bar charts, pie charts, for summarizing data. 		
4. Communication and Visualization of MSE Results	<ul style="list-style-type: none"> Understand the importance of communication as part of the MSE system. Learn about the different options for communicating results (what, how, to whom). Identify some of the techniques available to present/visually display results. Learn about available ICT tools for presenting information through data visualization. 		
5. MSE for Decision Making	<ul style="list-style-type: none"> Raise awareness on the importance of using MSE data to inform decision makers at all levels and for overcoming barriers to use. Learn strategies for using MSE information in programme management and implementation. Understand how MSE findings can promote knowledge management and its importance to foster continued organizational learning. Identify the importance of MSE and knowledge management to scale up a project. Identify the importance of policy engagement. 		
6. Closing	<ul style="list-style-type: none"> Recap main course learnings and discuss their utility for everyday work Verify compliance of group contract and expectations statement. Inform about next steps. 		

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6.2 Verifying Compliance of Group Expectations and Contract

Interactive Exercise 28

Answer the following questions:

How do you feel?

What do you consider was most useful for your learning?

How were your expectations satisfied?

How could this course improve?

Do you have any additional comments?



6.3 Next Steps

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Annex I. Case Study

Rural Microfinance and Livestock Support Programme Islamic Republic of Afghanistan

Problem and Development Context

Overall Problem: High levels of poverty, concentrated in rural areas

- Poverty in Afghanistan is pervasive, with an estimated 42% of the population living below the poverty line and an additional 20% living very close to the poverty line.
- Poverty is highly concentrated in rural areas, particularly among households dependent on livestock and agricultural activities.
- There are two major groups vulnerable to higher levels of poverty:
 - Kuchis, a group of ethnic minority nomadic pastoralists (estimated 1.5 million people), who are heavily dependent on livestock and migration patterns for their livelihoods.
 - Female-headed households, who are often subject to discrimination, as well as limited employment and entrepreneurship opportunities.

Contributing Factor 1: Decline in Livestock

- Over the last 20 years, livestock numbers throughout Afghanistan have reduced considerably.
- The reduction in livestock has been attributed to persistent droughts, on-going conflict, and the rise of disease.
- Small poultry flocks, which were almost exclusively owned and managed by women, have almost disappeared.
- Additionally, rural households often do not have the means to provide adequate healthcare to livestock.

Contributing Factor 2: Inability to Access Effective Financial Services

- In early 2002, the banking sector in Afghanistan had completely collapsed, and no formal financial service providers were operational.
- In late 2002, a national Microfinance Investment and Support Facility (MISFA) was launched to provide funds, technical assistance, and training to new financial intermediaries. MISFA's overall objective is to provide flexible and high-quality support to help establish a healthy microfinance sector.
- However, the microfinance sector remains small and has not effectively engaged in the agricultural and livestock sectors.

Proposed Solutions

Overall Goal

- The overall goal is to reduce the vulnerability and improve the livelihood means, incomes, food security and nutritional status of poor and vulnerable rural households on a sustainable basis in selected areas of Afghanistan.
- The Rural Microfinance and Livestock Support Program (RMLSP) focuses on two interconnected interventions, both aiming at improving rural incomes, food security, and the nutritional status of poor and vulnerable households in selected areas of Afghanistan: improving microfinance services in rural areas, and supporting rural households to adopt and improve income-generating livestock activities. By providing both financial and livestock support services, the project works towards increasing the number and productivity of livestock-based enterprises in rural Afghanistan.
- RMLSP targets three specific groups: smallholder farmers and livestock keepers; women and female-headed households; and resettled and nomadic Kuchis.
- Program activities are implemented in ten provinces: Badakhshan, Balkh, Baghlan, Bamyán, Herat, Kabul, Kunduz, Jawzjan, Nangarhar, and Takhar.
- RMLSP is a 7-year program.
- The program is being implemented through Afghanistan's Ministry of Finance and the Ministry of Agriculture, Irrigation and Livestock (MAIL).

Components

Component 1. Microfinance

This component works towards increasing access to a wider range of microfinance products and services adapted to the specific needs in the livestock sector.

The objective is to support MISFA partner organizations in offering a wider range of sustainable financial services in rural areas, addressing the market demands of potential rural clients.

Traditional microfinance products do not meet the needs of Afghanistan's rural poor. There is a need to develop microfinance products that consider the constraints faced by RMLSP's target groups: women, nomadic Kuchis, and smallholder farmers. These include products that take into account local needs: Islamic modes of financing, flexible financing for nomadic communities, and innovative products that consider local political constraints.

Sub-component 1.1: The objective is to pilot-test, then avail, a range of innovative microfinance products and services adapted to the needs of rural households, farmers and livestock owners.

Sub-component 1.2: The objective is to develop and pilot-test a model for the inclusion of those who are currently excluded from microfinance services by building their skill and asset base and graduate them into service provision.

Sub-component 1.3: The objective is to provide Microfinance Institutions (MFIs) with the necessary technical assistance, capacity building and operational support to develop innovative financial products, as well as to help enhance their capacity for financial product identification, assessment and risk measurement.

Component 2. Livestock

This component works to strengthen the livestock production systems of poor rural households, while developing their marketing opportunities and improve local livestock production, productivity and smallholders' incomes.

Sub-component 2.1 Integrated dairy scheme: The objective is to improve production and efficiency of milk production and processing, and to establish a member-owned network of dairy producers. Activities will focus on three main areas: improving fodder production and feed availability; improving the health and productivity of dairy cows; and establishing a network of milk collection points and dairy plant.

The programme will:

- Select and introduce through demonstrations improved varieties of fodder and will encourage farmers to raise animal productivity through adopting better feeding practices;
- Initiate a community-based process in which farmers are directly involved in animal health detection and surveillance;
- Assist participating households, in particular women, to sell milk for cash on a regular basis by organizing collection points;
- Assist in the establishment of village-level milk producers' cooperatives legally registered under Government regulation, and in the establishment of a dairy union at the provincial level.

Sub-component 2.2 Veterinary services in the Northern region: The objective is to create a self-sustaining network of high quality, animal health service providers in the northern region that allows nomadic Kuchis to access essential animal health services.

The nomadic Kuchis possess a considerable proportion of the sheep and goat population in Afghanistan and access to veterinary services is a key concern for them, especially to control highly contagious and potentially devastating diseases through vaccination. Due to the limited educational background of most Kuchis, it might be difficult to identify sufficient

Kuchis who are able and interested to successfully manage the rather intensive and highly technical six-month paravet training course. The training of Kuchi Basic Veterinary Worker (BVWs) is more appropriate to the Kuchi situation as the BVWs can move with their families and clans, carry a small stock of necessary veterinary supplies, and get re-supplied at various Veterinary Field Units (VFUs) located along their migratory routes.

Under the RMLSP, 20 Kuchi BVWs are selected and trained from Kuchi groups known to inhabit the northern region. In addition, under the RMLSP a pocket booklet of VFU locations, staff names and cell phone numbers is prepared and distributed through the Service Provider and the Council of Kuchis to as many Kuchis as possible so that individual Kuchis can always locate and contact the nearest VFU along their migratory routes to obtain preventive and therapeutic services or to re-equip their BVWs.

Sub-component 2.3 Backyard poultry production: The objective is to provide poor women and women heads of households, with the skills, knowledge and initial inputs they require to engage in backyard poultry raising activities.

In each of the communities selected, a woman trainer, well respected in the community, will be identified and trained. Afterwards, the trainers facilitate the provision of intensive training among beneficiaries and organize the supply of improved chickens, regular vaccination against Newcastle Disease (ND), the improvement of chicken coops, the preparation of mixed feed and the marketing of eggs.

Village poultry producers' groups (VPPGs) will also be established to enable groups of village women to maintain input supply and arrange vaccinations.

Sub-component 2.4 Dairy goat production: The objective is to provide poor women and women heads of households, with the skills, knowledge, and initial inputs they require to engage in small-scale dairy goat production.

The RMLSP disseminate technological packages for improving goat production systems to an initial group of poor women. The packages include information on improved local goat breeds, as well as nutritional and health information. The packages also include information on where to obtain the inputs needed in order to implement these new technologies. Production of milk and dairy products are supported through the dissemination of improved and adapted dairy goat breeds, successful technologies for improved productivity, including improved feeding, management and health. Improved milk collection and processing technologies that capture the value-added are also promoted.

Monitoring and Evaluation

Objective

The primary objective for the M&E systems that will be put in place is the continuous assessment of programme performance, that is the extent to which activities are being implemented as planned, and within the planned budget, and the manner in which they are leading to the intended results at the output, outcome and impact levels.

Baseline Studies

MISFA has recently commissioned an impact assessment that included 1,000 households. As such, there may not be a need to undertake another baseline study for the microfinance component at the beneficiary level. This IDS Sussex Impact report will serve as the baseline survey for the microfinance component of the RMLSP.

A baseline study will be conducted for Component 2 as soon as the identification of target district and villages is finalized and may be contracted out to a professional firm. The baseline study may only be conducted in the Northern region following the RIMS standard methodology.

RIMS

RIMS first and second level indicators are integrated in the project Logframe and will be reported upon on an annual basis by the Project Coordinating Unit (PCU).

Routine Monitoring and Evaluation

This will be the primary responsibility of each of the Service Providers, who shall establish and maintain the relevant systems to collect and analyse data at the activity, output and outcome levels, and submitted on a quarterly basis. In addition, 6-monthly and Annual Progress Reports reporting on results achieved against planned targets and reflecting on implementation performance will be prepared. The PCU will consolidate the individual reports of each Service Provider and produce one consolidated report on a six-monthly and annual basis, to be submitted to IFAD and the Programme Steering Committee (PSC).

The PCU will fully integrate the programme Logframe indicators at all levels, and especially at the outcome level, in its M&E Plan. The MIS will be conceived in a way that all programme stakeholders and Service Providers may have access in a transparent manner to the information of their concern and on the programme overall performance.

Annual Work Plan and Budget

On the basis of the individual, detailed Results-Oriented Annual Work Plan and Budget (RO-AWPB) prepared by each Service Provider, the PCU will prepare a consolidated at the beginning of each fiscal year that will clearly identify expected annual results in relation with clearly defined budget requirements.

Mid-Term and Completion Reviews

A Mid-term Review will be organized towards the end of Programme Year 2 jointly between IFAD and the Government. A Completion Review will be organized towards the end of Programme Year 4. The overall findings of the Programme Completion review will trigger the decision to design a Phase 2.

Impact Studies

Prior to both the Mid-Term and the Completion Reviews, impact assessment studies will be carried out so as to properly inform the review process.

Additional surveys will also be carried out when required in order to capture more qualitative information on certain impact areas. The PCU, assisted by IFAD Country Programme Manager, will also try to establish partnerships with the Afghan Research and Evaluation Unit, for the organization of any additional, relevant impact studies.

Programme Logframe (All data will be disaggregated by gender)

Narrative Summary	Performance Indicators	Means of Verification	Assumptions
<p>Goal</p> <p>The overall goal is to reduce the vulnerability and improve the livelihood means, incomes, food security and nutritional status of poor and vulnerable rural households on a sustainable basis in selected areas of Afghanistan.</p>	<ul style="list-style-type: none"> • % of supported households (hhs) with improved hhs assets ownership index, based on additional assets* • % reduction in the prevalence of child malnutrition (weight for age)* • Nb of hhs reporting an increase in income from livestock, by type of livestock* • Nb of hhs reporting improved family nutrition (frequency of eating meat, dairy or egg products) and improved food security * Refers to RIMS indicators 	<p>RIMS baseline, mid-term and completion surveys;</p> <p>EDA Baseline Survey financed by MISFA and AMMC Field Survey;</p> <p>Qualitative surveys</p>	<p>The security situation in Afghanistan allows access to IFAD's target groups, women in particular, and allows the local economy to grow through access to markets and financial and other services</p>
<p>Purpose/Objective</p> <p>To provide sustainable access to smallholders, existing livestock owners and those who aspire to have livestock - with a focus on women, women-headed households, the un-creditworthy and the Kuchis - to appropriate microfinance services and technical livestock packages (health, management, processing and marketing) and the skills required to engage in new, more productive or more profitable economic, agriculture-based enterprises.</p>	<ul style="list-style-type: none"> • At least 3 MFIs are profitably expanding their outreach in rural areas. • Increase in the share of participating MFIs' funds to the agriculture and livestock sectors from 20% (baseline) to 25% by Year 4 • The population in 6 provinces with regular access (quality/quantity) to essential animal health services • At least 50% reduction in animal death (due to disease) and increase of livestock productivity by 20%, as compared to baseline, in Programme villages. • At least 5,500 households with reduced vulnerability and poverty from milk, dairy or poultry production, or the sale of meat and animal products. 	<p>PCU reports and PCU commissioned surveys</p> <p>MISFA Reports</p> <p>MFI Reports</p> <p>Independent assessments</p>	<p>Men do not prevent women from participation in programme activities.</p> <p>No prolonged and severe droughts.</p> <p>The security situation allows reasonable programme implementation in rural areas</p>
<p>COMPONENT OBJECTIVES AND INTENDED OUTCOMES</p>			
<p>Component 1, Microfinance – To increase access by some 60,000 poor rural households, with a focus on women, to a wider range of microfinance products and services adapted to their specific needs in the agriculture sector, especially livestock.</p>	<ul style="list-style-type: none"> • Increase in the number of active microfinance clients in rural areas by 20,000 of which at least 50% women. • Nb of active borrowers and savers supported through the Innovation Fund and through MFI own funds, of whom women • Volume of MFI funds newly used in the agriculture and livestock sector 	<p>MISFA Reports</p> <p>MFI Reports</p> <p>Independent assessments.</p>	<p>Security situation allows MFIs to operate in rural areas.</p> <p>Rural people need access to credit.</p> <p>Religious leaders are not actively opposing implementation and let rural populations borrow from MFIs.</p>
<p>Sub-Component 1.1 – To pilot-test, then avail, a range of innovative microfinance products and services adapted to the needs of rural households, farmers and livestock owners</p>	<p>Outcome indicators:</p> <ul style="list-style-type: none"> • At least 20,000 rural people with access to a micro-loan by PY4 • At least 3 MFIs have increased their outreach in rural areas • Nb of provinces and districts covered by these MFIs by PY3 <p>Output indicators:</p> <ul style="list-style-type: none"> • Nb of MFIs submitting proposals and % approved • At least 3 pilots launched in Year 1 • Nb of active borrowers, by gender and target group category • Nb of savers, by gender and target group category • Average loan size by product line 	<p>PCU/MISFA records</p>	<p>Agricultural and livestock activities generate sufficient income to pay the interest rate levels required to sustain rural finance services in rural areas.</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Organize request for proposals and select participating MFIs • Pilot new products • Establish and operate Loan Loss Fund 	<ul style="list-style-type: none"> • Nb of MFIs selected for participation • Nb of active borrowers reached 		
<p>Sub-Component 1.2 – To develop and pilot-test a model for the inclusion of those who are currently excluded from microfinance services by building their skill and asset base and graduate them into service provision.</p>	<p>Outcome indicators:</p> <ul style="list-style-type: none"> • % of beneficiaries who access a loan from regular MFIs • % of beneficiaries enabled to generate a regular income 	<p>PCU, MISFA and MFI Reports.</p>	

Narrative Summary	Performance Indicators	Means of Verification	Assumptions
<p>Activities Beneficiaries selection and training</p> <p>Sub-Component 1.3 – To provide MFIs with the necessary technical assistance, capacity building and operational support to develop innovative financial products, as well as to help enhance their capacity for financial product identification, assessment and risk measurement.</p>	<p>Output indicators: <ul style="list-style-type: none"> - Number of beneficiaries trained - Number of beneficiaries provided with an asset </p> <p>Nb of ultrapoor trained</p> <p>Outcome indicators: <ul style="list-style-type: none"> - Nb of MFIs with new product lines or improved operating procedures and business processes - Average nb of clients per credit officer - Portfolio at Risk, by MFI and new product line </p> <p>Output indicators: <ul style="list-style-type: none"> - Nb of MFI staff trained, by topic and MFI - Average nb of days of TA provided, by year and MFI </p>	<p>PCLU, MISFA and MFI records and reports.</p>	
<p>Activities Provide necessary TA and technical</p> <p>Component 2. Livestock – To strengthen the livestock production systems of poor rural households, while developing their marketing opportunities, and improve local livestock production, productivity and smallholders' incomes.</p>	<p>Outcome indicators: <ul style="list-style-type: none"> - Some 6,100 hrs with improved income from milk, dairy, poultry production, the sales of meat or animal products* (monitor gender of the household head) - % of supported hrs reporting an increase in herd size* - Nb of livestock owners with their cattle vaccinated at least once a year against major diseases. </p> <p>Nb of MFI staff trained <ul style="list-style-type: none"> - Nb of MFI staff supported </p>		<p>Local drug lords let farmers participate in programme implementation. Security situation in the Northern provinces remains stable.</p>
<p>Sub-Component 2.1. Integrated dairy scheme: To improve production and efficiency of milk production and processing in Nangarhar and to establish a member-owned network of some 1,500 milk and dairy producers.</p>	<p>Outcome indicators: <ul style="list-style-type: none"> - 1,100 milk producers organized in financially viable associations - Volume of milk additionally produced, in MT/year. - Nb of milk producers reporting an increase in income - Average, net annual profit generated by producers' associations </p> <p>Output indicators: <ul style="list-style-type: none"> - Nb of hrs supported to engage in commercial fodder and in milk production - Nb of milk collection points established </p>	<p>Review and monitoring reports</p>	<p>Opium cultivation does not take off in the Northern provinces. The programme, its actors and donors are socially accepted by the local populations. Men do not prevent women from participation in programme activities.</p>
<p>Outcome 2.1.1. Increased availability of affordable feed resources</p>	<ul style="list-style-type: none"> - Some 1,100 farmers engaged in commercial fodder production - Average annual income from fodder production / Farmer - Incremental nb of ha of fodder crops grown - Nb of MT of concentrated feed produced 		<p>The drought situation does not worsen and livestock and fodder production remain economic viable activities in the region.</p>
<p>Outcome 2.2.1. Improved animal health and husbandry practices and increased milk production</p>	<ul style="list-style-type: none"> - Milk production per lactating cow increased by 30% - Reduction by at least 90% of tick born disease and other major diseases among participating farmers. 		
<p>Outcome 2.2.3. A network of milk collection points and milk producers' cooperative is established</p>	<ul style="list-style-type: none"> - Some 15 milk producers' associations and 3 dairy unions formed and functional - At least 2 million litres of milk collected annually 		
<p>Activities: <ul style="list-style-type: none"> - Propagate the cultivation and proper use of improved fodder crops, concentrated feed and hay for dairy farmers - Organize demonstration plots (distribution of fertilizers and seeds) - Seeds distribution </p>	<ul style="list-style-type: none"> - Number of ha of fodder crops planted - Number of dairy farmers using concentrated feed and hay - Number of demonstration plots 		

Narrative Summary	Performance Indicators	Means of Verification	Assumptions
<p>Sub-Component 2.2. Veterinary services in the Northern region: A self-sustaining network of high quality, animal health service providers is established in the northern region.</p>	<p>Outcome indicators:</p> <ul style="list-style-type: none"> Nb of livestock owners in the 6 targeted provinces with regular access to essential veterinary services A regional veterinary association affiliated to Afghanistan Veterinary Association (AVA) established A model for service provision to poorest is successfully piloted Two value chains (cashmere and karakul) promoted and developed for export <p>Output indicators:</p> <ul style="list-style-type: none"> 200 of additional Basic Veterinary Workers selected, trained and equipped 30 veterinary clinics constructed or refurbished % of vets and paravets reporting an improved income % of FVUS financially self-sufficient Nb of farmers supported for production of quality cashmere and karakul pelts Nb of farmers reporting an increase in livestock production, productivity and incomes 	<p>Reviews and monitoring reports</p>	
<p>Activities:</p> <ul style="list-style-type: none"> Survey on performance of existing Basic Veterinary Workers (BVM) BVM Course with kits Select and train Kuchi BVMs <p>Sub-Component 2.3. Backyard poultry Poor rural women derive and retain increased income from backyard poultry raising.</p>	<p>Outcome indicators:</p> <ul style="list-style-type: none"> Some 3,000 women reporting an increased income from poultry raising Increase by USD 150 on average in annual income deriving from poultry raising <p>Output indicators:</p> <ul style="list-style-type: none"> 3,000 women trained in poultry production and provided with basic inputs and equipment 50 female community members trained as trainers 		
<p>Activities:</p> <ul style="list-style-type: none"> Selection of targeted villages Selection and training of trainers Six months training of beneficiaries and evaluation <p>Sub-Component 2.4. Dairy goat production: Poor rural women derive and retain increased income dairy goat production.</p>	<p>Outcome indicators:</p> <ul style="list-style-type: none"> Nb of villages selected Nb of trainers trained per month Nb of months training <p>Output indicators:</p> <ul style="list-style-type: none"> Some 1,000 women reporting an increased income from dairy goat production Number of additional beneficiaries provided with bucks and does through the "pass on the gift" policy 1,000 women trained in dairy goat production and provided with basic inputs and equipment 100 Women producers' groups established and strengthened Nb of goats vaccinated 	<p>Reviews and monitoring reports</p>	
<p>Activities:</p> <ul style="list-style-type: none"> Selection of targeted villages Selection and training of trainers Six months training of beneficiaries and evaluation 	<p>Outcome indicators:</p> <ul style="list-style-type: none"> Nb of villages selected Nb of trainers trained per month Nb of months training 		





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