WORKSHOP REPORT
Draft Version

1. BACKGROUND AND ACKNOWLEDGEMENTS

Following a discussion held last September in Algiers, during the CANA Annual Coordination Meeting, the CANA Project Management and Dr. Mustapha Malki, International Development Consultant, convened to organise a training workshop on Monitoring and Evaluation (M&E) and Results-Based Management (RBM) to strengthen capacities of North African researchers and development agents.

After the finalisation of the preparatory planning steps and the preparation of the didactic material by Dr.Malki, both parties agreed to hold the **training workshop in Rabat, Morocco from 3 to 7 February 2014**. The present report describes the main events of the workshop and introduces the results of the evaluation made by the participants.

Dr. Malki would like to thank the CANA Project Management, namely Dr. Mohamed El-Mourid and Dr. Ali Nefzaoui for their trust as well as for their continuous support before and during the training workshop. The consultant would like to extend his gratefulness to the staff of Rabat-located ICARDA Office as they did not spare any effort to make the workshop run in the best conditions.

As well, Dr. Malki would like to extend his thanks to the training participants form the three CANA platforms and others attendees for their readiness to learning and good will to improve their knowledge and skills on M&E and RBM.

3. ROLL-OUT OF THE CONSULTANT MISSION

The consultant mission took place in very good conditions and was rolled-out as follow:
02-04 Jan 2014:   Remote preparation of planning steps and didactic material.
01 Feb 2014:   Arrival to Rabat via Casablancaand lodging in the Golden Tulip Farah Hotel

02 Feb 2014:   Finalisation of preparation in the training venue
03-07 Feb 2014:   Delivery of the training workshop
08 Feb 2014:   Departure from Rabat via Casablanca
09-10 Feb 2014:   Drafting the workshop report

4. TRAINING WORKSHOP HOT SPOTS

4.1. Training Workshop Purpose and Objectives

Aiming at reinforcing the M&E capacity within the CANA Project, and therefore the skills of North Africa researchers development agents involved in the CANA Project, the objectives of this training are as follows:
1. Increase North-Africa researchers and development agentsconsciousness on the importance on both the M&E and the establishment of strong M&E systems for developmental actions.
2. Improve knowledge and skills of North-Africa researchers and development agents in terms of M&E and RBM concepts and tools for the project cycle management.
3. Enhance North-Africa researchers and development agents perception of the link between the logical framework of a projectand its M&E system.
4. Sensitise North-Africa researchers and development agents on the importance of linking M&E function and project design at the early stage of a project cycle.

Moreover, the workshop sought to help the CANA Project Management and the National Coordinators of the three national platforms implementing the M&E Plan of the project through providing of a discussion platform to clarify the roles and responsibilities of the different actors in this perspective.

5.2. Training Content and Pedagogic Approach

Referring to the state of art in terms of M&E and RBM and their contemporary application all over the world, on one hand, and the needs of North-Africa researchers and development agents in terms of capacity-building, on the other, the main subjects covered by the training workshop are as follows:
- Basic notions related to M&E and RBM;
- Difference and complementarity between monitoring and evaluation;
- Importance and place of monitoring within the project cycle;
- Causality links in a problem situation that must be tackled by a development project;
- Foundations of a logical framework and related concepts, and learning how to prepare logical framework;
- Results chain and Theory of Change, and learning how to develop a results chain;
- Elements of identification and formulation of indicators for the different types of results of a project;
- Importance of baseline data in the case on monitoring and evaluation of project outcomes and impact (high-level objectives or results);
- Content of a project M&E plan;
- Importance of a regular and timely data collection for monitoring the identified indicators;
- Identify of the means of verification of monitoring data and preparation of data collection tools;
- Principles of analysis and interpretation of the collected monitoring data;
- Differentiation of the main types of evaluation;
- Reporting on project performance and results and dissemination of M&E information

The training workshop was articulated on a fundamental principle of a "theory-practice-application" continuum wherein the training content was based on a fair balance between theoretical knowledge (provided through PowerPoint presentations), on one hand, and group practicals, plenary presentations and discussions of practicals' results, on the other.

The training workshop was delivered on the basis of a manual that was distributed to the participants.

À the start and the end of the training workshop, a written knowledge test (Kirkpatrick 2 test) was taken by all participants in order to assess participants' net learning during the training workshop. Comparative results will be presented in this forthcoming sections of this report.

Also, a workshop evaluation sheet was be filled-up by each participant. This evaluation covered the different technical aspects of the training as well as the logistics. All evaluation sheets were compiled and analysed by the trainer/facilitator. Results of this evaluation will be presented in this forthcoming sections of this report.

5.3. Training Workshop Roll-Out

The training workshop was held from 3 to 7 February 2014 in the Golden Tulip Farah Hotel, Rabat Morroco and **seventeen participants** from the three North Africa countries or from ICARDA (2 from Algeria, 2 from Tunisia, 11 from Morocco, 2 from ICARDA). Among these participants, 9 work for CANA Project (2 from Algeria, 2 from Tunisia, 4 from Morocco), 1 from ICARDA acting as M&E Specialist to AfDB-SARD Project. Among the remaining, 7 are INRA staff (researchers or staff involved in India-Morocco Project) and one from OCP Foundation, Morocco.

The training was worth **40 hours of training** includingtheory and practice (learning by doing).Dr. Ali Nefzaoui supervised the unfolding of the training workshop during the entire period and chaired the opening and closing sessions.

The training workshop was delivered on the basis of a **10-step sequence** for knowledge acquisition of the required skills to strengthen M&E capacities of North African researchers and development agents. This sequence was as follows:
1. Conducting a **Stakeholder Analysis** to identify the main actors concerned by a development problem situation – session of 3 February 2014 morning;
2. Developing a **Problem Tree** after an analysis of a development problem situation –session of 3 February 2014 afternoon;
3. Identifying the main **objectives of a development intervention** (project or programme) - a **Objective Tree** - which would help the intervention to provide relevant "solutions" to the identified problems in the above-mentioned Problem Analysis –session of 4 February 2014 morning;
4. Developing a **Results Chain** (or **Theory of Change**)which clarifies the logic of intervention of the development action–session of 4 February 2014 afternoon;
5. Formulating a **set of indicators** for the monitoring and evaluation of the different planned objectives and expected resulted (outputs, outcomes, impacts of a development intervention) –session of 4 February 2014 afternoon and session of 5 February 2014 morning;
6. Identification of the **means of verification** for data collection for monitoring progress of the development intervention towards planned objectives and expected results –session of 5 February 2014 afternoon;
7. Identification and formulation of **major assumptions and risks**(i.e. external factors which could negatively influence the success of a development intervention) –session of 5 February 2014 afternoon;
8. Understanding the **link between the LogFrame of a development intervention and its M&E system** and the **design of an M&E Plan** for this development intervention – session of 6 February 2014 morning;
9. **Introduction to monitoring data collection, importance of data quality, and preparation of data collection tools** on the basis of the agreed-upon indicators for M&E – session of 6 February 2014 afternoon;
10. **Introduction to evaluation**, **complementarity between monitoring and evaluation, differentiation of evaluation types, and management of an evaluation process** – session of 7 February 2014 morning.

It has to be mentioned that a review of lessons learned takesplace every morning (Lessons of the Previous Day). During these reviews, the trainer/facilitator asks the participants to volunteer and mention 3 lessons learned from the previous day. Participants speak about their learning of the day before and the trainer/facilitator would clarify things and help participants consolidate their learning.

## 6. KNOWLEDGE PRE- AND POST-TRAINING TESTS ANALYSIS

Aiming at assessing the net learning of the participants at the end of the workshop, a pre-training knowledge test was applied to all participants at the start of the workshop. Again, a post-training test was applied at the end of the training. A code number was given to each participant that would help identify the true progress made by each participant.

Both tests included the same questions on M&E and RBM key concepts, mainly on helping the distinction between "Outputs" and " Outcomes" (Question 1), the main elements of a logframe matrix (Questions 2-5), and the major elements of a Results-Based M&E system (Questions 6-7).

A comparative analysis of both pre-training and post-training tests made by the trainer/facilitator indicates that **North African researchers and development agents have considerably enhanced their knowledge about M&E and RMB during the training workshop**.
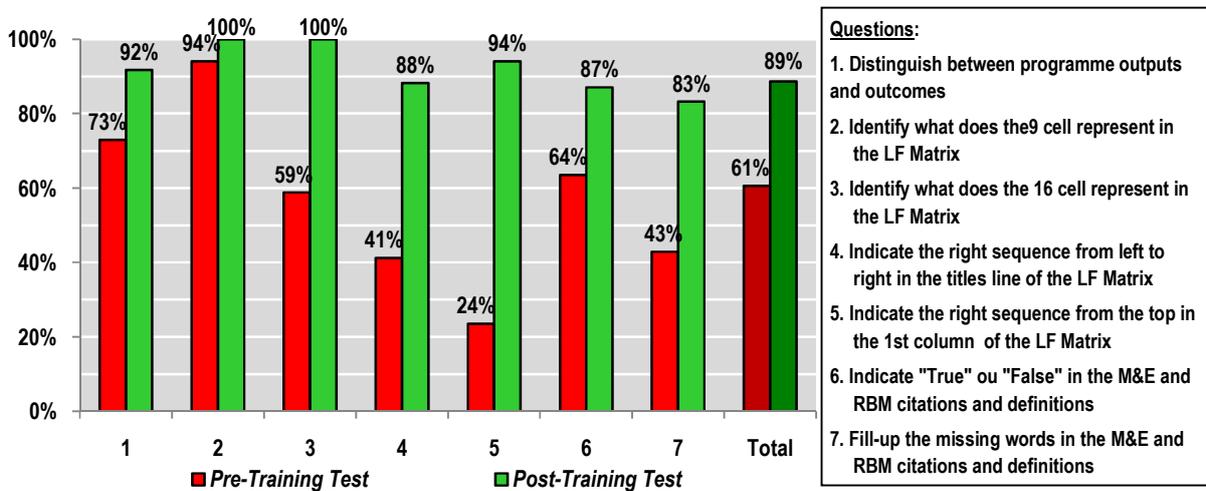
- On a total of 31different questions and sub-questions, participants have increased in average their number of good answers from 19 (good answers ratio of 61%) à 28(good answers ratio of 89%) between the two tests. These results show an **average net progress of 28%**at the end of the training (see Figure 1)**.** However, what this picture hides is that good answers at the first test were more subject to luck while they were more subject to learning at the end of the training, given that very few participants were exposed to the subject before the training workshop.
- On the 17 participants who undertook both tests,**16obtained more than 80% of good answers**.This performance would give more insight if one knows that none has succeeded a similar mark in the pre-training test.

Figure 1.Results progress between pre- and post-training tests
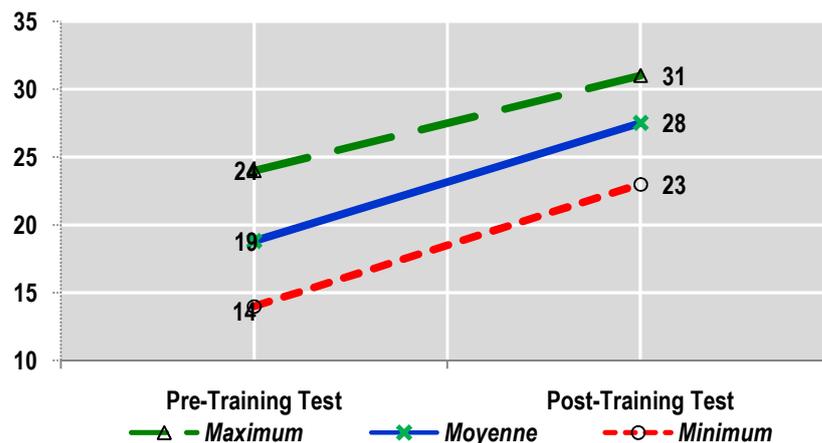
- The difference between the maximum and the minumum of good answers at the pre-training test was of 10 (24 at max - 14 at min), and got reduced to 8 (31 at max - 23 at min) at the end of the training. This shows a sort of **linearity in the progress in the entire group** between the two tests (see Figure 1).

Figure 2.Progress differences between pre- and post-training knowledge tests

Questions:
1. Distinguish between programme outputs and outcomes
2. Identify what does the9 cell represent in the LF Matrix
3. Identify what does the 16 cell represent in the LF Matrix
4. Indicate the right sequence from left to right in the titles line of the LF Matrix
5. Indicate the right sequence from the top in the 1st column of the LF Matrix
6. Indicate "True" ou "False" in the M&E and RBM citations and definitions
7. Fill-up the missing words in the M&E and RBM citations and definitions

- The maximum of good answers reached 31 at the post-training test, meaning that at least one participant has obtained a full mark (100%).
- The most significant progress between the two tests can be observed in Questions 3, 4 and 5 that concern the main elements of a logframe matrix, more particularly in Question 5 on the right sequence from the top of the first column of logframe matrix (70% of improvement). See Figure 2.

7. TRAINING WORKSHOP EVALUATION

Beyond the necessity to assess the participants' net learning out of this training workshop (see the previous section), an evaluation was undertaken by all participants at the end of the workshop in order to assess different aspects of the workshop. More specifically, the evaluation was meant to answer the following questions:

- Given the objectives and expectations of the participants vis-à-vis this workshop, was the training beyond their expectations, or did it live up to their expectations, or was it below their expectations?
- Referring to the pedagogic approach of the workshop, were the practical exercises useful? Were the PPT presentations informative?Was the trainer/facilitator clear when he speaks and efficient in his interventions? How was the support that the trainer/facilitator that provided to the participants?
- To what extent did the participants find the different modules delivered during the training workshop informative and their content useful?
- Referring to the logistic, to what extent were the lodging conditions, the training venue conditions, and the fooding conditions satisfactory?
- In general, how did the participants find the quality of the training workshop and how did they assess its usefulness for their daily work?

7.1. General Appreciation of the Training Workshop

Figure 3.Workshop General Appreciation

In general, participants assessed…

Quality of the training course	3,81
Training usefulness for participant's work	3,75

1 = Useless / Very bad quality; 2 = Little usefulness / Poor quality; 3 = Useful / Good quality; 4 = Very useful / Excellent quality

Participants came to the workshop with objectives and expectations. They found the workshop...

To participant's expectations 50%

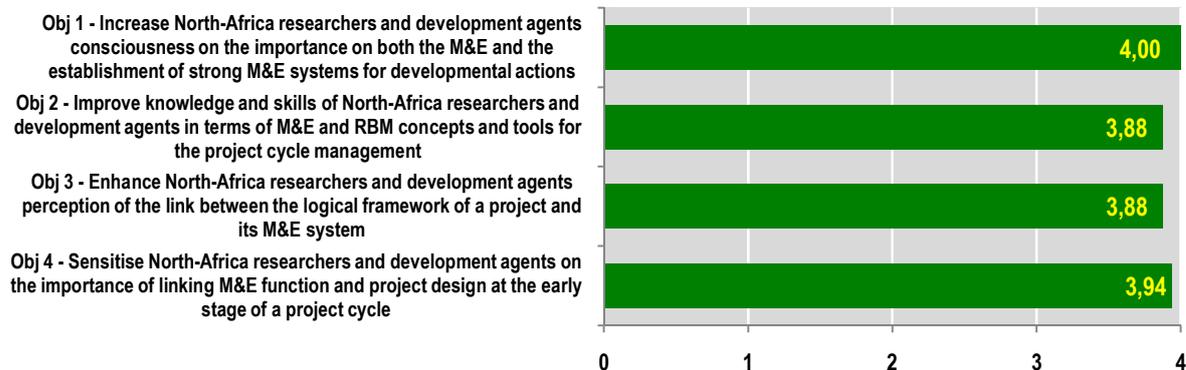Beyond participant's expectations 50%
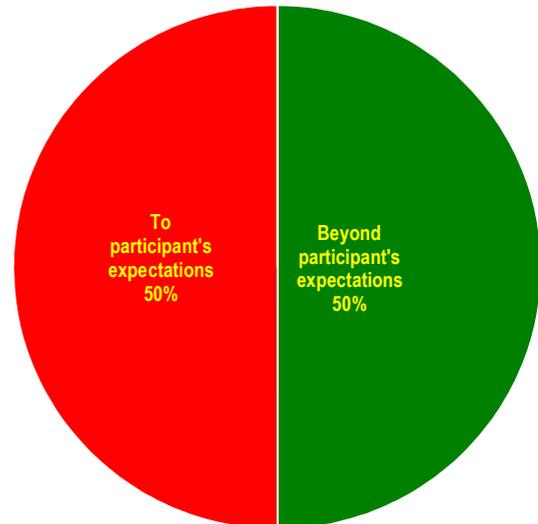
Participants attributed an "excellent" mention to the training workshop: on a 1-4 scale wherein 1 indicated the least score while 4 was the best score, they rated in average the trainng at **3.81**(see Figure 3).

Moreover, **participants considered what they have learned during this workshop is extremely relevant and very useful for their daily work**: in average, they rated the workshop usefulness at **3,75**.

For50% of the participants, the quality and level of the training workshop were beyond their expectations. For the rest, the workshop did live up to their expectations.

7.2. Achievement of Workshop Pedagogic Objectives

Figure 4. Workshop Pedagogic Objectives' Achievement

|	
Obj 1 - Increase North-Africa researchers and development agents consciousness on the importance on both the M&E and the establishment of strong M&E systems for developmental actions	4,00
Obj 2 - Improve knowledge and skills of North-Africa researchers and development agents in terms of M&E and RBM concepts and tools for the project cycle management	3,88
Obj 3 - Enhance North-Africa researchers and development agents perception of the link between the logical framework of a project and its M&E system	3,88
Obj 4 - Sensitise North-Africa researchers and development agents on the importance of linking M&E function and project design at the early stage of a project cycle	3,94

Assessment of objectives achievement: 1 = Very Low or No achievement; 2 = Low achievement; 3 = Fair achievement; 4 = Excellent achievement

On a 1-4 scale wherein 1 indicated the least score while 4 was the best score,**the participants assessed the achievement of the training pedagogic objectives and attributed an average score of 3.92for the 4 objectives, meaning that the workshop has obtained a mention of "Excellent Achievement"** (see Figure 4).

More specifically, Objective 1 was rated at full score (4.00) while the remaining three were respectively rated at 3.88, 3.88 and 3.94.

7.2. Workshop Didactic Aspects

Figure 5.Didactic Aspects of the Training Workshop
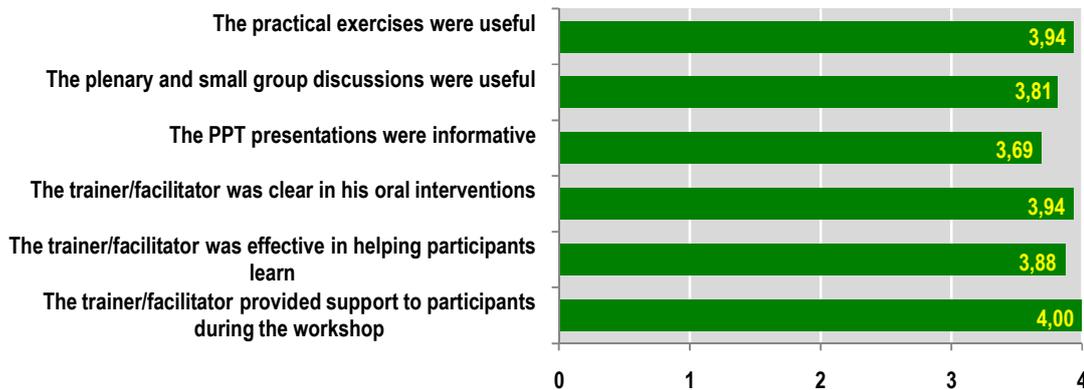
General appreciation of didactic methods: 1 = Not at all; 2 = Somewhat; 3 = To a large extent; 4 = Extremely

Referring to a 1-4 scale wherein 1 indicated the least score while 4 was the best score,**the quality of the different didactic methods used during the training workshop was evaluated at 3.88 in average, meaning that the used methods were rated as "Extremely Effective"** (see Figure 5).
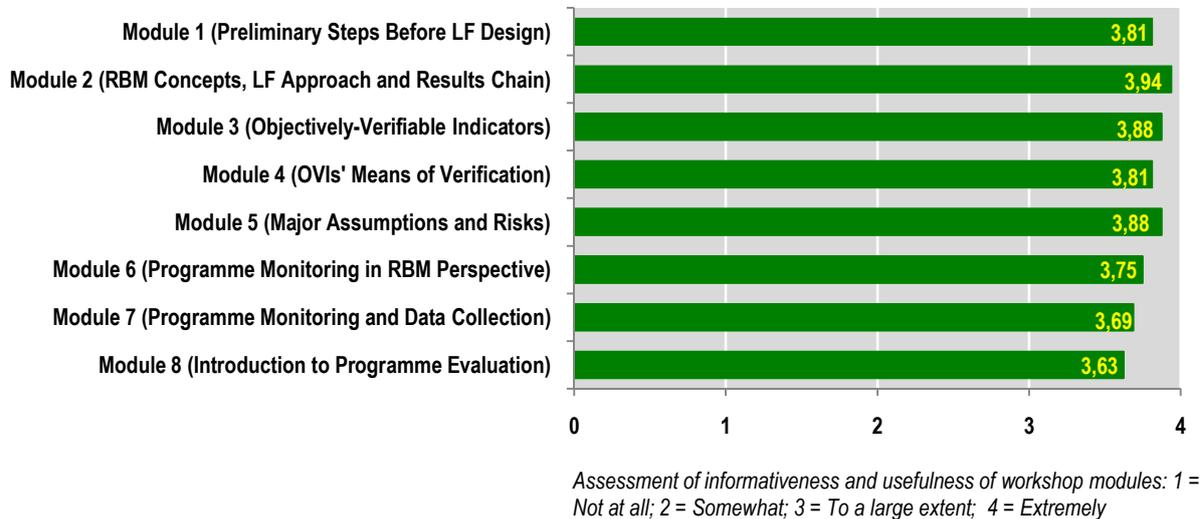
Among the different didactic methods used during the workshop, the **facilitator support to the participants**, mainly during group exercises, was rated at the full score (4.00), equally followed the **usefulness of the practical exercises** and the **clarity of the facilitator when he speaks** (both at 3.94).
Also, the **trainer effectiveness to help participants learn** and the **usefulness of plenary and group discussion** were respectively rated at 3.88 and 3.81.

Finally, the **informativeness of the PowerPoint presentations** were rated at 3.61 in average

7.3. Training Modules Content

Figure 6.Training Content

Module	Score
Module 1 (Preliminary Steps Before LF Design)	3,81
Module 2 (RBM Concepts, LF Approach and Results Chain)	3,94
Module 3 (Objectively-Verifiable Indicators)	3,88
Module 4 (OVIs' Means of Verification)	3,81
Module 5 (Major Assumptions and Risks)	3,88
Module 6 (Programme Monitoring in RBM Perspective)	3,75
Module 7 (Programme Monitoring and Data Collection)	3,69
Module 8 (Introduction to Programme Evaluation)	3,63

Assessment of informativeness and usefulness of workshop modules: 1 = Not at all; 2 = Somewhat; 3 = To a large extent; 4 = Extremely

On a 1-4 scale wherein 1 indicated the least score while 4 was the best score,**participants found the content of the different modules "extremely informative and useful" as they rated all modules at 3,80 in average** (see Figure 6).

More specifically, the highest average score was attributed to Module 2 on RBM Concepts, LogFrame Approach and Results Chain (3.94), followed immediately by Modules 3 and 5 (3.88) and Modules 1 and 4 (3.81).

The remaining three modules (6, 7 and 8) were respectively rated at 3.75, 3.69 and 3.63.

7.4. Workshop Logistics

Figure 7. Aspects logistiques

Lodging Conditions

Training Venue Conditions

Fooding Conditions
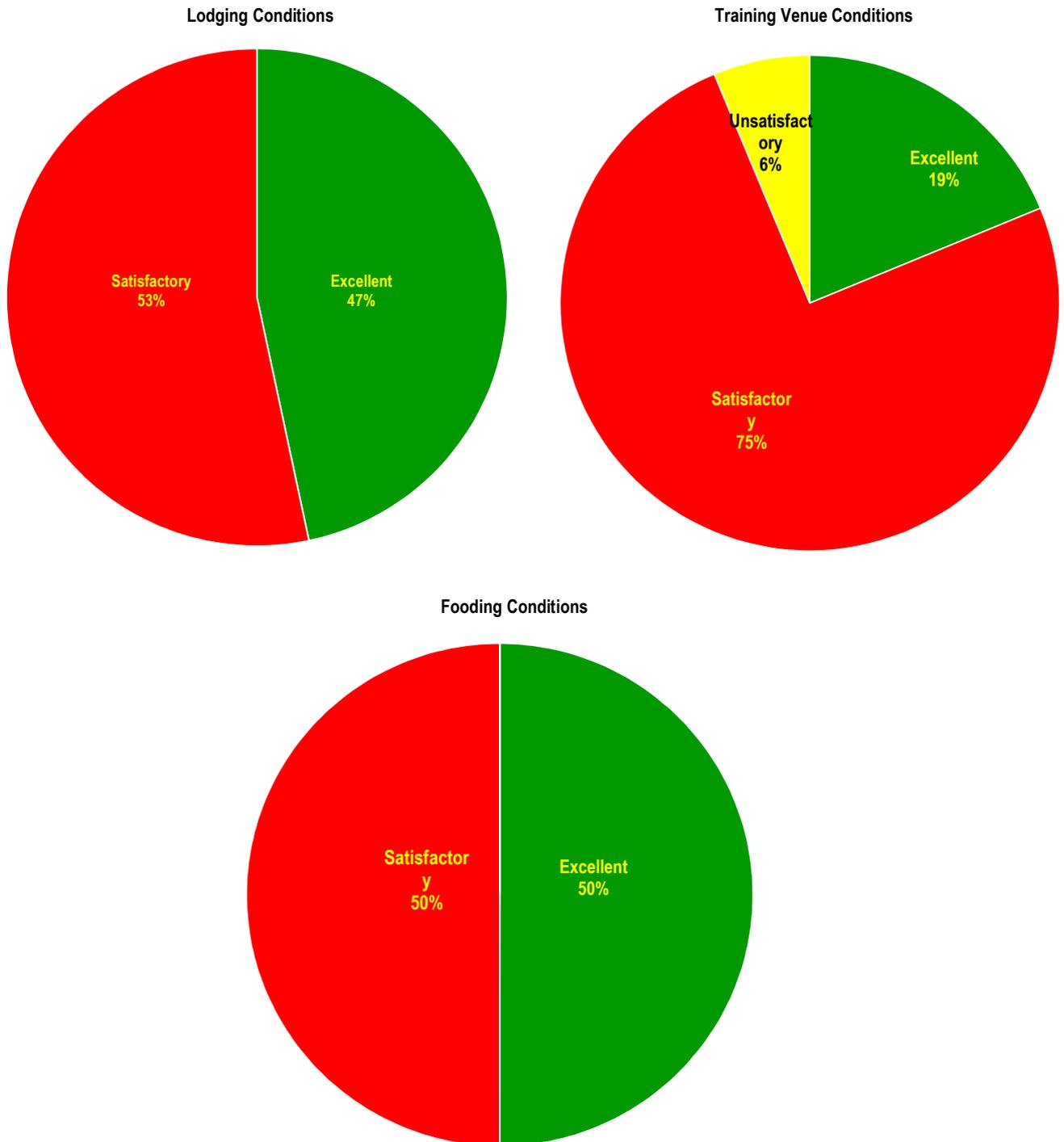
Regarding the **logistical aspects** of the training workshop, participants found all conditions highly satisfactory in average. Very rare remarks on unsatisfaction were made (see Figure 7).

More specifically, the lodging conditions at the Golden Tulip Farah Hotal were rated between "satisfactory" (53%) and "excellent" (47%). The training venue conditions were rated "satisfactory" at 75% but still 6% found the room "not satisfactory". The trainer/facilitator does agree with the latter because the room was not fit for such a training; it looked more like a meeting room.

As for the fooding conditions, these were rated between "satisfactory" (50%) and "excellent" (50%).

7.5. Other participants' written comments on the evaluation

Many participants drafted some written comments on their evaluation sheets. The majority of the participants appreciated the following elements:
- the **working groups formed for the practical exercises**;
- the **content structure** and the **sequential progress** from the start of the workshop to the end (putting the participants in a real process of setting an M&E system);
- the different **didactic styles and methods** used by the trainer/facilitator; etc.

Some participants highlighted the short duration of the training workshop and recommended to give more time to this training and insert more time for more practical exercises.

8. OTHER ACTIVITIES DURING THE WORKSHOP

During the 4th day of the training, and on the 9th Step more precisely, the trainer/facilitator oriented the participants to work in small groups on the design of some data collection tools to monitor some indicators of the CANA Project. These practicals engendered a great and deep reflection within the different small groups which started to put some of their ideas on paper.

At the end of the exercise, the trainer/facilitator engaged all participants on how to organise the M&E at the different levels (site, platform, regional). During this session, Dr. Nefzaoui took the opportunity to give some orientations on how to organise the M&E work between the country level and the regional level.

Moreover, the trainer/facilitator asked the different working groups to share what they designed with Ouambi, the new M&E Officer at ICARDA-NARP Regional Office in Tunis, who would be coordinating the design of the data collection tools so that standardisation is ensured.

Finally, it is worth mentioning that the trainer/facilitator used the specific concepts and terms, during all the training workshop, in both English and French. He shared with the participants the OECD Glossary on M&E and RBM Concepts where definitions can be found in Arabic, English and French.

ANNEXES

LIST OF PARTICIPANTS

Nº	Name	Country	Position/Function	Institution	EmailAdress
01	HouassineDjamal	Algeria	Agronomist, Coordinator CANA Project	ITGC	houassinedj@yahoo.fr
02	DjellakhFaiza	Algeria	Agronomist	ITGC	faiza_djellakh@yahoo.fr
03	HoucineAngar	Tunisia	Agronomist, Coordinator CANA Project	INGC	angarhbb@gmail.com
04	HatemCheikhMhamed	Tunisia	Agricultural Researcher	INRAT	hatemcheikh@yahoo.fr
05	YameogoOuambi	Tunisia	M&E Specialist	ICARDA	o.yameogo@cgiar.org
06	Ali Nefzaoui	Tunisia	Consultant Coordinator CANA	ICARDA	a.nefzaoui@cgiar.or
07	Remaury Hugo	Jordan	MENARID Project Coordinator	ICARDA	h.remaury@cgiar.org
08	Mustapha Malki	Algeria / Canada	International Development Consultant		malki_mustapha@hotmail.com
09	Brahim El Yousfi	Morocco	Plant Pathologist	INRA	elyousfi_brahim@yahoo.com
10	Mohammed Boughlala	Morocco	Researcher	INRA	boughlalamm@yahoo.fr
11	Mohamed El Koudrim	Morocco	Researcher	INRA	elkoudrim@yahoo.fr
12	Oussama El Gharras	Morocco	Machinery Engineer, Coordinator CANA Project	INRA	oelgharras@yahoo.com

Nº	Name	Country	Position/Function	Institution	EmailAdress
13	SaadiaLhaloui	Morocco	Entomologist	INRA	lhaloui@hotmail.com
14	MarouaneJbilou	Morocco	Head of Research Development Unit	INRA	jbilou@gmail.com
15	RachidMoussadek	Morocco	Researcher	INRA	rachidmoussadek@yahoo.fr
16	Khalid Daoui	Morocco	IMILA Platform Manager	INRA	daoui-khalid@yahoo.fr
17	Abdelouahad Al Balghiti	Morocco	Head of Economics & Sociology	INRA	a.alabalghiti@gmail.com
18	NezhaMouchfi	Morocco	IMILA Management Unit	INRA	mouchfi@gmail.com
19	Jelloul Ahmed	Morocco	Project Manager	OCP Foundation	a.jelloul@ocpfoundation.org

WORKSHOP TENTATIVE PROGRAMME

Day	08h30 – 10h00	10h30 – 12h00	13h00 – 14h30	15h00 – 16h30
Monday **03 Feb 2014**	• Opening address, introduction of participants, expectations • Ex-ante Test • Workshop programme overview • **Start-up** - Notions of M&E et RBM	• **Step 1** - Stakeholders Analysis • Practicum 1: Developing a Stakeholders Analysis Matrix (small groups) • Plenary discussion	• **Step 2** - Problem Analysis • LudExo 1: Problems and causality • Practicum 2: Developing a problem tree (small groups)	• Practicum 2: Developing a problem tree (small groups) • Plenary discussion
Tuesday **04 Feb 2014**	• Lessons of Day 1 • **Step 3** - Objective Analysis • Practicum 3: Developing an objective tree (small groups) • Plenary discussion • **Step 4** - Introduction to the Logical Framework Matrix (LFM) and Notions of a Results Chain	• **Step 4** - Introduction to the Logical Framework Matrix (LFM) and Notions of a Results Chain • LudExo 2: Causality links • Practicum 4: Recomposing a results chain (small groups)	• Practicum 5: Developing a results chain (small groups) • Plenary discussion	• **Step 5** - LFM and Objectively Verifiable Indicators (OVIs) • Practicum 6: Formulating OVIs for different types of results (small groups)
Wednesday **05 Feb 2014**	• Lessons of Day 2 • Practicum 6: Formulating OVIs for different types of results (small groups) • Plenary discussion	• **Step 6** - LFM and Means of Verification • Practicum 7: Identifying means of verification for M&E of OVIs (small groups) • Plenary discussion	• **Step 7** - MCL et Assumptions • Practicum 8: Identifying major assumptions for a project (small groups) • Plenary discussion	• Evaluation of LFMs prepared by the different working groups (comprehensiveness, coherence, causality, relevance, etc.)
Thursday **06 Feb 2014**	• Lessons of Day 3 • **Step 8** - The Project M&E Plan • Practicum 9: Preparing of a project M&E plan (small groups)	• Practicum 9: Preparing of a project M&E plan (small groups) • Plenary discussion	• **Step 9** - Project Monitoring and Data Collection and Storage Tools • Practicum 10: Building a data collection for project monitoring (small groups)	• Practicum 10: Building a data collection for project monitoring (small groups) • Application to CANA Project • Plenary discussion
Friday **07 Feb 2014**	• Lessons of Day 4 • **Step 10** - Introduction to Programme Evaluation: Complementarity with Monitoring, Types of Evaluation, Impact Evaluation, Experimental Design, etc.	• **Step 10** - Introduction to Programme Evaluation: Complementarity with Monitoring, Types of Evaluation, Impact Evaluation, Experimental Design, etc.	• General Review and Wrap-up • Ex-post Test	• Workshop Evaluation • Closing Remarks