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PUNTLAND STATE OF SOMALIA
Ministry of Interior, Federalism and Democratisation

District Participatory Planning and Budgeting Guide (DPP&BG)

District Monitoring & Evaluation Training

Trainer Guide

June 2019

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Information for Trainers

This Trainer Guide is to assist you to deliver training in the new DPP&BG Monitoring & Evaluation Module. It contains information and instructions which complement the information found in the Participant Book for the Monitoring & Evaluation Training Module.

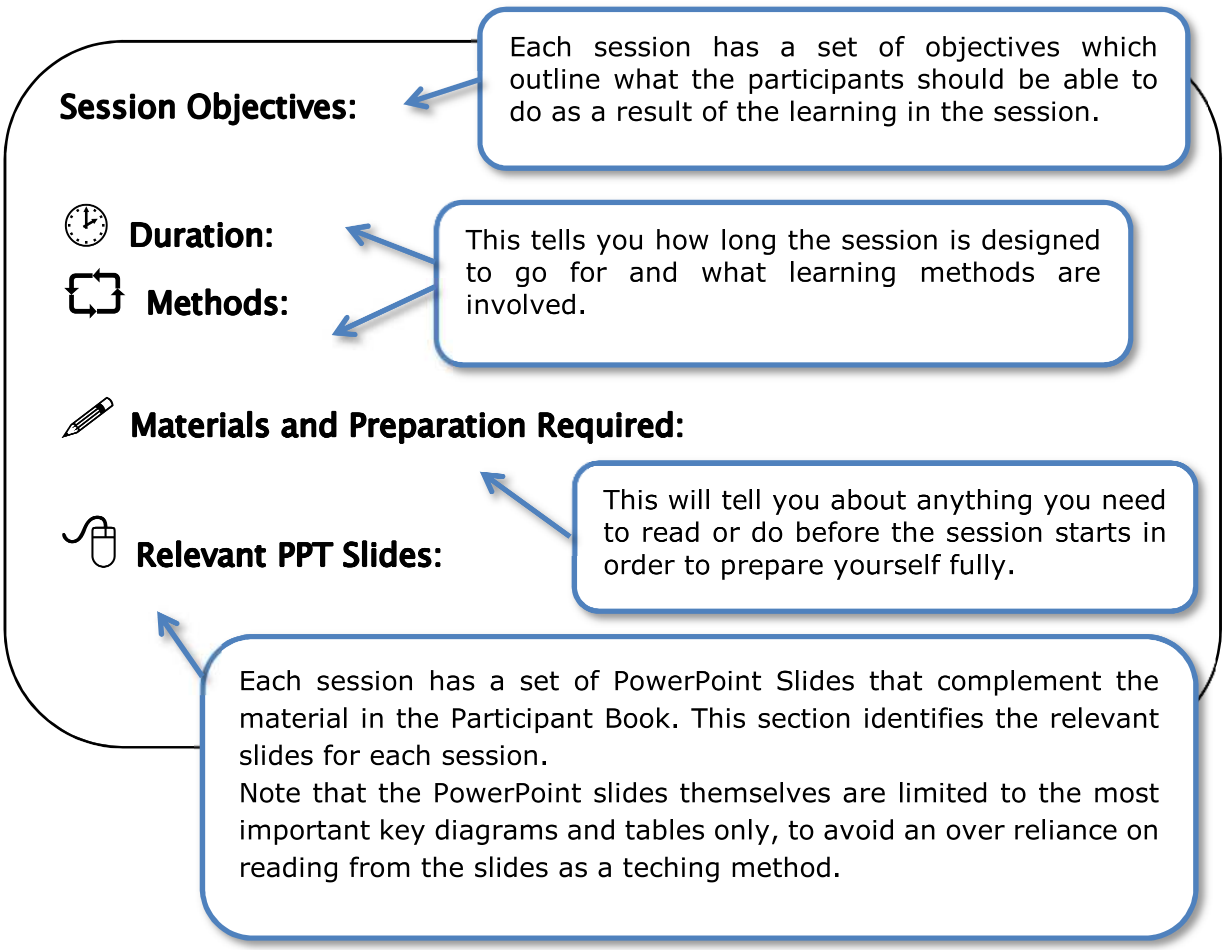
The Monitoring & Evaluation Module is part of a series of modules which form a core part of the curriculum in the Local Government 'District Participatory Planning and Budget Guide' (DPP&BG). Its purpose is to provide an overview and understanding of the district M&E process, for those who are involved.

Guiding Documents

This training module has been developed using the following documents:

- Puntland M&E Framework for DDF and Annual Work Plan & Budget
- Puntland M&E Policy
- PEM 5. M&E Training Module for Puntland Local Governments

How to use the Trainer Guide



Pre-Training Checklist

Activity	Suggested timing
Find out who the participants will be and the likely numbers.	2 weeks before
Decide on appropriate venue and make a booking.	2 weeks before
Organise paper copies of the relevant **Participant Book** – 1 A4 book per participant (in Somali).	2 weeks before
Make copies of the relevant **Evaluation Questionnaire** and **Assessment Task** (in Somali) – 1 per participant.	2 weeks before
Make catering arrangements (if needed).	2 weeks before
Read through the **Trainer Guide** and **Participant Book** to make sure you are familiar with both.	1 week before
Think about what equipment and materials you will need and organise these.	1 week before
Arrange a time and location for a pre-training meeting (or phone call) to take place before training starts, with Mayor and/or Executive Secretary, to discuss the training and the participant list.	1 week before
Finalise Participant List for the training	1 week before
Create participant attendance lists for signing each day of the training.	2 days before
Prepare training timetable for each day of the training and allocate training responsibilities among training team.	2 days before
Insert the district and government logos and participant details and timetable into the relevant PPT slides.	1 day before
Visit venue to set up furniture and test a/v equipment (if possible).	1 day before
Make sure you have all the training materials, photocopies and equipment ready for the training.	1 day before
Confirm catering (if needed).	1 day before

Indicative Equipment Checklist

Item	Comment
Laptop and projector	Good if presenting PPT slides and/or other audio visuals (e.g. video), also for input of information into a document as an alternative to a flip chart.
Extension leads and power boards	For laptop and projector.
PowerPoint slides on memory stick and on laptop	If using PPT slides, ensure you have a back-up copy on USB, as well as printed hard copies.
Camera/iPad to take photos of participants	Also, it is good to have someone designated to take photos during the training if possible.
Participant Book	One copy per participant (in Somali)
Trainer Guide	One copy per trainer
Other relevant resource documents	Hard copy or electronic copy
Evaluation Sheets	One copy per participant (in Somali)
Assessment Task	One copy per participant (in Somali)
Whiteboard and pens	In addition to or instead of flip charts
Flip Charts stands, paper and pens	In addition to or instead of whiteboard
Masking Tape	For sticking cards, sheets of paper to walls
Plenty of A4 paper	It may also be useful to set up a printer in the training room if possible.
Post it notes/stickers	For bookmarking important pages in the Participant Book and Trainer Guide
Name cards and/or badges or blank labels	For participants to identify themselves. Use A4 paper if cards are not available.
Notebooks and pens	For participants to take notes with.
Scissors, stapler and other misc. stationery items	You never know what you might need!
Video equipment, including power leads and connectors	If available, can be useful to record some sessions as a resource for others to use.

Module Overview and Timings

Module Time: 12 training hours **Delivered Over:** 3 days (4 training hours per day)

Session	Indicative Timing	Content
Introductory Session: Getting Started	***1 hour***	• Pre-test Questions • Introductions and Icebreakers • Aims and Objectives
Session 1: Introduction to M&E	***2 hours***	• What is M&E? • Benefits of M&E • M&E Terminology
Session 2: District M&E Structure, Roles and Responsibilities	***2 hours***	• Overview of District M&E Framework • Links to State DP M&E Framework • Roles and Responsibilities in District M&E
Session 3: District DDF/AWP M&E Framework and Tools	***3 hours***	• DDF Monitoring & Evaluation Matrix • Annual Work Plan Monitoring – projects and service delivery • Examples of indicators and data collection tools
Session 4: District M&E Reporting	***3 hours***	• What are the reporting requirements for District M&E? • Examples of Reporting Templates
Session 5: Conclusion	***1 hour***	• Module Summary • Next Steps • Assessment & Evaluation

Introduction Session: Getting Started

Session Objectives:

- Create a comfortable and encouraging learning environment.
- Provide an overview of the training, including aims and objectives.
- Understand participants' expectations of the training.
- Agree on ground rules for the training.

Duration: 1 hour

Methods: Discussion, icebreaker question, pre-test assessment task

Materials and Preparation Required: Name tags for participants (or A4 paper to write their names), timetable, a copy of the Participant Book for each participant. Make a copy of the pre-test assessment and checklist for each participant.

Relevant PPT Slides:

- Slide 1: Title Slide
- Slide 2: Introduction Session: Getting Started
- Slide 3: Overview of Introduction Session

Welcome, Introduction and 'Housekeeping'

This can include the following:

- Prayer
- Welcome for any special guests and any introductory remarks.
- Background to the training if needed.
- Any 'housekeeping', for example, location of toilets, breaks or travel arrangements.
- Introductions of trainers and participants to each other (as well as any other resource/technical people present).

Aims and Objectives of the Training

Present the aims and objectives of the training in the Participant Book. Then, go through the training overview in the Participant Book, to outline what will be covered.

Explain some other important elements of the training including:

- Who the training is for.
- The assessment task to be done at the start and end of the training.
- Evaluation of the training at the end.

- Using the Participant Book — it should be referred to throughout the training and afterwards, back in the workplace.

Icebreaker Question

An icebreaker question has been provided as a way to get participants to know each other a bit better. You can use these or your own if you have.

Expectations and Ground Rules

1. Identifying participant expectations is an important part of understanding what people hope to achieve by attending training. It is useful to do this early on, in order to address any expectations that may be confused or unrealistic, and to ensure that everyone is clear about the purpose of the training and what participants should expect to achieve by the end of it.

2. Ask participants to work with the person they are sitting next to, and write down what they expect to gain from the training, as well as what they hope to be able to contribute to the training. Participants' expectations can be recorded on flip charts and then these flip charts can be posted up on the wall on the final day of training. As an exercise on the final day, participants can revisit their expectation from Day 1, to see how well it has been met, and indicate on the flip chart with a ✓ or a ✗ This exercise is also a good source of feedback for you as a trainer, to gauge how well the training has met participants' expectations.

3. It is also a good idea to identify 'ground rules' to guide the training, for example, no interrupting others when they are talking. Ask your participants for their ideas on ground rules for the training and make a list of these for all to see. Make sure that everyone agrees with the rules before continuing. Put this list somewhere visible for the duration of the training. These could include for example:
   a. Taking part in activities and discussions.
   b. Having mobile phones on silent and leaving the room if you need to take an important call.
   c. Arrive on time each morning and after breaks.

4. The setting of ground rules is an important exercise for creating an environment of 'mutual respect', which includes:
   - Listening to other people's views, even if they are different from your own.
   - Not criticising other people's ideas just because you don't like them.
   - Giving everyone a chance to express themselves.

Assessment—Pre-test/Post-test questions

The module has a set of 'Pre-test' questions and self-assessment checklist, which is a useful way to gauge participants' knowledge and skills levels before the training commences, and then compare with the results from the 'Post-test' questions and self-assessment checklist at the end of the training, to gauge what participants has learned as a result of the training.

The 'Pre-test' and 'Post-test' questions can be found in the Assessment & Evaluation Guide for the M&E Module. Allow about 10-15 minutes for participants to fill in the pre-test assessment and checklist. Then have a discussion in plenary on each of the questions. Participants can get an idea of how accurate their responses were.

Note that many of the answers to the questions will depend on the level of participants' existing knowledge about the subject matter to be covered. It is not necessarily to assess 'right or wrong' answers. As such, you can collect the pre-test response papers after the task, or just discuss in plenary. Explain that a lot of the topics from the pre-test task will be covered in detail as part of the training. The important thing is for participants to compare their self-assessment checklist at the end of the training, to see how well equipped they are in terms as a result of the training they have just completed.

Session 1: Introduction to M&E

Session Objectives:

By the end of this session participants will be able to:

- Explain Monitoring & Evaluation in the context of a development project.
- Outline the benefits of conducting M&E activities.
- Correctly use M&E terminology.

Duration: 2 hours

Methods: Presentation, Questions for Discussion, Exercise 1

Relevant PPT Slides:

- Slide 4: Session 1 Title Slide
- Slide 5: What is a project?
- Slide 6: Table 1. Differences between M&E
- Slide 7: Table 2. Benefits of M&E
- Slide 8: M&E Terminology
- Slide 9: M&E Results Chain

Session Notes:

What is a Project?

The text box gives a brief explanation of what a project is, as this is a way of framing the concept of M&E so that participants can understand it in a concrete way.

PowerPoint Slide 5 shows some examples of projects. It is important to explain that projects can include both infrastructure (e.g. construction projects) and service delivery (e.g. improvements in the way that services are provided to citizens, such as education or health).

Questions for Discussion

Looking at the above examples of development projects, which ones are examples of infrastructure projects, and which are examples of service delivery projects? Who might be the intended project 'beneficiaries' for each of the examples given above?

Discuss your ideas in pairs and then in plenary.

The Questions for Discussion aim to focus participants' thinking around what can be considered as a project, and particularly the distinction between infrastructure and service delivery projects. Participants can also explore the concept of 'project beneficiaries' through these questions. Some possible answers include:

- Building a new facility, such as a school or a health centre.

Infrastructure project, beneficiaries could include families living nearby who would send their children to the school, and/or access the new health centre.

- Improving agricultural techniques, through capacity building for farmers.

Service delivery project, beneficiaries could include the farmers themselves, plus consumers who would benefit from increased agricultural production.

- Upgrading a road to improve travel times between two locations.

Infrastructure project, beneficiaries could include users of the road, as well as any businesses who are located along the road and who may benefit from increased business activity as a result of the road upgrade.

- Improving the process of solid waste collection and management in an urban area.

Service delivery project, beneficiaries could include local households in the area who will benefit from a more efficient waste collection system, as well as the wider population who may benefit from improved health outcomes as a result of less garbage lying around in the streets.

- Increasing knowledge and awareness of women's health issues.

Service delivery project, beneficiaries could include groups of women for whom a capacity building project is targeted, as well as their families who will benefit from the women who have a better understanding of their own health and are less likely to become unwell from preventable and treatable conditions.

- Constructing a large-scale water irrigation system.

Infrastructure project, beneficiaries could include householders who may have improved access to water, as well as possibly agricultural areas who may also have improved access to water.

You can also explain the difference between 'direct' and 'indirect' beneficiaries. Where 'direct' beneficiaries are those people who will directly utilise and benefit from the new or improved services/infrastructure, an indirect beneficiary will be someone in addition to the target beneficiary group. For example, in the case of the upgrading of a section of road, the direct beneficiaries will be those people who use the road, while indirect beneficiaries could include the local businesses who are located along the road and who may benefit from increased business activity as a result of the road being improved.

What is Monitoring & Evaluation?

The text box gives an explanation of what M&E is, and what is the purpose of conducting M&E activities. This is followed by **Table 1** which gives an overview of the differences between Monitoring and Evaluation, so participants can see that these are two distinct sets of activities. **Table 2** also outlines the benefits of doing M&E and how it can be useful. This information is also presented in **Slides 6 & 7**.

This information leads into **Exercise 1**, where participants can explore further the information that has been presented in **Tables 1 and 2**.

Exercise 1: M&E Scenarios

Key learning points:

- The exercise aims to help participants to understand the concepts of the differences between Monitoring and Evaluation activities, as well as some of the benefits of conducting M&E activities. The scenarios in the exercise are based on real examples, so as to give authenticity to the exercise.

Suggested timing:

Preparation:	5 mins
Time in groups:	20 mins
Plenary discussion:	20 mins

Groups:

Participants can work in small groups (e.g. 3 or 4) for this activity

Steps:

1. In their groups, participants should read each of the Scenarios presented in their Participant Book, and then discuss the questions for each scenario.

2. After some time, bring everyone back to plenary and discuss each Scenario at a time. Participants can share what they discussed for each scenario and how they answered the questions.

Suggested answers:

Scenario 1:

Question 1: Are the above activities an example of Monitoring, or Evaluation? Explain your choice. (refer Table 1)

This is an example of a monitoring activity.

Question 2: Which benefit of M&E does the above scenario relate to? (refer Table 2)

The relevant benefit is 3. Ensure that the objectives for the project are reached.

Scenario 2:

Question 1: Are the above activities an example of Monitoring, or Evaluation, or both? Explain your choice. (refer Table 1)

This scenario illustrates both monitoring and evaluation activities – monitoring is the checking of the construction while it was underway, and the evaluation is the measuring of the increased market activity after project completion.

Question 2: Which 'benefit of M&E' does the above scenario relate to? (refer Table 2)

The relevant benefit is 5. Ensure the quality, sustainability and effectiveness of projects.

Scenario 3:

Question 1: Are the above activities an example of Monitoring, or Evaluation? Explain your choice. (refer Table 1)

This is an example of a monitoring activity.

Question 2: Which 'benefit of M&E' does the above scenario relate to? (refer Table 2)

The relevant benefit is 2. Improve Management & Decision Making

M&E Terminology

The text boxes that follow provide some definitions for some of the key M&E terminology that will be used in the module.

Questions for Discussion

Sometimes the terminology used in M&E can be confusing. Read through the definitions and examples provided above and discuss in pairs. Are there other terms related to M&E that you have heard before? Make a list of these and discuss what you think they mean.

Discuss your ideas in pairs and then in plenary.

Session 2: District M&E Structure, Roles and Responsibilities

Session Objectives:

By the end of this session participants will be able to:

- Explain the role of M&E activities as part of the DPP&BG cycle.
- Outline the need for a district M&E framework.
- Identify the main stakeholders in a district M&E structure and links between district and state M&E frameworks.

Duration: 2 hours

Methods: Presentation, Questions for Discussion, Exercise 2

Relevant PPT Slides:

- Slide 10: Session 2 Title Slide
- Slide 11: Diagram 1. DPP&BG Cycle
- Slide 12: Principles of an M&E Framework
- Slide 13: Diagram 2. Roles and Responsibilities in District M&E
- Slide 14: Diagram 3. Linkages between District M&E and other stakeholders.
- Slide 15: An example of the PIMES dashboard

Session Notes:

M&E and the DPP&BG Cycle

The text box explains that M&E is located in Step 4 of the DPP&BG cycle, which includes activities such as internal audit, as well as M&E and Social Accountability Tools (such as Community Score Card). It is important to emphasise that even though M&E activities can occur on an ongoing basis throughout the year, they are included as Step 4 in the cycle to illustrate how the information gained through M&E processes can help feed into the decisions made and priorities set for the next cycle of planning and budgeting activities. **Diagram 1** and **Slide 11** show the DPP&BG cycle and Step 4 highlighted with a red box.

What is a district M&E framework?

This text box gives some information on why it is important to have a district M&E framework, followed by the key questions that an M&E framework can help to answer. Below is some additional information about why an M&E framework is necessary, which you can also share with participants.

- Contribution to accountability and evidence-based management:

M&E needs to be perceived as a value-addition tool to guide public expenditure management, policy and budget formulation, and evaluation, for better accountability and results. Besides, there is a need to strengthen oversight monitoring during AWP&B implementation by establishing systems to facilitate regular follow-up on implementation issues and effective and timely reporting.

- The need for comprehensive data availability:

Adequate baseline, performance monitoring, and survey data are crucial components for appropriate assessment of policy and program results. It will, therefore, be necessary to enhance investment in timely data collection, management, and dissemination at all levels.

- Designing a harmonized results framework for State plans and M&E system:

A comprehensive and integrated results framework is required outlining the appropriate and specific indicators and targets at all levels of results reporting (District to state-wide). The integrated results framework ought to be the basis for the formulation of budgets, as well as the development of departments and District Management Information Systems.

- Strengthening M&E capacities:

An M&E capacity development plan, based on an overall M&E size needs assessment should be designed and implemented. This plan will aim at building a critical mass of local government employees to undertake M&E for effective public expenditure management.

- Rationalization M&E roles and responsibilities:

The lead department for M&E in the districts is planning department through its M&E head section. Therefore, roles and responsibilities of all M&E stakeholders including department. Development Partners ought to be streamlined to enhance efficiency and effectiveness in M&E actions, which will, in turn, reduce duplication of efforts and wastage of resources.

Principles of an M&E framework

The text box and **Slide 12** give an overview of some of the principles that underpin an M&E framework, which reinforce some of the concepts presented in Session 1.

Questions for Discussion

Discuss the following questions in pairs and then discuss in plenary.

- What might be some of the challenges faced in establishing an M&E framework for district local governments?
- What actions could be taken to overcome these challenges?

Some possible challenges include:

- Lack of baseline information.
- No widespread culture of evaluation developed yet.
- Mismatch between release of data and reporting requirements.

- Lack of Management Information Systems for data collection, storage and retrieval.
- Poor design of results indicators and targets by sectors.
- Lack of oversight monitoring on DDF/AWP&B.
- Insufficient M&E capacity in district planning departments.
- Weak use of M&E findings in decision making.

It is important to get participants' ideas on what actions can be taken to overcome the challenges identified, rather than just identifying the challenges.

For example, on the positive side, so far there have not been any documented political challenges, such as vested interested in blocking the designing and implementing of an M&E system as part of the planning process. District Mayors and Ministry of Interior have both indicated their willingness to see such system working. Whether there is a need for strong champion in the M&E system, or whether decentralized M&E is required needs further information. The readiness of the government in establishing M&E system needs further assessment. Key stakeholders such as the Ministry of Interior and the Ministry of Planning need to be consulted with.

What are the key elements of a district M&E framework?

This text box gives an overview of the main components of a district M&E framework, which include the DDF, Annual Work Plan, and Community Involvement.
There is also a box of information which identifies some key things needed for a successful M&E system. This includes identifying clear responsibilities, which will be covered in Exercise 2 that follows.

Exercise 2: M&E Responsibilities

Key learning points:

- The exercise aims to give participants an opportunity to look closely at the different stakeholders in M&E at different levels, and what their responsibilities are.

Suggested timing:

Preparation:	5 mins
Time in groups:	20 mins
Plenary discussion:	20 mins

Groups:

Participants can work in small groups (e.g. 3 or 4) for this activity.

Steps:

1. Ask participants to look at Diagram 2 in their Participant Book, which gives an overview of some of the main stakeholder groups at state, district and community level, in relation to M&E.

2. Groups should read the information in the diagram and discuss the following questions:

    - Are there any other stakeholders who should be included in **Diagram 2**? If so, what would be their roles in M&E?
    - For the stakeholders in **Diagram 2**, can you think of any additional roles and responsibilities that the different groups have in relation to M&E?

3. After some time, come back to plenary and ask groups to share their findings.

Then you can move on to present **Diagram 3**, which shows the broader linkages with other M&E stakeholder bodies.

Following **Diagram 3** are text boxes which outline the key responsibilities of the different stakeholder groups (grouped as 'Supervisory Bodies', 'Implementing Bodies' and 'M&E Technical Working Group).

What is PIMES?

To finish the session, it is good to present the Puntland Integrated M&E System, which has recently been developed by MOPIC M&E Department. The text box gives an overview of what the PIMES aims to achieve. Explain to participant that a district level M&E system (known as DIMES) will also be prepared and once this comes about it will be important to make sure that the current M&E activities of districts can be harmonised with the new DIMES system. There is a picture in the Participant Book which gives a screenshot of the PIMES database, in order to give participants some familiarity with how it looks.

Session 3: District DDF and AWP M&E Framework and Tools

Session Objectives:

By the end of this session participants will be able to:

- Prepare and use a DDF M&E matrix based on their own district's DDF.
- Carry out monitoring activities on the implementation of their district's AWP.
- Use tools for data collection and set indicators to help measure progress.

Duration: 3 hours

Methods: Presentation, Questions for Discussion, Exercise 3

Relevant PPT Slides:

- Slide 16: Session 3, Title Slide
- Slide 17: Diagram 4. Steps in DDF/AWP M&E
- Slide 18: DDF M&E Matrix
- Slides 19-21: Examples of Indicators
- Slide 22: Example Targets
- Slide 23: Primary & Secondary Data Collection
- Slide 24: AWP M&E Templates

Session Notes:

This session aims to outline clearly the different elements that exist for district Monitoring and Evaluation of the District's DDF and Annual Work Plan (AWP).

Diagram 4 gives an overview of the process, noting that Steps 1-3 are actually carried out during the DDF development, which is done once every 5 years. Participants should have already completed the DDF Module and so they should be familiar with the process of preparing a DDF. It is important to emphasise this point, as it shows the linkages between M&E processes and Planning processes.

Annex 1 also contains an overview of the M&E process for both the DDF and AWP. It is important to note that within any given year (e.g. a quarterly or semi-annual basis), the monitoring activities are carried out on the Annual Work Plan and its implementation. This is largely to monitor the inputs, activities and outputs of the AWP. Evaluation activities on both the DDF and AWP can be done on a yearly (annual basis), as well as mid way through (DDF mid term review) and at the end of the 5 years of the DDF. This is largely to evaluate the outcomes and impacts of the interventions over the 5 years of the DDF, and how they have contributed to meeting the objectives set out in the DDF, which all contribute to achieving the District Vision.

DDF M&E Matrix

An example DDF M&E Matrix is presented in the Participant Book (see also **Slide 18**). This Matrix can be found in each District's DDF and forms the basis for the M&E activities that take place over the 5 years of the DDF implementation. Go through each of the columns of the Matrix and point out the following:

District Vision: This is taken from the DDF and should appear at the top of the matrix to remind the overall goal of the M&E process, to measure progress towards achieving the vision.

Sector: The DDF M&E Matrix should be divided into the different priority sector areas that appear in the DDF. Each priority sector should be numbered e.g. 1.0 Health, so that the relevant objectives can also be numbered accordingly.

DDF Objectives: As mentioned above, the objectives should come under their respective Sector Areas. Each priority sector area in the DDF should have about 1-3 Objectives. They can be numbered accordingly, for example, if Health Sector is 1.0, the Objectives can be numbered 1.1, 1.2 1.3… As a reminder to participants, the DDF Objectives are set during the formulation of the DDF, and are developed using the SMART method, that is, they are: Specific, Measurable, Achievable, Realistic, Timebound

To illustrate, the example related to the Health Sector Objective is:
Objective 1.1: By 2022, at least 70% of residents will have access to a health post with qualified staff and medical supplies within 2-3 hours travel.

Baseline: Refers to the position at the beginning of the DDF. As has been expressed by district personnel, there are often problems with trying to gather accurate baseline data, which will be looked at more closely later in the session.

Indicators: These are how you measure progress towards meeting an objective. Indicators were explained back in Session 1, and you may like to revisit the M&E Terminology so that participants are clear on the meaning of indicators and can understand the difference between output and outcome indicators.

Annual Targets: These help to stay on track with meeting an objective. For example, if a district wants to see an increase in X from 50% to 70% over 5 years, this represents a 20% increase. It may be suitable to divide this figure evenly across the 5 years of the DDF, therefore aiming to have a 4% increase each year over 5 years. Often, targets can be adapted from similar targets from other plans, such as regional/sector/state/national plans, depending on whether such targets are felt to be realistic for a particular district's context.

Data Collection Methodology and Source: This indicates how data will be collected in order to measure indicators, and from where the data will come. Point out that the data can be from either primary or secondary sources, which will be explained more later in the session.

Frequency of Data Collection: This indicates how often data needs to be collected. For example, in the construction of a new health centre, there might be monthly and quarterly monitoring of progress of construction, and then after completion there may be 6 and/or 12 monthly evaluation of usage of the new facility.

Responsibility of Data Collection and Analysis: This identifies who would be responsible to collect the data. Often it will be the relevant department who collects monitoring and usage data (e.g. Social Affairs and Public Works Departments) but it may also involve the M&E Unit of the Planning Department. The M&E Unit will be responsible for analysing all the data received from the different departments.

Examples of Indicators for service delivery/project areas

The text box and **Slides 19-21** give some examples of different indicators that can be used for different service delivery/project areas, in this case Education, Roads, Water. Point out the difference between the output and outcome indicators.

Examples of Targets for Health and Education Sectors

Similarly, the text box and **Slide 22** give some examples of targets that are commonly used in Development Plans, in this case for Health and Education sectors. This is also illustrated in **Annex 2** with an excerpt from the PLD Development Plan, which gives a real example of an M&E matrix with indicators, baselines and targets.

Data Collection for M&E

The text boxes and **Slide 23** explain the difference between primary and secondary data and give some examples of different sources of information for data collection (both primary and secondary).

Questions for Discussion

Discuss the following question in pairs and then discuss in plenary.

- It has been acknowledged that there are some challenges for districts in obtaining the necessary data in order to set baselines and measure progress according to indicators.
- Discuss each of the challenges listed below, and for each challenge, try to identify some possible ways to address the challenge.

  1. Lack of accurate baseline data.
  2. Difficulty in accessing the necessary data (e.g. from other institutions).
  3. Logistical issues in collecting/verifying data (e.g. travel).

Data collection has been an issue for districts for many years, so the Questions for Discussion provide an opportunity to identify solutions for some of the common data collection challenges. For each of the challenges given, below are some possible solutions for discussing with participants. Other challenges may also have arisen as a result of the discussions, for any such challenges try to identify ways to overcome.

Challenge	Possible Solution
1. Lack of accurate baseline data.	Refer to relevant sector/state/national Development Plans for accurate baseline figures, as well as the sources for this data.
2. Difficulty in accessing the necessary data (e.g. from other institutions).	Find alternative channels to request data – e.g. District Mayor, the Vice-President/Champion's Office. Write a clear letter explaining what data you need and why.
3. Logistical issues in collecting/verifying data (e.g. travel).	Some M&E policies state that 1% of the development budget should be allocated to M&E activities (e.g. PLD M&E Policy has a 'Project M&E Fund'). If each district was to allocate a similar % of their own budget to M&E, this could address the issue of not having resources for monitoring and data collection activities.

Annual Work Plan Monitoring & Evaluation Templates

The text box and Slide 24 show some different templates that can be used for monitoring the implementation of the District's Annual Work Plan. Note that these templates can be found in other training modules such as the Annual Planning & Budgeting module, Implementation Module and District Technical Manual. However, here they are able to all be pulled together under the M&E umbrella so that participants can see how they relate to each other. The templates are:

- Annex 4: Development Annual Work Plan Examples
- Annex 5: Project Implementation Plan (for each project in the AWP)
- Annex 6: Project Monitoring Format for Individual Projects in the AWP (Monthly)
- Annex 7: Evaluation Survey tool Pre and Post intervention

Spend some time going through the templates and their examples, as the examples of a Road Upgrade and Teacher Employment project follow through from the AWP in Annex 4, to the Evaluation Survey in Annex 7 and will also be found in Session 4: District M&E Reporting.

Finish the session with Exercise 3, which gives participants an opportunity to try and development an evaluation survey tool themselves.

Exercise 3: Prepare an evaluation survey

Key learning points:

The exercise aims to give participants some practice in developing an evaluation tool, in this case a survey for community members on a recently established service.

Suggested timing:

Preparation:	5 mins
Time in groups:	30 mins
Plenary discussion:	25 mins

Groups:

Participants can work in groups of 3-4.

Steps:

1. Ask participants to work in their groups and identify a new service that could be established within a community (can be rural or urban) and then spend some time preparing some simple survey questions that could be asked of community members before the service is implemented, and after it has been established.
2. The service could be related to any area, such as health, education, WASH etc, but they need to be specific about what the service is. It can be related to a real service in their district, or something they just make up as an example.
3. They can refer to the example survey in Annex 7 to give them an idea of the structure to use. However, they can use another survey structure if they wish, if they know of one that would be suitable.
4. Allow at least 30 minutes for participants to work in groups on this, as it may take them some time to write the questions. They need to think about what questions they need to ask:

   a) Before the project has commenced.

   b) After the project has been completed and once the service has been established for a while.

   For example, if they choose a new health centre, the project can be the construction of the health centre and then its staffing and equipment so that it can provide a service to the community. The questions can relate to the proposed project and service that is to be implemented, and then some time (e.g. 6-12 months) after the project is completed and the service is operational.
5. Some example questions include the following:
   - How was this development project conducted?
   - Was there community participation in setting up this community service?
   - How did you benefit from this new service?
   - What impact has it had on your daily life?
   - Are the services going as intended? Why? / Why not?
   - Did you get what you expected from the project? Why? / Why not?
6. Bring participants back to plenary and ask them to share some of their survey questions that they have developed

Session 4: District M&E Reporting

Session Objectives:

By the end of this session participants will be able to:

- Outline the reporting requirements for District M&E.
- Prepare an M&E report, using the relevant template.

Duration: 3 hours

Methods: Presentation, Questions for Discussion, Exercise 4

Relevant PPT Slides:

- Slide 25: Session 4 Title Slide
- Slide 26: M&E Reporting Templates
- Slide 27: M&E Report Dissemination
- Slide 28: Primary Users of M&E Reports

Session Notes:

M&E Reporting Overview and Templates

The text box explains the importance of M&E Reporting as part of the overall M&E process. There are a number of different reporting requirements and reporting templates that need to be used in district M&E, and these are presented in the Annexes of the Participant Book. It will be important to spend some time in the session going through the examples so that participants will be familiar with them, and understand how the different levels of reports relate to each other. The examples in the Annexes largely relate to two projects—one is a road upgrade project in Kal Village and the other is a teacher employment projects. The continuity of the examples aims to help participants see the links between the different types of reports.

Annex 9. Overview of the DDF/AWP M&E Reporting

The table in this Annex gives an overview of the different reporting requirements, starting with a report that is part of the baseline at the beginning of the DDF process, going through to the final evaluation of the DDF at the end of 5 years. It should be emphasised that M&E reporting focuses around the projects in the AWP and the objectives in the DDF.

Point out how the monthly summaries feed into the quarterly monitoring reports, into the semi-annual reports and then into the annual DDF/AWP progress report. Half way through the lifetime of the DDF a mid-term evaluation is conducted, followed by a final evaluation at the end of the 5 years of the DDF, to assess to what extent the district local government has been able to achieve its vision for the district, measured against the DDF objectives for each sector priority area. The table also identifies who is responsible for preparing the respective reports and when.

Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)

It is important to prepare monthly summaries of the projects being implemented from the AWP, as information from these summaries will feed into the preparation of the quarterly project report. As mentioned in the text box, the monthly summary should include:

- The stage of the work plan and budget implementation reached each month.
- Physical progress of current projects – that is, how much of the project has been implemented (usually in percentage).
- Commitment and disbursement defined in the budget – this is linked to physical progress and relates to how much is spent from the project budget, compared to how much of the project has been implemented.

One of the main formats to use for preparing monthly project monitoring is in Annex 6. The table in Annex 6 should be prepared and filled in for each project in the AWP for each month of the project's implementation. The form can help to keep track of project progress, as well as to document any reasons from deviation from the project plan (compare against the Project Implementation Plan given in **Annex 5**). Information from the Community Monitoring Groups reports can be used to help prepare the monthly summaries (see **Annex 11**).

Annex 8: Quarterly Progress Report on Annual Work Plan

The quarterly progress report aims to compile all the information from the monthly summaries and present the following narrative information:

- Explain progress and deviation from Annual Work Plan over the quarter.
- Prepare budget expenditure overview as against budget targets and explain progress and deviations.
- Highlight the main implementation focus for the next quarter.
- Prepare quarterly activity and output based progress reports.

The table can then be filled in to capture progress on all projects in one table.
Semi-annual reports on the AWP are prepared from the quarterly reports, using the same format, there is no other special format for this report.

Annex 10. Annual Progress Report of AWP/DDF Achievements

The Annual Progress Report is an opportunity to measure progress on the AWP just completed, as well as any progress against the DDF objectives for each sector area. The Annual Progress Report aims to compile information from the quarterly reports and presents the following narrative information:

- Introduction and Background of the current DDF.
- Accomplishment of each sector priority areas (refer to the Table of DDF Achievements).
- Achievement of number of projects included in the Annual Work Plan and how they contribute to the DDF Objectives.
- Summary of AWP projects/interventions not completed with reasons/justifications.
- Any project impact on sector objectives (for example, number of children in school, reduction in diseases, improvements in safety/security, creation of local

employment and businesses, etc). This would be measured through evaluation processes.
- Recommendations on sector priorities, objects or projects for the coming year of DDF implementation.
- Describe briefly how the DDF has been useful as a guiding document for district planning over the past 1 year.
- Describe a 'success story' to illustrate how the DDF has been beneficial to the district's planning over the past 1 year.

The District's Annual Planning and Budgeting process includes a 'DDF Review Workshop' as step 4 in the process that should be held each year and it is where the Annual Progress Report can be presented. In addition to the above narrative information, the summary table in Annex 10 can also be prepared, which focuses not on the AWP projects, but on how the activities of the previous year have contributed to the DDF objectives, including how they were measured.

There is also scope in the M&E Reporting Schedule for a mid-term and final evaluation of the DDF, the Annual Report format can be adapted to be suitable for these evaluations.

Annex 12. Output/Outcome/Impact Monitoring Report

This report format is useful for individual projects that have been completed and are therefore used in an evaluation role, as opposed to other formats which are used for monitoring projects such as those found in **Annex 6, Annex 8 and Annex 11.** The information from these reports can be used which can be used as information sources for quarterly, semi-annual and annual progress reports (AWP), as well as mid-term and final evaluation of the DDF.

This reporting format will be the basis of Exercise 4.

Questions for Discussion

Discuss the following question in pairs and then in plenary.

- Based on the list of reports above and the examples provided in the Annexes, which of these types of M&E reports does your organisation currently prepare, and who is responsible to prepare them?
- Are there any other types of M&E reports which you think should be included in the list for districts? If so, what are they and why are they important?

These questions for discussion are designed to encourage participants to think about and discuss what currently happens in their own district in terms of M&E reporting. It may be very limited, but if so, participants can also think about whether there are any other types of M&E reports that could also be added to the list. They should comment on what these are and why they are important to have.

M&E Report Dissemination

The text box presents some information on ways in which M&E reports should be shared in order to give maximum exposure, as the reports are not simply for the purpose of gathering information, but rather they are important mechanism for feeding into district decision making and planning processes and as such their findings should be made widely available. On that same note, the text box also identifies some of the key users of M&E reports.

Exercise 4: M&E Reporting

Key learning points:

- The exercise aims to give participants some practice in completing an output/outcome/impact project report for a completed project, where they will also have to think about the outcomes and impacts of the project for the beneficiaries (that is, people in the surrounding community who the project aims to help).

Suggested timing:

Preparation:	5 mins
Time in groups:	30 mins
Plenary discussion:	25 mins

Groups:

Participants can work in groups of 2 or 3 for this activity.

Steps:

1. Groups should read through the example form, and try to fill in the form accurately for the road project:

   Upgrading of 10km of road from Kal village to district main town.

   Project ID No: DHAB / 2019 / 2006

2. Participants should think carefully about who would be the beneficiaries of the project, as well as what kind of outcomes/impact they might expect to see as a result of the project.

   Explain that participants may need to invent some of the project details themselves, (for example, employment generated, planned and actual project implementation dates, planned and actual projects costs etc. They can also refer to information about this project in the following Annexes in their Participant Book:

   - Annex 4. Development Annual Work Plan (Infrastructure and Service Delivery projects)
   - Annex 5: Project Implementation Plan Examples
   - Annex 6: Project Monitoring Format for Individual Projects in the Annual Work Plan (Monthly)
   - Annex 7 Survey tool Pre and Post Impact Survey
   - Annex 8: Quarterly Progress Report on Annual Work Plan
   - Annex 11: Community Monitoring Group Report

3. After some time working on their report, participants can share their report with another group and discuss their findings. Then share in plenary.

Session 5: Conclusion

Session Objectives:

By the end of this session participants will be able to:

- Summarise the main topics covered in the M&E Module.
- Demonstrate understanding of the content of the module, through a short assessment task.
- Evaluate the module, by providing feedback on their reaction to the training they have just completed, through a short questionnaire.

Duration: 1 hour

Methods: Discussion, Assessment Task, Evaluation Questionnaire

Materials and Preparation Required: Prepare copies of the Assessment Tasks and Evaluation Questionnaire in advance of the session.

Relevant PPT Slides:

- Slide 29: Session 5. Title Slide
- Slide 30: Conclusion Session Overview

Session Notes:

The main aspects of this session are to recap what has been covered in the training, through a summary provided in the Participant Book, as well as to set participants a short assessment task to gauge their understanding of the material covered in the training. It is also important to get the opinions of participants on what they thought about the training, so that the training material can continue to be improved.

Start by asking participants if they can recall some of the main points from the training. Ask people to share if there was anything in particular they found useful or interesting, or anything that might have been confusing. You can refer to the bullet points in the Participant Book for this session to guide you and the participants through this process.

Then, hand out a copy of the post-test task for each participant (this is located in the separate 'Assessment and Evaluation' document). You should have made a copy for each participant prior to the start of the training.

Participants should attempt the 'Post-test' questions and self-assessment checklist, which complement the pre-test questions and checklist that should have been completed at the start of the training. You can choose whether participants should do the questions on their own, or to conduct as a more interactive activity in plenary.

Allow about 20 minutes for the assessment tasks. Collect the papers and then hand out an evaluation questionnaire for participants to fill in. Allow about 10 minutes for the evaluation questionnaire.