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AGP2 CDSF

Training Program on Monitoring and Evaluation

Facilitators Guide

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MINISTRY OF AGRICULTURE

AGRICULTURAL GROWTH PROGRAM

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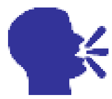
Global Affairs Canada

Contents

Icon Glossary

Icon	Meaning
	Facilitator presents and participants are encouraged to ask questions
	Group activity/discussion
	Facilitator tip

Background

The facilitator guide is a companion document to the standards for professional learning. It is intended to guide facilitators in introducing and helping others implement the standards. As a collective unit, the standards of professional learning define the conditions, attributes, and essential content for effective professional learning, with primary focus on educator learning. The guide includes many interactive learning opportunities for participant discussion, conversation, and involvement. Slide presentations are provided as a guidance for short minutes lectures. Time allotted for each unit are approximate and may vary according to audience size, levels of interaction and background knowledge. The facilitator need to be flexible and intuitively know when to determine when groups need more or less time.

How to Use the Facilitators Guide

This guide is for facilitators to use and learn from as they implement the AGP2 M&E manual. It presents facilitators with the foundations of this program and explains how to conduct all the necessary activities. It is designed to be easy to use and adaptable to suit the specific needs of trainees.

The Facilitator's Guide includes:

- Background for facilitators to use in preparing for all M&E manual roll out trainings
- Notes for facilitating the workshop sessions

This is 4 days M&E training courses the guide covers topics dealing with AGP2 M&E System and lessons learned from AGP1, Institutional arrangement for the implementation of AGP2, Result framework, project development objectives and components of AGP2 activities along with their sub components and key activities.

This guide is organized by units and sessions including competency-based/experiential learning evaluation tools. In this case the facilitator is required to follow the instructions displayed in each unit through the principles of experiential learning.

Regardless of the format used, however, it is important to maintain the basic principles of competency-based training and strengthen knowledge and skills to enhance transfer of learning.

Effective delivery of this manual requires skilled, committed, and passionate trainers with the right beliefs and attitudes. It is proposed that all trainers participate in structured training on this manual to ensure that they are familiar with both the manual content and delivery methodologies and that they demonstrate the requisite beliefs and attitudes. Trainers should also update their training skills regularly.

Below are some of the beliefs that a trainer is expected to have:

- *Believe in the value of all participants, regardless of their organizational level or status. We facilitate in a way that respects and values the intelligence, styles, experience, skills, and wisdom of our participants. We care about our participants and their development.*
- *Believe that people will learn what they need to learn. When participants are clear about their intentions and have access to the knowledge and skills they need, they willingly learn.*
- *Believe that knowledge must be linked to action. Knowledge is demonstrated by results, and action is guided by knowledge. When we apply knowledge and reflect on our results, we increase our knowledge. The AGP2 M&E manual training program draws on the real challenges of data quality and timeliness of reports that AGP1 M&E system has been facing and provides knowledge to best monitor the implementation of AGP2.*
- *Believe in the power of shared learning and discovery. We believe it is important that participants reflect on their own experiences and deepen their understanding. This training creates many opportunities for participants to reflect and share their knowledge.*

- ***Believe in the creative spirit of every human being. Each of us has the capacity to be creative. We encourage participants to imagine, dream, and create the future.***

Training Evaluation
After each training workshop, participants should evaluate the training in respect to its relevance, effectiveness, and the quality of facilitation. For this purpose, there will be an evaluation form at the end of this guide.

Coaching is a key part of all capacity development efforts because it greatly enhances the participants' ability to apply what they learned during training and to make their new understanding part of the way they work every day. At the end of the training session, the facilitator develops coaching visit plan with the trainees. In these visits, facilitators meet with teams and support them in monitoring their work with regard to AGP2.

The Philosophy of the learning

Before we begin this training course it is important to keep in mind some important concepts about adult learning. These points will help us all learn more and will contribute to a better sharing of the knowledge contained in this training course. As you are learning this material as part of a training session make sure you ask questions. We are confident that you will be glad that you did.

1) **Learning is a process**

It should be understood that learning does not usually take place on the side of the learner only. Rather, it involves how you as the learner relate and even adapt this learning to your work and home environments. Once we recognize that learning is a process we can then apply everything learnt to whatever situation is at hand.

2) **Learning is self-paced, of varied form, ways or styles**

As the training progresses the trainer will ask on whether everything is OK or understood. Many may state that they are happy with the progress. However, it is quite unlikely for all participants to learn in the same way or pace. Thus, do not be afraid to ask questions because what might be easy to some individuals may be harder for others and vice-versa. It is also important to have patience if you feel the course is going to slow as it may at times be too fast for others. We all never know when we personally may need some extra time to understand things and appreciate other's support. What is important is that everyone learns and hopefully meets their expectations from the course.

3) **Learning is goal-oriented**

Research has consistently demonstrated that when clear goals are associated with learning that the learning occurs more easily and rapidly. To illustrate, people who learn to drive so as to get to and from work generally find the experience sound, easy and are happy with it.

4) **Learning process grows lively through active participation**

Research has shown that active participation in training events reflects how learning is achieved and how long information is retained. Therefore, you need not be afraid to get involved or to make a mistake. After all mistakes are some of the best examples of learning and creativity in the world.

5) **Openness is decisive for learning to take place**

No matter how poor you think your current knowledge and skill, it is essential that you are prepared to learn from the course and other participants. It is also very likely that you have knowledge and experiences that could benefit the other participants and even the trainer. Please share what you can as it will make the course more rewarding for all concerned.

6) Dependable learning culminates into actions

Now that you are introduced to the main concepts of adult learning, you need to apply them to your own learning - both within your working environment and outside life. Research suggests that the best way to do this is to develop an action plan that clearly represents your goals and how you plan to achieve them. At the end of this training course you will be requested to complete a short action plan that will help you guide your ongoing achievement of your goals.

Participants of the training

Eligible participants:

- **M&E at Federal and Regional levels**
  - It is recommended to have between 25 and 30 members in one session.

Time required for the training

  - The training lasts 4 days

Session 1: Introduction

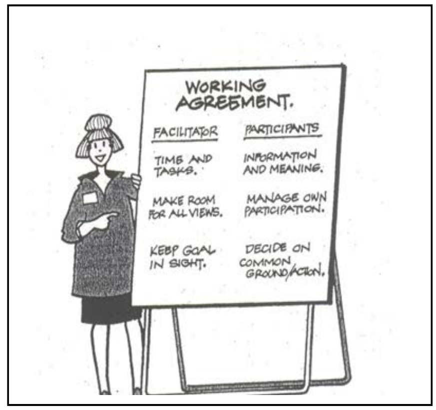
Session Number	One
Section number and Title	Introduction
Materials required	PowerPoint presentation, Ice breaker
Start Time and duration	20 min
Objectives	Participants will: • Create a collaborative environment • Build dialog and set the group dynamics

Step	Key Activity
Step 1: Welcome participants:	Give chance to the participants to introduce each other by name, working title and working organization. It is important to model good facilitation practice throughout, Including the standard practices of 1. Starting on time and honor set lunch breaks times, 2. Make every effort to get participants involved and give them responsibilities throughout, 3. Make the responsibilities of facilitators clear 4. Begin each different unit by introducing the objectives and end each session with the debriefing so participants know what was covered. **5.** Ask the participants expectation
Step 2: Create a collaborative environment:	The facilitator can choose a preferred favorite. The collaborative environment for the facilitator should be highly energetic. The facilitator can use the following icebreaker options to create a collaborative learning environment. **Option one:** Name of the icebreaker: Names and Adjectives Description of the ice breaker: Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, “I’m Hanna and I’m happy”. Or, “I’m Almaz and I’m amazing.” As they say this, they can also mime an action that describes the adjective. **Option two:** Name of the icebreaker: I like you because... Description of the ice breaker: Ask participants to stand in a circle and say one thing they like about the person on their right. Give them time to think about it first!
Step 3: Ask participants to identify some of the principles that will apply to the learning environment	• Dialogue • Everyone teaches/everyone learns (we all have important knowledge and can learn from each other) • Differences are not a problem • Learning by doing • Hard on issues; soft on people Together with participants outline the roles and responsibilities of the facilitator and the participants on a flip chart.
Step 4:	Discuss the logistics with participants. Review the start, end, break and lunch times with the group
Step 5:	Present the learning objectives and learning outcome

Slide: learning objective:

- To strengthen the monitoring and evaluation system of AGP2 to collect compile and report quality and timely data and support the decision making at all levels.

Slide: learning outcome



Participants will be able to:

- Describe the purpose of developing the M&E manual
- Describe the PDOs
- Describe the AGP2 M&E system
- Describe the lessons learned from AGP1 M&E system
- Describe, Institutional arrangements of the AGP2 implementation organizations
- Describe the result framework

Manual Description:
This M&E manual is intended to strengthen the M&E competencies of M&E specialists at federal, regional, Woreda and kebele levels. The manual will be guided by a facilitator's manual that goes in line with the contents to be covered in the manual. The manual is believed to be accommodative to a range of learning capacities of participants and reasonably paced. The training participants are supplemented with by handouts and power point presentations. The guide also embodies activities testing and solidifying the learnt items of information by way of individual, group discussion and presentation. Hence, brainstorming, insights invoking questions and group discussions have been incorporated as much as possible. In brief, the materials hoped to be up to the expectations of adult learners of the level whose inputs are quite enriching for the process of learning as well.

Some tips and considerations for the facilitator
Some behaviors of an effective facilitation:

- Knowing the material before doing the workshop.
- Exuding confidence: Be clear, enthusiastic, breath!
- Responsible for the content for that time period, and the process.
- Need to be sure that everyone is talking and is being heard.
- Need to be sure we're progressing toward our goal.
- Ensure that the task and time are suitable.
- Using humor, stories, and examples that directly relate to their work.
- Determining needed supplies, room requirements, seating arrangement.
- Selecting an appropriate activity that will meet the learning outcome and the needs of participants
- Clearly explaining activity or group work instructions and being prepared for questions.

- Close follow-up immediately when groups start the exercise and observe individual participation and involvement during exercises.
- Evaluating needs of the group, especially at the end of the day to see what you can change for the next day. Evaluating the experience and write down notes for future trainings.

About the proceeding of the training;
It is important that you read this facilitator guide critically. Preparation is the most effective tool as a trainer. We suggest you also refer to the sample icebreakers, and various guides provided such as encouraging participation and evaluating your training sessions which should also compliment the successful delivery of this training course.

As you read this guide take notes and where appropriate adapt the content to meet the specific and often unique needs of the target audience. Even if the profile of the target trainees is known in advance and the training package is prepared accordingly, it is necessary that the manual is evaluated at least by training participants.

On the day of the training session always:

- Arrive at least 45-60 minutes before the designated start time of the course.
- Ensure that all equipment required is in good working order and that back-up options are accessible.
- Ensure that reception staffs are aware of the training session and know where to direct participants to.
- Shake hands with all participants as they arrive and introduce yourself by name and explain that you will be their facilitator for the course.

How you organize the training room is always important and depends on the number of trainees attending and their backgrounds. How seating positions are organized will ensure an unobstructed view of the learning aids/tools (monitor, screen, flipchart, etc) and the trainer at all times. We believe that the ideal room layout is a team approach sitting (in a group) as it aids group participation and group/trainer interaction.

Knowing one another
At the start of the session it is important to introduce yourself again by name and to give your background. This introductory outline of your background will help participants gain confidence in your expertise, capacity to successfully deliver the course and shape the learning. It can be very useful if you ask all participants to introduce themselves using a similar format like: name, job title and organization

Ground Rules

Agreed up ground rules need to be established before the training begins. Participants need to be free and confident to express or say what they feel like to and have a safe environment. Therefore, they should agree on housekeeping rules like:

- Turning off mobile phones or set them on silent mode
- Deciding when and where break time is spent
- Notifying where are the rest rooms and emergency exit

Starting with the session

Read through the key learning principles and the learning objectives of the training with participants. Although these should be fixed, and based on your preparation, explain to the participants that every effort will be made to make it accommodative for additional objectives they wish to consider. This will help build ownership of the training objectives amongst participants. It will also ensure that expectations are set at the start of the course allowing a clear evaluation of the training session.

Materials

- Lap top projector
- Power point slides
- Flip chart (s) easel and paper
- Tape
- Markers
- Self-stick notes or note cards
- Shet of paper
- Handout/supplementary notes

Methods

- Participative mini lecture
- Exercise
- Brain storming
- Group discussions
- Group Exercise

Session 2: AGP2 M&E System

Session Number	Two
Unit number and title	AGP2 M&E SYSTEM
Materials required	Flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time (duration)	90 minutes
Learning Outcome	Participants will: • Explain the AGP2 M&E system and challenges of AGP1 M&E system • Identify indicators that will be reported at different reporting level • Describe the reporting requirements of indicators at Kebele, Woreda, region and Federal Level

AIM

This session incorporates basic concepts and practices of the AGP2 M&E system and lessons learned from AGP1. It also helps the participant to be more familiar with the M&E system of AGP2 and how the system works at all levels of AGP2 implementing Woredas.

Slide: learning out come

After completion of this section, training participants will be able to:

- Discuss AGP2 M&E system and challenges of AGP1 M&E system
- Identify indicators that will be reported at different reporting level
- Describe the reporting requirements of indicators at Kebele, Woreda ,region and Federal Level

Section outline:

Session 2.1: Introduction about AGP2 M&E System and lesson learned from AGP1

Session 2.2: institutional roles and responsibilities for AGP2 M&E

Session 2.1 Introduction about AGP2 M&E System

Session Objective

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

- Discuss the AGP2 M&E system characteristics and lessons learned from AGP1 M&E system.

Step for the Activity	Key activity	Material to be used
Step 1	• Ask the participants to explore in a group about the challenges of AGP1 M&E system and list the major ones	Power point Flipcharts
Step 2	• Give the small groups chances to reflect their ideas to the plenary • Make sure that some most important features of the AGP1 M&E challenges have been mentioned by the large group	

Step for the Activity	Key activity	Material to be used
Step 3	• Invite participants to take time to read the notes given in the manual; (about AGP1 M&E challenges and AGP2 M&E characteristics) • Encourage them to ask if there are unclear ideas • Try to get answers or elaborations from within where ever possible.	
Step 4	• Summarize the lessons drawn with the participants.	

Slide: AGP2 M&E system

- A robust M&E system is critical for effective management of the Agricultural Growth program 2. The AGP2 M&E system will build on the existing AGP1 system and will have the following characteristics:

Slide: *The AGP2 M&E system has the following characteristics*

- Generates continuously information on progress, some processes, and performance;
- Useful for project management at all levels of the project
- Validates**, analyzes and aggregates data generated at various levels**
- Identifies implementation gaps and challenges.
- Includes effective channels of communication
- Inform management decisions **and ensure that corrective action are taken**
  - o Disseminates key lessons from evaluations
  - o Enhance transparency and accountability
  - o Supports continuous M&E capacity building of implementers and PCU staff
  - o Pays particular attention to the crosscutting themes (gender, nutrition and CSA).

Slide: *Gaps of AGP 1 M&E system*

- The lack of M&E capacity of implementers and CU staff
- The lack of tailored guidelines and reporting formats for implementers
- The lack of commitment of certain IAs to reporting
- **Deficiencies and inconsistencies in terms of quality of data and timeliness.**

Slide: *What will be different in AGP2 M&E system?*

- Development of tailored made simple M&E guidelines for IAs at all level
- Capacity building support to all actors/IAs involved in M&E activities
- More robust triangulation of data through diverse sources and methodologies
- Enhanced monitoring and evaluation of processes and quality of implementation of the project
- Tailored monitoring and evaluation of cross-sectoral issues (gender, nutrition and climate smart) from annual plan of activities to final project evaluation
- Clear reporting **of additional indicators outside of annual plans.**

Session 2.2: Institutional roles and responsibilities for AGP2 M&E

Activity Ask the participants to refer the institutional arrangements for AGP1 implementation and the M&E input, output and selected outcome data flow at different levels (page 10 of the M&E manual)

Session objectives

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

- Identify the roles and responsibilities of each of the entities responsible for the implementation of the M&E system

Step	Key activity	Material
Step 1	Introduces the session with its objectives and make them ready for small group discussion	Power point Flipcharts
Step 2	Arrange the seats in a convenient way (preferably a circle)	
Step 3	Tell them to get ready for the wrap up and begin with reflecting ideas of the groups to the plenary	
Step 4	Make sure they mentioned some new challenges and possible solutions	
Step 5	Invite participants to take time to read through the short notes given in the unit Encourage them to ask if there are unclear ideas Try to get answers or elaborations from within where ever possible.	
Step 6	Summarize the lessons drawn with the participants	

Facilitator says:

- Now that we took a look into the roles and responsibilities of different entities at different level
- The federal PCU has an overall coordinating role of all AGP interventions and implementation follow-up. Subsequently regions and Woredas have their own role limited to their geographic territory.

Ask participants:

- Using the roles and responsibilities of entities at different level, discuss the challenges of the M&E system implementation at all levels and the possible solutions

Slide presentation: Institutional roles and responsibilities for M&E

The responsibility for M&E of AGP2 will take place at:

1. Federal
2. Regional
3. Woreda
4. Kebele/sub-kebele
5. All IAs will report on performance.

Federal CU

- Coordinates the overall M&E activities (data collection, analysis and reporting on the implementation and progress of each component, sub-component, cross cutting issues)
- Managing occasional evaluations and impact evaluations
- Conducts staff trainings (on basic M&E, reporting formats, M&E manual, etc.)
- Providing feedback on performance to regional M&E Officers, woreda coordinators, etc.

Regional level

- Coordinate the M&E task for their respective woredas, (data collection, analysis and reporting on the implementation and progress of each component, sub-component, cross cutting issues).
- Provide M&E TA and training including on how to collect and analyses data on cross cutting issues.
- Advise woredas based on inputs and outputs reported and will provide feedback on performance to regional M&E Officers, woreda coordinators, etc.
- Undertake timely qualitative case studies of activities (such as beneficiary interviews, lessons learned, and pictures of sub-projects) and a yearly qualitative analyses of M&E data.

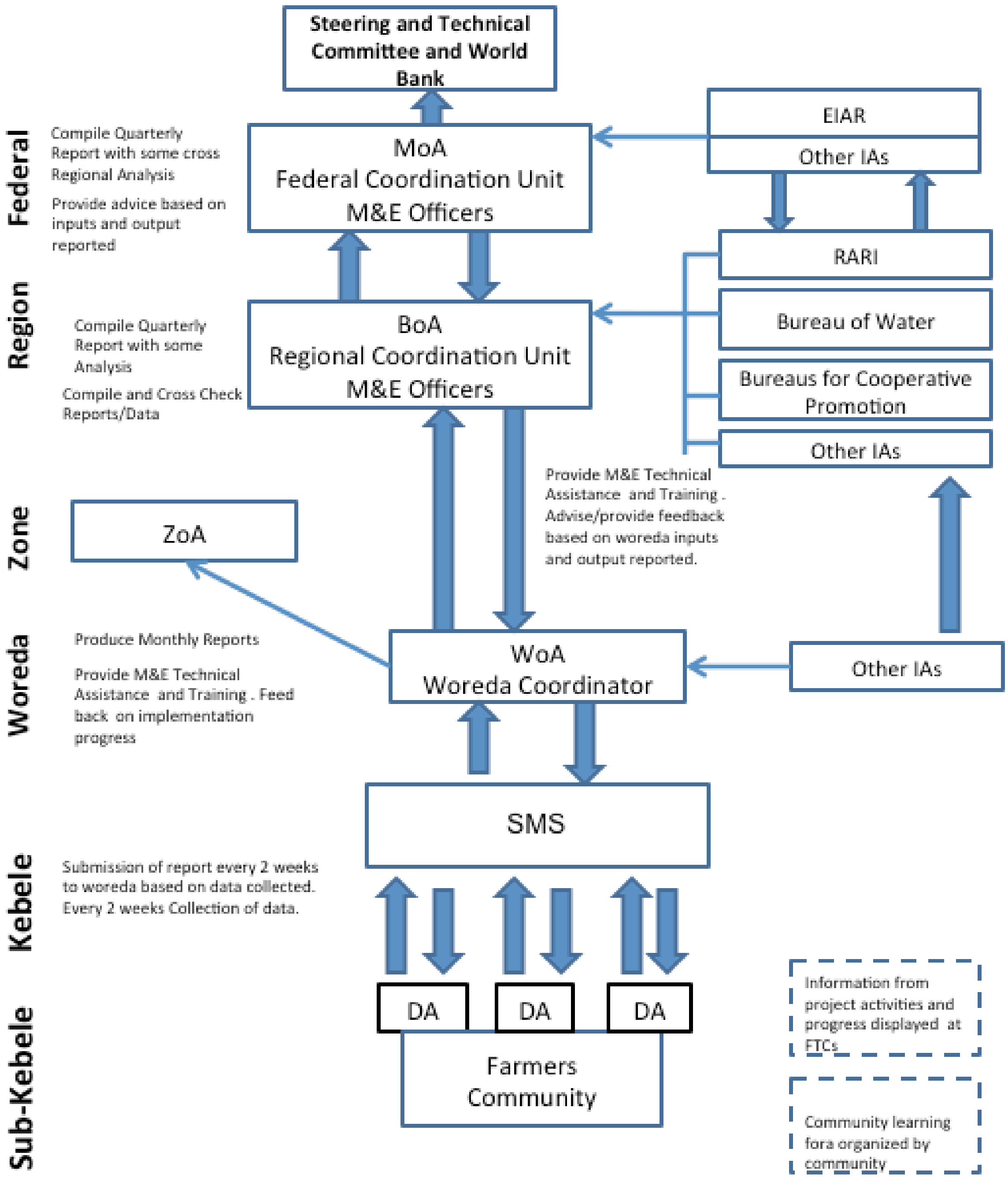
Woreda level

- Coordinate reporting, compiling and cross-checking data collected by the DAs and IAs.
- Provide TA, training, and advice based on inputs and outputs reported by DAs and IAs.
- Work closely with SMSs and DAs and conduct regular field visits to kebeles and sub-kebeles to engage directly with DAs and verify that M&E activities are being.

Kebele/sub-kebele level

- Submitting the data collected by DAs to woreda coordinators.
- SMSs will ensure that information from project implementation activities and progress is posted on FTCs' boards.
- DAs will collect project information from beneficiaries and submit the reports to SMSs.
- DAs create information from project activities and progress available at FTCs
- DAs will organize community-learning fora.

M&E Input, Output and selected Outcome Data Flow



Session 3: Result framework and other result indicators

Session Number	Three
Unit number and title	Result framework and other result indicators
Materials required	Flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	1.25 hour
Learning Outcome	Participants will **Identify the tailored indicators that capture progress and results in terms of:** • Gender equality, • Quality of capacity development and • M&E in the result framework • Nutrition and climate smart agriculture results • Other project progress and results

Duration:

Materials:

- Power point
    - Flipcharts with marker

Activity: Ask the participants to refer the result framework and read the PDOs

Step 1 Introduces the session with its objectives and Make them ready for small group discussion

Say: Now that we took a look into the result framework

- AGP2 has 26 program development objective (PDO's) indicators to measure its development objectives. These are high level indicators used to measure the success the program.

Step 2 Arrange the seats in a convenient way (preferably a circle)

Based on the indicator reference sheet, discuss each of the indicators

Step 3 Tell them to get ready for the wrap up and begin with reflecting ideas of the groups to the plenary

Step 4

- Invite participants to take time to read through the short notes given in the unit about the PDO indicators
- Encourage them to ask if there are unclear ideas
- Try to get answers or elaborations from within where ever possible.

Step 5

Summarize the lessons drawn with the participants

Slide: Results framework and other outcome indicators: indicators index cards

- The RF includes tailored indicators to capture progress and results of the PDO in terms of gender equality, quality of capacity development, nutrition and climate smart agriculture results and M&E through a consistent disaggregation across most indicators as well as some specific indicators.
- It provides high-level attention to the quality of implementation and processes.
- Significant project progress and results will be tracked through additional outcome indicators outside the results framework and studies/evaluations targeting specific results.
- Results framework ensures that all stakeholders/implementers have a common understanding of each indicator of the RF in terms of:
    - Definition
    - Justification
    - Unit
    - Frequency of data collection
    - Data source
    - Calculation and data collection Methodology.
    - Baseline value, target value and current value of the indicator.

Session 4: Component 1: Agricultural public support services indicators

Session Number	Four
Unit number and title	Component 1: Agricultural public support services indicators
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	1:25 hours
Learning Outcome	**At the end of this session, participants will be able to:** • Analyse AGP2 Component 1 indicators and their detailed explanation • Provide inputs and opinions on the indicator reference sheet

AIM

This unit aims at providing the training participants with basic concept of AGP2 component 1 (Agricultural public support services) indicators along with their detailed explanation **(**Definition, Justification, Unit, Frequency of data collection, Data source, Calculation and data collection Methodology, Baseline value, target value and current value of the indicator).

Session 1: AGP2 Component 1: Agricultural public support services

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Activity:

Step 1 introduce the session topic

Slide: AGP2 Component 1 activities

- AGP2 has five components and the first component deals with Agricultural public support services.
- The objective of the component is to increase access to public agricultural services for smallholder farmers.
- It has five key activities:
  1. Establishing and strengthening ARDPLACs
  2. Agriculture extension services
  3. Support animal production services
  4. Crop production and health services
  5. Scaling up of best practices

Step 2: introduce the activity

Say

- First of all, you will be reading /reviewing the component, its sub components, activities and the indicator sheet
- You need to be sure that you understood the component, its activities and the indicator reference sheet well

Step 3

- Team up participants in small groups and invite them to take time to read through the short component description
- Encourage them to ask if there are unclear ideas
- Get answers or elaborations from within where ever possible.

Step 4 Summarize lessons learned with participants

NOTE TO THE FACILITATOR

AGP2 has five components and the first component deals with Agricultural public support services. The objective of the component is to increase access to public agricultural services for smallholder farmers. Under this component there are five key activities; establishing and strengthening ARDPLACs, agriculture extension services, support animal production services, crop production and health services, and scaling up of best practices. It has 9 indicators under the result framework

Session 5: Component 2: Agricultural research indicators

Session Number	Five
Unit number and title	Component 2: Agricultural research indicators
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	40 minutes
Learning Outcome	**At the end of this session, participants will be able to:** • Analyse AGP2 Component 2 indicators and their detailed explanation • Provide inputs and opinions on the indicator reference sheet

AIM

This unit aims at providing the training participants with basic concept of AGP2 component 1 (agricultural research indicators) indicators along with their detailed explanation **(**Definition, Justification, Unit, Frequency of data collection, Data source, Calculation and data collection Methodology, Baseline value, target value and current value of the indicator).

Session 1: AGP2 Component 2: agricultural research indicators

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Activities

Step 1 introduce the session topic

Slide: AGP2 Component 2 activities

- AGP2 has five components and the second component deals with agricultural research indicators.
- The objective of the component is to increase the supply of demand-driven agricultural technologies, which directly link to the other components.
    1. It has one sub component and five key activities.
    2. Accelerated release agricultural technology from end stage of verification.
    3. Adaptation of demand driven agricultural technologies, Pre extension demonstration of technologies.
    4. Support to source technology production for crop livestock/forage and soil and water farm implements.
    5. Capacity development (physical and human).

Step 2: introduce Activity

Say

- First of all, you will be reading /reviewing the component, its sub components, activities and the indicator sheet.
- You need to be sure that you understood the component, its activities and the indicator reference sheet well.

Step 3

- Team up participants in small groups and invite them to take time to read through the short component description
- Encourage them to ask if there are unclear ideas
- Get answers or elaborations from within where ever possible.

Step 4 Summarize lessons learned with participants

NOTE TO THE FACILITATOR

AGP2 has five components and the second component deals with agricultural research indicators. The objective of the component is to increase the supply of demand-driven agricultural technologies, which directly link to the other components. It has one sub component and five key activities. Under the sub component of Technology and adaptation it has Accelerated release agricultural technology from end stage of verification, Adaptation of demand driven agricultural technologies, Pre extension demonstration of technologies , Support to source technology production for crop livestock/forage and soil and water farm implements and Capacity development (physical and human).

Session 6: Component 3: Small scale irrigation indicators

Session Number	Six
Unit number and title	Component 3: Small scale irrigation indicators
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	1.20 hours
Learning Outcome	**At the end of this session, participants will be able to:** • Analyse AGP2 Component 3 indicators and their detailed explanation • Provide inputs and opinions on the indicator reference sheet

AIM

This unit aims at providing the training participants with basic concept of AGP2 component 3 (Small scale irrigation indicators) indicators along with their detailed explanation **(**Definition, Justification, Unit, Frequency of data collection, Data source, Calculation and data collection Methodology, Baseline value, target value and current value of the indicator).

Session 1: AGP2 Component 3: Small scale irrigation indicators

Duration:

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Activities:

Step 1 introduce the session topic

Slide: AGP2 Component 2 activities

- AGP2 has five components and the third component deals with small scale irrigation indicators.
- The objective of the component is to increase the access to and efficient utilization of irrigation water by smallholder farmers.
- It has two sub components;
    1. Small scale irrigation infrastructure development and improvement,
    2. Integrated crop and water management. In the result framework the component has three indicators.

Step 2: introduce Activity

Say

- First of all, you will be reading /reviewing the component, its sub components, activities and the indicator sheet
- You need to be sure that you understood the component, its activities and the indicator reference sheet well

Step 3

- Team up participants in small groups and invite them to take time to read through the short component description
- Encourage them to ask if there are unclear ideas
- Get answers or elaborations from within where ever possible.

Step 4 Summarize lessons learned with participants

NOTE TO THE FACILITATOR

AGP2 has five components and the third component deals with small scale irrigation indicators. The objective of the component is to increase the access to and efficient utilization of irrigation water by smallholder farmers. It has two sub components; Small scale irrigation infrastructure development and improvement, integrated crop and water management. In the result framework the component has three indicators.

Session 7: Component 4: Agriculture marketing and value chains indicators

Session Number	Seven
Unit number and title	Component 4: Agriculture marketing and value chains indicators
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	50 minutes
Learning Outcome	**At the end of this session, participants will be able to:** • Analyse AGP2 Component 4 indicators and their detailed explanation • Provide inputs and opinions on the indicator reference sheet

AIM

This unit aims at providing the training participants with basic concept of AGP2 component 4 (agriculture marketing and value chains indicators) indicators along with their detailed explanation **(**Definition, Justification, Unit, Frequency of data collection, Data source, Calculation and data collection Methodology, Baseline value, target value and current value of the indicator).

Session 1: AGP2 Component 4: agriculture marketing and value chains indicators

Duration:

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Activities:

Step 1 introduce the session topic

Slide: AGP2 Component 4 activities

- AGP2 has five components and the fourth component deals with agriculture marketing and value chains indicators.
- The objective of the component is to commercialize smallholder farmers through increased access to input and output markets.
- It has two sub components and five key activities:
    1. Support promotion and distribution of improved agricultural inputs
    2. Establishing and strengthening CIG's
    3. Establishing and strengthening of primary cooperative federation
    4. Construction and modernizing management of market centres
    5. Support construction of warehouse infrastructure in the result framework the component has three indicators.

Step 2: introduce Activity

Say

- First of all, you will be reading /reviewing the component, its sub components, activities and the indicator sheet
- You need to be sure that you understood the component, its activities and the indicator reference sheet well

Step 3

- Team up participants in small groups and invite them to take time to read through the short component description
- Encourage them to ask if there are unclear ideas
- Get answers or elaborations from within where ever possible.

Step 4 Summarize lessons learned with participants

NOTE TO THE FACILITATOR

AGP2 has five components and the fourth component deals with agriculture marketing and value chains indicators. The objective of the component is to commercialize smallholder farmers through increased access to input and output markets. It has two sub components and three key activities: support promotion and distribution of improved agricultural inputs, Establishing and strengthening CIG's, Establishing and strengthening of primary cooperative federation, Construction and modernizing management of market centres, Support construction of warehouse infrastructure In the result framework the component has three indicators.

Session 8:- Component 5: PM, CD and M&E indicators

Session Number	Eight
Unit number and title	Component 5: project management, capacity building and monitoring and evaluation indicators
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	40 minutes
Learning Outcome	At the end of this session, participants will be able to: • Analyse AGP2 Component 5 indicators and their detailed explanation • Provide inputs and opinions on the indicator reference sheet

AIM

This unit aims at providing the training participants with basic concept of AGP2 component 5 (project management, capacity building and monitoring and evaluation indicators) indicators along with their detailed explanation **(**Definition, Justification, Unit, Frequency of data collection, Data source, Calculation and data collection Methodology, Baseline value, target value and current value of the indicator).

Session 1: AGP2 Component 5: project management, capacity building and monitoring and evaluation indicators

Duration:

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Process

Step 1 introduce the session topic

Slide: AGP2 Component 5 activities

- AGP2 has five components and the fifth component deals with project management, capacity building and monitoring and evaluation indicators.
- The objective of the component is to ensure project implementation, effective monitoring and evaluation (M&E) of results and a consistent and effective approach to capacity development.
- It has three sub components:
    1. Program management and institutional arrangements,
    2. Functionality of MIS and
    3. CD support in place and functional in all regions. In the result framework the component has three indicators.

Step 2: introduce Activity

Say

- First of all, you will be reading /reviewing the component, its sub components, activities and the indicator sheet
- You need to be sure that you understood the component, its activities and the indicator reference sheet well

Step 3

- Team up participants in small groups and invite them to take time to read through the short component description
- Encourage them to ask if there are unclear ideas
- Get answers or elaborations from within where ever possible.

Step 4 Summarize lessons learned with participants

NOTE TO THE FACILITATOR

AGP2 has five components and the fifth component deals with project management, capacity building and monitoring and evaluation indicators. The objective of the component is to ensure project implementation, effective monitoring and evaluation (M&E) of results and a consistent and effective approach to capacity development. It has three sub components: Program management and institutional arrangements, Functionality of MIS and CD support in place and functional in all regions. In the result framework, the component has three indicators.

Session 9: Data Quality Assurance Process

Session Number	Nine
Unit number and title	Data quality assurance
Materials required	flip chart paper, stand, markers, scotch paper PowerPoint Presentation
Start Time l duration	40 minutes
Learning Outcome	**At the end of this session, participants will be able to:** • Apply data quality assurance techniques

AIM

This unit aims at providing the training participants with basic skill of data quality check techniques. Data quality is an important component for improved reporting quality and proper measurement of project success. So that participant will employee the techniques to:

- Conduct planned data quality check during supportive supervision
- Conduct internal data quality check before reporting

Materials:

- Power point presentation
- flipcharts with marker
- Supplementary note/Hand-out

Process: The facilitator form four groups for the group work

Step 1 introduce the session topic

Slide: Data quality check

- Data quality is a prerequisite for any information use.
- Accurate data enhances the utilization of data by all stakeholders
- Key M&E functional areas need to be in place at all levels for improved data quality
- Dimensions **of data quality**
    - o Integrity
    - o Precession
    - o Reliability
    - o Data confidentiality
    - o Completeness
    - o Timeliness
    - o Accuracy

Step 2: Data quality assessment at DA level

- Concept of Lots Quality Assurance Sampling (LQAS)
- Mention the ten steps of conducting LQAS

- Give a sample data on 20 selected indicators. There should be both the reported and the original data source.
- Show the decision table for the participants
- Use LQAS to check the quality of the data.
- Interpret the result

Step 3: Routine Data Quality Assessment (RDQA) for measuring data quality at Federal/Regional/and woreda level

- Concept of Routine Data Quality Assessment (RDQA)
- Mention the steps of conducting RDQA
- Give a sample data on 20 selected indicators for 12 woredas. There should be both the reported and the original data source.
- Show the RDQA table for the participants
- Interpret the result.