M&E Systems Manual

IFAD Agricultural Support to SEILA Project

Agriculture
Livestock
Capacity Building
Micro Finance

Jan-Willem Rosenboom

November 1999

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Introduction

Starting in January of 2000, and continuing until December of 2005, the ministry of agriculture will embark on the implementation of an IFAD loan-funded project aiming to increase food security in four provinces. This is an ambitious undertaking, and a significant commitment of resources, both human and otherwise.

To ensure that information needed to manage and adjust the program is available right from the start, a project monitoring and evaluation system was set up covering all levels, from district to province to Phnom Penh.

This manual describes the different parts of that system, and is meant to function as both a resource and a basic M&E reference work. Basic information on how to carry plan, organize and carry out M&E activities was included bearing in mind the likelihood that many of the staff involved in M&E are new to the subject, and lack background and positive experience.

Some of the resource materials are included in this manual (e.g. sample job descriptions), while others can be accessed only through computer (report and spreadsheet templates). It is for this reason that a floppy disk and CD-ROM are included with this report (floppy disk with an installation program for templates, described in section 4, and CD-ROM with this manual, all templates and installation disk images for all provinces).

The indicators described in section 2, and included in the spreadsheet templates should be reviewed annually. In the first year, they may even be reviewed after the first six months of implementation. While every effort has been made to select indicators which are available, there was no time to check accuracy and reliability of available data. Theory and practice often differ, and here too, the proof of the pudding will be in the eating. Any part of the system that does not meet expectations should be changed or adjusted until it does.

No doubt there will be numerous changes and improvements over the six years of project implementation, and the loose leaf format of this manual should make it easier to incorporate new material or discard old.

This manual should be used side by side with the Seila Operations Manual, and the Seila Financial Manual. Serious efforts have been made to avoid contradictions or ambiguity between this manual and the Seila Operations Manual. Future efforts should be geared towards further integration of (M&E) systems at the national level; there is no reason why the CAAEP, World Bank APIP and IFAD projects should all implement their own 'proprietary' vertical systems.

The four sections in this manual are all organized in the same manner: general theory is followed by project specific descriptions of systems; any resource materials or examples are included at the end of each section (but please note that not all sections contain theory or resource materials).

Comments or suggestions for improvement should be made to the Project Support Unit, Ministry of Agriculture, Forestry and Fisheries, Blvd. Norodom, Phnom Penh. Tel (PSU): 023-361 933, E-mail: psumaff@forum.org.kh

Project Background

What Is the IFAD Agricultural Support to SEILA Project?

The agricultural support to SEILA project is a program aimed at poor farmers in the provinces of Banteay Mean Chey, Battambang, Pursat and Siem Reap. The overall goal is to improve food- and income security, through intensified and diversified crop and livestock activities.

Funding for the program is provided by the International Fund for Agricultural Development (IFAD), in the form of a loan to the government of Cambodia. The project activities are implemented by the Ministry of Agriculture, Forestry and Fisheries (MAFF) over a period of six years. Implementation starts in January of 2000, and ends in December of 2005.

There are four components to the program, one of which is based on a project implemented through SEILA in Pursat and Siem Reap. These four components are:

- The Production Startup Program (PSP)
- The Agricultural Improvement Program (AIP)
- A Capacity Building Component, and
- A Micro-Finance Component.

A summary of those four components is given on the following pages. This is meant to give an overview only; for full details, please consult the project appraisal reports.

The Production Startup Program

The PSP component (based on the SEILA MPP program in Pursat and Siem Reap) is aimed at very poor farmers, who either have some land (but less than 0.75 ha), or who are near landless.

Inputs of seed, fertilizer, fruit trees, chickens and vegetable seed will be provided to each family, who will pay back the cost of the inputs to a revolving fund after harvest. Revolving funds will be locally managed by people elected by project participants. Training in fund management will be provided by NGOs on a contract basis.

Besides inputs, each family will also receive cash for income generating activities, such as animal raising, cash cropping or small business. The cash is paid back to the revolving fund with interest.

A continuous training and extension program will be provided by an extension worker from the Department of Agriculture living in the commune. Each extension worker will work with 120 families for the first two years of the program. In the second year, farmer extension workers will be selected by the participants. They will be trained, and take over the extension work in year 3.

Combining the various approaches of the PSP should allow very poor families to make a new start, and to increase their food production and cash income.

The Agricultural Improvement Program

The AIP is aimed at poor farmers who have enough land (about 1.5 ha.), but who do not produce enough food and cash income.

Access to better information, improved inputs and credit should allow the participating farmers to diversify crops, raise crop yields and increase their income.

Based on PRAs and local problem inventarisation, extension packages will be offered by extension workers from the District Department of Agriculture. Training, demonstrations and field days will be organized, focused on:

- Crop production, including fruit trees, for upland and lowland farming,
- Livestock production,
- On-farm water management, and
- Community forestry.

Only those farmers who participate in the AIP will have access to the credit component of the project.

The Capacity Building Component

The capacity building component is aimed mainly at provincial and district offices of the department of agriculture. Training, technical assistance, office construction/rehabilitation and implementation support in the form of salary supplements, transport etc. are the main ingredients of this component.

At national level, two international TA's will be supported by the project, as well as one M&E officer. In each province, 16 staff will be supported by the project, and in each district a further five.

District staff and extension workers will receive twenty days of training in the first year, and between 3-6 days in years 2 and 3. On-the-job training, and annual planning- and evaluation workshops also form part of the capacity building component.

In addition, six new district agricultural offices will be constructed, and 29 offices will be rehabilitated.

The Rural Micro-Finance Component

Part of the loan funds provided by IFAD will be made available to the Rural Development Bank (RDB), which in turn lends the funds to participating NGOs based in the provinces. At provincial level, those NGOs will then provide savings and credit services to households participating in the AIP.

Actual credit provision will not start until the second year of the program. The first year will focus on identification, selection and training of eligible NGOs.

The Project Management Structure

The management of the project is divided over three levels:

- National
- Provincial
- District

At national level, a Project Support Unit (PSU) has been set up. The PSU is responsible for program-wide planning, monitoring and evaluation, and accounting. It maintains links with the MAFF, IFAD and the RDB.

Overall responsibility for implementation of the agricultural components lies with the Provincial Director of Agriculture.

Field implementation will be the responsibility of the District Chief of Agriculture, assisted by a number of technical staff and provincial extension officers.

The picture on the next page shows a simplified representation of the management structure.

Where To Go From Here

If you want more information, volume 1 of the project appraisal report (Main Report) describes all aspects of the project in detail. Volume 2 of the project appraisal report (Working Papers) contains a wealth of background information used in the design of the project.

Section 1 of this manual is the place to look for more detailed information on Monitoring and Evaluation, both as general concepts and the specifics in the project (including job descriptions for M&E staff at the different levels).

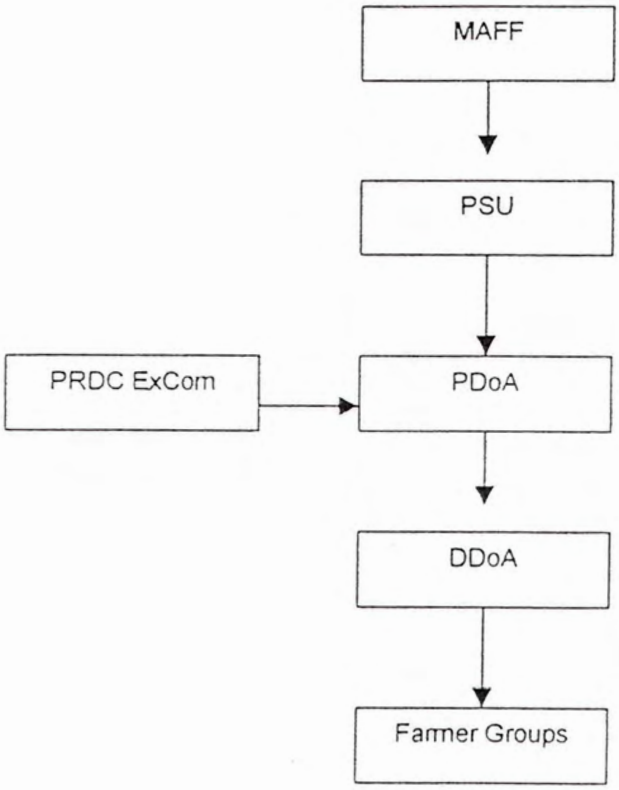
Section 2 of this manual explains what information should be collected to be able to judge whether the project is effective, and whether it is progressing well.

Collecting information is only part of the story. To be effective, the information should reach the right people; this is the task of a reporting system. Section 3 of this manual defines the flow of information between the different levels. Besides specifying the way information flows from district to province, and from province to national level (including standard forms and reports), the section includes some general information on writing reports.

The last section of this manual explains what computer resources are available to assist in Monitoring and Evaluation. These include form and report templates, as well as an indicator database.

Last, the SEILA Operations Manual and SEILA Financial Manual contain a lot of useful information, which is outside the scope of this manual (e.g. planning, accounting).

Simplified Project Management Chart



Section I

Monitoring and Evaluation

- Definitions
- M&E in the Project
- Job Descriptions

Monitoring and Evaluation

What is Monitoring, and What is Evaluation?

Before we can talk about how to organize M&E, it is a good idea to give a definition of what we mean by M&E.

Monitoring is the process of continuously collecting information about the progress of the project. Collecting the information is a normal part of day-to-day work. The purpose of doing that is to help you decide whether activities are being implemented as planned. The information is then used to make decisions about improving the management and implementation of the project.

Evaluation is a process to measure the impact and effectiveness of a project, in order to use lessons learned. You do this by determining the achievement of goals and objectives. Project evaluations are separately scheduled activities performed at specific intervals (for example in the middle or at the end of a project).

From this we can see that M&E are related, but that there are also some differences, as shown in the table below:

	Monitoring	Evaluation
When is it done?	Continuous	At fixed points
What information is collected?	Directly available information about outputs	More detailed information; may be harder to get
With what purpose?	To check that activities are being implemented as planned	To see whether the goals and objectives are being reached
Who does it?	Project staff as part of their day to day work	Internal, or external team with specialist knowledge, assisted by project staff
How is the result used?	To improve quality of implementation and adjust planning. As input to evaluation.	To judge the impact on the target population, adjust objectives; decide about the future of the project.

To explain it simply, the steps in setting up a monitoring system, or organizing an evaluation are as follows:

1) The selection of indicators for each objective and activity;
2) The collection of data about the indicators;
3) The analysis of the data to show you what it means;
4) Presenting the information in a meaningful way;
5) Use of the information to improve the work.

The table on the next page shows the detail of each stage.
This manual not only describes the M&E system which is used for the project, but also helps by providing a list of indicators (in the next section), and standard report formats and observation sheet formats (in section 3).

Stage	Monitoring	Evaluation
Planning	Decide what information is needed (indicators), and who needs it; Decide how often the information should be collected; Decide how you can get it (MOV), and any implications for budget or planning; Decide who should be responsible for collecting it;	Setting the objectives for the evaluation; Decide what information is needed; Consider how it can be collected; Decide questions for a survey; Decide geographic area; Decide sample size; Determine no. of people and amount of time needed; Study logical framework; Draw up evaluation team TOR
Preparation	Design and test any data collection records; Train staff who is responsible for monitoring; Inform project staff of the monitoring system.	Design data collection tools (survey forms, interview guidelines,...); Decide how to select the sample; Pretest and revise data collection tools; Train evaluation staff; Make arrangements for evaluation in villages;
Data Collection	Collect the agreed upon information on a routine basis; Monitor the functioning of the system;	Collect and study existing information (reports, proposals,...); Select households / sites/ ...; Conduct the interviews / observations /...; Start data processing.
Analysis and Check	Compare collected data with agreed indicators, and note differences; Identify any other issues; Look for cause of any problems, and identify options for action.	Tabulate data; Interpret the results and draw conclusions; Decide on recommendations; Check analysis with key informants.
Reporting of Results	Document data and findings; Provide feedback to project management and implementers.	Summarize data in tables and graphs; Write the final report.
Use of Results	Use results to improve management and implementation of project.	Define priorities; Plan the implementation of priority actions / changes / ...

Table 1: The different stages of organizing M&E in detail

M&E in the Project

Who Does Monitoring and Evaluation?

Monitoring and evaluation staff are present at three levels:

1) The PSU at the MAFF in Phnom Penh has an M&E unit with 2 permanent staff;
2) Each provincial PRDC Secretariat has a M&E unit with 2-3 M&E staff; and
3) Each PDAFF has 1-2 M&E focal points.

All three levels talk of "M&E staff", or the "M&E unit", which is potentially confusing. In spite of the shared generic title, responsibilities at the different levels are related but distinct. At the provincial department level, it is monitoring of physical project progress which is of primary concern. If nothing else, we could speak of "M&e", (a large "M" and small "e" in other words). For the PRDC, and certainly the PSU the focus should be on evaluation, and we could speak of "m&E"; small "m", and large "E".

Specific Terms of Reference for the monitoring and evaluation staff at the different levels are given at the end of this section. Roughly speaking, responsibilities are divided across different levels as follows:

Project Support Unit

- Evaluation of project impact on intended beneficiaries;
- Carry out baseline and follow-up studies of the different components, including annual internal evaluations and an external mid-term and end-of-project review;
- Monitoring of human resource development;
- Implementation of training needs analyses, completion of personnel registration, execution of training programs, follow up studies to determine the impact of HRD programs on staff;
- Evaluation of project design;
- Review data needs and –sources, and make recommendations for changes to project objectives or underlying assumptions.

Provincial Rural Development Committee Secretariat

- Evaluation of project impact across sectors

  Participate in the design and implementation of evaluation exercises for projects, including the organization of provincial and district workshops. Analyze impact of a variety of inputs and outputs for achieving provincial development objectives across sectors and departments.
- Support province-wide monitoring and evaluation efforts

  Participate in project planning, and advise on developing M&E indicators, tools and methods. Maintain province-wide monitoring and evaluation databases.
- Publish provincial project data

  Prepare reports for internal, external, provincial and national use, based on progress and evaluation reports from line departments, support units and NGOs.

Provincial Department of Agriculture, Forestry and Fisheries

- Design and budgeting of provincial program

  At the lowest level, the planning process is indistinguishable from the M&E process. Participate in the annual programming and budgeting cycle, particularly in relation to decisions about indicators and data sources.

- Physical monitoring of project progress

  Each provincial department is responsible for its own internal monitoring. Monitoring of specific indicators and writing routine reports. Senior staff at the departments will be responsible for ensuring that a proper program is set up and followed.

When Is Monitoring and Evaluation Done?

As explained in the previous part, monitoring is done continuously by implementing staff. It is the same way in this project. Field staff (extension workers, trainers, etc.) report on their activities on a regular basis. Section 3 of this manual contains some tools you can use for that.

However, evaluation is a bit different. This is done periodically, and the decision when to do evaluations is really up to project management. For the IFAD Agricultural Support to SEILA Project, the following evaluation schedule is recommended:

When / What	Year 1 (2000)	Year 2 (2001)	Year 3 (2002)	Year 4 (2003)	Year 5 (2004)	Year 6 (2005)
Internal evaluation	✓	✓		✓	✓	
External evaluation (IFAD)			✓			✓

Table 2: Evaluation Schedule for the Project

This schedule will allow the M&E staff at all levels to build their experience in organizing evaluations, and provides valuable information ahead of the midterm and end-of-project reviews.

Internal evaluations should be carried out by evaluation teams made up as shown in the following table.

Evaluation Team Members for Internal Evaluations	
Permanent	1 PSU National M&E Officer 1 PRDC Provincial M&E Officer 1 PDAFF M&E Focal Point 1 Agriculture NPPP Carere
Optional	1 M&E NPPP Carere 1 Dept. of Planning staff member 1 Dept. of Women's Affairs staff member

Job Descriptions

What Are The Detailed Responsibilities At Each Level?

The following pages contain full job descriptions for the M&E staff at different levels. You should look at those to develop a more detailed understanding of the M&E responsibilities at national and provincial levels.

The job description for the PRDC ExCom M&E person was taken from the SEILA Operations Manual (October 1999), so there should be no conflict between the different projects.

Job Description

Job Title	:	National Monitoring and Evaluation Officer
Unit/Department	:	Project Support Unit (PSU)
Duty Station	:	Phnom Penh
Reporting To	:	Deputy Director, PSU
Date Job Description Drafted	:	4 October, 1999

Background

From January 2000 to December of 2005, the Ministry of Agriculture, Forestry and Fisheries (MAFF) of the Royal Government of Cambodia will implement an Agricultural Support Program, "Agricultural Support to SEILA".

The program will be implemented with loan financing from IFAD. The objective of the program is to sustainably increase food security and income for 56,000 participating families across 35 districts in four provinces: Pursat, Battambang, Banteay Mean Chey and Siem Reap. There are four components (outputs) to the program, viz: a Production Startup Programme (PSP), aimed at very poor families, a Agricultural Improvement Programme (AIP), aimed at poor families with land, a Technical Support and Capacity Building component aimed mainly at Provincial Departments of Agriculture, Forestry and Fisheries, and a Rural Micro-Finance component aimed at making credit and savings services available to farmers participating in the AIP, and making the Rural Development Bank (RDB) into an effective wholesaler of credit and savings in the process.

The management structure of the program consists of a Project Support Unit (PSU) at the MAFF in Phnom Penh, which is responsible for national and inter-provincial coordination. At provincial level, the overall responsibility for management of the agricultural development component is with the provincial director of agriculture. NGOs at provincial level will be responsible for implementation of the micro-finance component, using funds provided through the RDB.

Monitoring and evaluation of the project will take place at three levels: the PSU, and the PRDC and PDAFF in each province. At the PSU level, two positions for National Monitoring and Evaluation Officers exist.

General Description

The main purpose of the M&E Unit at the PSU is to ensure the ongoing evaluation of the program, and to ensure that monitoring and evaluation activities are effectively and efficiently carried out at provincial level. To that end, the national M&E officers will pro-actively consider data needs of the program, and ensure its timely availability to management, either through regular project monitoring and evaluation activities carried out at provincial level, through data available from other institutions and organizations, or through specially commissioned studies and surveys. The analysis of results will lead to recommendations regarding improvements to the program design, and implementation arrangements. To ensure effective M&E at provincial level, the national M&E officers will implement training needs analyses, and conduct or organize necessary staff training programmes.

Specific Duties and Responsibilities

- Review program indicators, data needs and data sources for effective M&E, and decide on additional data that needs to be collected for evaluation. In cooperation with the PRDCs, recommend and undertake or commission special studies or surveys to assess effectiveness and efficiency of the program;

- Participate in annual internal project evaluations at provincial level, and prepare and organize external project reviews at mid-term and end-of project;
- Report twice yearly on progress, impact and lessons learned to project stakeholders, including the Ministry of Agriculture, Forestry and Fisheries; the Seila Task Force and the International Fund for Agricultural Development. When necessary, make recommendations for changes to project objectives, implementation arrangements or underlying assumptions;
- Ensure that a program of effective and efficient monitoring and evaluation is implemented at provincial level;
- Establish and maintain links with other ministries, departments and organizations that are active in the agricultural sector and/or collect information of relevance to the project (e.g. MoP, MAFF Statistics office, CAAEP, CARERE, etc.);
- Participate in annual program planning sessions at national and provincial level;
- Maintain a staff- and management information system. Undertake training needs analyses of provincial based M&E staff. Prepare annual work plan, budget and schedule for project reviews and staff training;
- Provide monitoring and evaluation related advice to provincial monitoring and evaluation staff at PRDC and PDAFF;
- Work with other organizations supporting the MAFF at central level to establish a ministry-wide monitoring and evaluation system which provides management information to senior staff;
- Carry out any other reasonable task as requested by the Deputy Director of the PSU.

Job Description

Job Title	:	Monitoring and Evaluation Officer
Unit/Department	:	Provincial Rural Development Committee Secretariat (PRDC)
Duty Station	:	________________________ Province
Reporting To	:	Director, PRDC ExCom
Date Job Description Drafted	:	4 October, 1999

Background

From January 2000 to December of 2005, the Ministry of Agriculture, Forestry and Fisheries (MAFF) of the Royal Government of Cambodia will implement an Agricultural Support Program, "Agricultural Support to SEILA".

The program will be implemented with loan financing from IFAD. The objective of the program is to sustainably increase food security and income for 56,000 participating families across 35 districts in four provinces: Pursat, Battambang, Banteay Mean Chey and Siem Reap. There are four components (outputs) to the program, viz: a Production Startup Program (PSP), aimed at very poor families, a Agricultural Improvement Program (AIP), aimed at poor families with land, a Technical Support and Capacity Building component aimed mainly at Provincial Departments of Agriculture, Forestry and Fisheries, and a Rural Micro-Finance component aimed at making credit and savings services available to farmers participating in the AIP, and making the Rural Development Bank (RDB) into an effective wholesaler of credit and savings in the process.

The management structure of the program consists of a Project Support Unit (PSU) at the MAFF in Phnom Penh, which is responsible for national and inter-provincial coordination. At provincial level, the overall responsibility for management of the agricultural development component is with the provincial director of agriculture. NGOs at provincial level will be responsible for implementation of the micro-finance component, using funds provided through the RDB.

Monitoring and evaluation of the project will take place at three levels: the PSU, and the PRDC and PDAFF in each province. At the PRDC level, two or three positions for a Monitoring and Evaluation Officers exist in each province.

General Description

The PRDC M&E section is primarily responsible for province-wide project evaluation across sectors. By assisting various departments in carrying out evaluation tasks, the PRDC will collect information allowing it to analyze the impact of various inputs and outputs on provincial development objectives. Findings will be communicated to stakeholders, policy makers and program managers through written reports, meetings and presentation workshops. To ensure the implementation of provincial M&E activities, the PRDC will support provincial line departments, VDC's, CDC's and other local organizations and groups in all aspects of establishing and implementing monitoring and evaluation structures.

Specific Duties and Responsibilities

- Develop a work plan and schedule for monitoring and evaluation of projects in the province;
- Participate in the design and implementation of monitoring and evaluation exercises for projects. Undertake regular field visits, and provide feedback to project stakeholders;

- Document and collect information on lessons learned within projects. Prepare case studies, special research and other M&E reports;
- Provide support and training to provincial line departments, Local Development Branch, and Commune Development Committees (CDCs) to address monitoring and evaluation in the design and implementation of their projects. Advise on proper project design especially as it pertains to developing ME indicators, schedules, tools and methodologies;
- Ensure that a province wide monitoring and evaluation system is in place and operating effectively, including the maintenance of M&E databases;
- Assist the PRDC ExCom to prepare reports for both internal and external use, including reports to the SEILA Task Force, and CARERE. Collect and collate relevant progress reports from support units, Line Departments and NGOs;
- Organize annual beneficiary workshops at district level. Organize the feedback of information at provincial level, as well as EOP workshops in the province;
- Prepare periodic reports to the SEILA Executive Committee describing the work of the M&E unit;
- Assist external supervision, review and evaluation missions as required;
- Carry out any other reasonable tasks as requested by the Director of the PRDC Secretariat.

Job Description

Job Title	:	**Monitoring and Evaluation Focal Point**
Unit/Department	:	Provincial Department of Agriculture, Forestry and Fisheries (PDAFF)
Duty Station	:	____________________________ Province
Reporting To	:	Director, PDAFF
Date Job Description Drafted	:	4 October, 1999

Background

From January 2000 to December of 2005, the Ministry of Agriculture, Forestry and Fisheries (MAFF) of the Royal Government of Cambodia will implement an Agricultural Support Program, "Agricultural Support to SEILA".

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Monitoring and evaluation of the project will take place at three levels: the PSU, and the PRDC and PDAFF in each province. At the PDAFF level, one or two positions for Monitoring and Evaluation Focal Points exist in each province.

General Description

The main task of the monitoring and evaluation focal point is to ensure that all aspects relating to M&E are considered in the project design stage (hierarchy of objectives, indicators and M&E budget), and that projects implemented by the PDAFF are continuously monitored. Information from different technical and district offices needs to be analyzed to identify areas for corrective action, and needs to be made available to project management at provincial and national levels.

Specific Duties and Responsibilities

- Participate in the annual design and budgeting of the department program, specifically as it relates to making decisions on indicators, data sources and M&E budget;
- Carry out regular field visits to monitor physical project progress;
- Collect and aggregate reports from technical and district offices for forwarding to PRDC ExCom, and MAFF PSU. Analyze information to identify areas for corrective action;
- Participate in project evaluations;
- Maintain the IFAD M&E database;
- Carry out any other reasonable tasks as requested by the provincial director of agriculture.

Where To Go From Here

To find out more about Monitoring and Evaluation in general, take a look at the *Training Manual Monitoring and Evaluation,* prepared for Carere by J.W. Rosenboom. Two versions exist; a provincial training manual in Khmer and English, and a more in-depth training manual in English only. Copies are available in the resource section of all Carere offices in Cambodia.

A good explanation of organizing M&E at different levels (national, provincial, sectoral or across sectors) can be found in *Monitoring and Evaluation—Guiding Principles*, published by IFAD in 1985. A copy is available at the PSU office in Phnom Penh.

The practical aspects of implementing Monitoring and Evaluation for the agricultural project are covered in the next two sections of this manual.

Section II

Indicators

- Definitions
- Data Collection
- Indicator Listing and Explanation
- Indicator Definitions, Collection Frequency and Sources
- Tools:
    - Standard Field Data and Observation Sheets
    - Staff Assessment
    - PSU Checklist

M&E Indicators

What Are Indicators?

When we make a plan to implement a project, we can look at this as the *theory* of what we want to do.

Once we start the implementation of the project in practice, there will be problems and issues. So in *practice* most of the time it will be impossible to do exactly what we said we would do in theory.

To be able to see in practice whether the project is achieving what it said it would achieve in theory, we define indicators.

Indicators are realistic and measurable criteria of project progress. They are defined before the project starts, and they allow us to monitor or evaluate whether a project does what it said it would do. In project planning, indicators form the link between theory and practice.

Indicators are either *quantitative*, or *qualitative*.

Quantitative Indicators can be expressed as a number. For example, the number of people attending a training, the number of wells constructed, the average rice harvest per hectare, the cost of fertilizer.

Qualitative Indicators indicate the quality of something, and they cannot normally be expressed as a number. For example, 'Women's participation in decision making in the VDC', or 'improved working relations among staff'. Because qualitative indicators are hard to measure directly, we often measure something else instead. For example, instead of measuring 'improved participation' directly, we look at the number of meetings organized by the VDC, how many people attended, how many women were there, what decisions were made, and who made them. This kind of information then gives us an idea of the increase in participation in decision making. (The indicators we measure instead of the qualitative information are then called 'proxy indicators' or 'indirect indicators').

A good indicator is:

Relevant, which means it measures an important part of an objective or output;

Objective. If two people measure the same indicator using the same tool, they should get the same result. The indicator should be based on fact, rather than feelings or impressions (another way to say this is to say that it should be Measurable);

Available. Indicators should be based on data that is readily available, or on data that can be collected with reasonable extra effort as part of the implementation of the (sub-)project.

Realistic. It should not be too difficult or too expensive to collect the information (related to the next one in the list);

Specific, which means that the measured changes should be attributable to the project, and they should be expressed in precise terms;

An easy way to remember this is to say that each indicator 'ROARS' (like a lion).

Objectives are mainly used for evaluation.	are mainly used for monitoring. No separate indicators are set for activities or inputs.

Indicators for Monitoring and Evaluation

When planning projects, many organizations use the logical framework. In the logic of the logframe, inputs are used to implement activities, activities produce specific outputs, the outputs contribute to the immediate objective, and the immediate objective contributes to the goal. This is shown schematically in the drawing below.

Goal	Indicators		
Imm. Objective	Indicators		
Outputs	Indicators		
Activities	Inputs		

Figure 1: Schematic Logic of the LFA (start at the bottom)

Monitoring should tell us whether activities are being implemented as planned, and whether the outputs that result from the activities are being produced. This means that monitoring concentrates on the indicators set for outputs.

Evaluation tells us what the effect of the project is, and so concentrates more on indicators set at the objective level (although monitoring information can be input for evaluation as well).

The indicators written in the logframe at the time of project design are the same indicators used for monitoring and evaluation. There is no difference between them. Indicators in the logframe are included for the purpose of monitoring and evaluation.

Selecting Indicators

In selecting which indicators to use, it often helps to go through the following steps:

1) Brainstorm a list of all possible indicators you could use for each objective, and each output;
2) Delete those which are unsuitable, impossible to use, not available, or too expensive to collect (see the checklist on the previous page);
3) From the remaining list, select just enough indicators to allow you to judge progress and effect.

This last point is important! If you select too many indicators, you create more work than necessary in collecting them, and you will have a lot of data to analyze. Never choose an indicator just because it is available. Only select those you really need.

After selecting the indicators, check the following points:

1) Does each output or objective have at least one indicator?
2) Does each indicator measure some important aspect that no other indicator measures? (a few good indicators are better than a lot that have no focus);
3) Does each indicator meet the five criteria given? (re-phrase if necessary).

After checking each indicator, and making a final list, look at the output indicators, and decide:

- Can you get it from normal sources, or is special data collection required?
- Who should collect the information?
- How that should be done, and
- How often it is needed.

If any special data collection is required, make sure to plan it as part of the daily work.

Another way in which you can select indicators is by using an indicator framework. This is a list of possible indicators, arranged by sector or category. It gives suggestions about what data can be collected, and the data collection methods you can use. In this way you do not have to start from nothing every time you plan a project. The indicators given in this section could form the start of an indicator framework for the agriculture sector.

You can make your own indicator framework by looking at indicators you have used successfully in the past. The CARERE M&E staff is in the process of making an indicator framework for sub-projects (by sector), and you can ask them for a copy when it is finished.

Since indicators are defined at the planning stage, you can see it is important that M&E staff are involved from the start of project planning.

Stage	Type of Indicator	Sources of data	Who collects data
Monitoring (measures planned outputs against actual outputs)	• Focus on outputs • Mostly quantitative, and easily available as part of daily work	• Progress reports • Field visits • Observation	Project staff (field staff, supervisors etc. as part of daily work)
Evaluation (measures effect, or impact)	• Focus on goal and objectives. • Often qualitative, and needs special effort to collect	• Reports, plans • Surveys • Observation	Evaluation team (team members come from the project, often assisted by external evaluators)

Table 3: Summary of indicator characteristics for M&E

Data Collection

What Steps Are Involved in Data Collection?

It is clear that monitoring and evaluation are systems for collecting and analyzing information. Once you have selected your indicators, the data collection process consists of the following steps:

1) Selection of the appropriate method for data collection;

2) Designing any data collection forms you may need;

3) Training staff in the use of the tools;

4) Implementing [illegible] collection.

In monitoring you also have to decide how often the required information needs to be collected (once a week, once a month, once every three months,….).

When you are doing an evaluation you sometimes have to make a decision about how many people to talk to.

The following pages give some summarized information, about the first step: selecting data collection m[illegible] You can find examples for some tools in the next section.

Selecting Data Collection Methods

There is a large choice of methods for data collection. Some methods are very structured and formal, others are more informal, and less structured. The table below gives a few characteristics and examples of both.

Structured (Formal) Data Collection	Less Structured (Informal) Data Collection
Used for collecting large amounts of quantitative information	Used for collecting smaller amounts of qualitative information, which give an in-depth understanding of a situation
Collection takes a long time, analysis done quickly by computer	Can collect a lot of information in a short time, but analysis takes more time
No involvement of community and stakeholders	Large involvement of community possible and encouraged
Needs speci[illegible]knowledge of statistics	Staff needs training, but few specialized skills required
Examples: Census, [illegible]al household survey	Examples: Open ended in-depth interviews with individuals or groups, observation, case studies, ranking, mapping

In monitoring, c[illegible]rmation is part of day-to-day work, and the choices you have are limite[illegible]s collected through informal discussions and observation during field visi[illegible]

When evaluating however, you really need to sit and think about the most appropriate way to collect the information you need.

Selection of methods should be guided by the following criteria:

1) Purpose of the evaluation;
2) Skills available in the organization;
3) Available resources (time, money, people).

There are three methods which are almost always used in evaluation:

1) Review of existing materials;
2) Observation; and
3) Interviews.

Review of Existing Materials

This is also called review of *secondary sources*. These form the background information to the project, and you can save much time by finding out what data already exists about the project area or the project.

Examples of secondary sources are:

- The original project proposal;
- Letters and memo's relating to the project proposal;
- Reports of past evaluations or surveys that were carried out in the project area by others (NGOs, other UN agencies);
- A map or drawing of the project area;
- A list of present project objectives, or current logframe prepared by project staff;
- A chart showing staff positions and functions in the project;
- Reports of project meetings;
- Regular progress reports or monitoring reports (monthly, quarterly, annually);
- Other written project records (production records, attendance registers and so on);
- The project budget and past financial reports.

Secondary sources should be reviewed before you start the fieldwork, and they should be summarized in the form of:

- tables and lists
- diagrams
- summary written paragraphs
- copies of maps and photographs

This information can then be distributed, and studied by all the team members. Having a summary of available data may also prove useful during fieldwork.

Direct Observation

By direct observation we mean systematically observing things, events, people, etc. and recording what you see. It is a good way to cross-check answers you get from people in interviews, group discussions and the like. Direct observation is always relevant when conducting an evaluation. It is important to use a checklist to do observation systematically and in a standard way (so results can be compared with each other).

Steps to prepare for direct observation:

1) Think about the objectives and topics of the evaluation;
2) Identify indicators which you can assess through direct observation;
3) Create a checklist based on those indicators.

Methods and tools you can use to observe things:

- **Measurement**: use measuring tapes, scales etc. to directly measure things in the field (e.g. the size of a vegetable garden)
- **Recording**: use a checklist or record sheet, make photographs or collect samples (e.g. of a crop)
- **Sites**: look at markets, houses, wells, health posts, schools etc. This can tell you about use, construction quality, materials used, etc.
- **Dress**: variations in dress may indicate status, class, wealth, etc.
- **Other indicators**: anything that that can be directly observed as an indicator for something that is more difficult to measure directly (e.g. type of house or roof, or possession of a television as an indicator of wealth).

Field visits are occasions where informal observation often takes place. The project manager or field worker keeps a list 'in her head' of things she wishes to observe. After the visit the observations are recalled and recorded, or discussed with other staff.

Never use observation as your only tool, since there is a danger that you will mis-interpret what you see. Cross-checking of information with other methods is very important.

Interviews

Interviewing is one of the main tools used in data collection (just like observation). Interviews can be very structured (asking a specific number of precise questions and selecting the answer from some options given on a questionnaire), or they can be unstructured (asking an 'open' question, and deciding what to ask next based on the answer). It is this last type, the informal interview, which is most used. There are four basic types of interview to choose from:

Individual interview

This is used to get specific information. Hold individual interviews with a number of people selected on purpose. For example, if you are evaluating a agricultural project you would interview farmer leaders, farmers who have tried new things, poor farmers and women farmers who are head of household, etc. Individual interviews are suitable to get information about sensitive subjects, or subjects about which there is conflict or disagreement in the community.

Key informant interview

A key informant is anyone who has special knowledge about a subject. You interview them to get special knowledge. For example, you can interview a midwife to learn about birthing practices. Key informants are normally able to answer questions about the knowledge and behavior of others.

Group interviews

These are organized to get community level information. The advantage is that you can very quickly get access to a lot of information, and there is an immediate cross-check, since people correct each other. They cannot be used to collect sensitive information, and they take more time and effort to plan. They also need a facilitator to guide the discussion. When the group gets bigger than 20 people, it is better to split off into smaller groups.

Focus group discussions

These are held to discuss specific topics in detail with a small group of people who are knowledgeable or interested. Just as with a group interview, you need a facilitator. Focus groups should be small; between 6 to 12 people works best.

Listing and Definition of Project Indicators

Introduction

Indicators were selected for the various components of the program, after discussion with the provincial departments of agriculture. In defining the indicators, a distinction was made between *impact* indicators and *progress* indicators. Impact indicators are used to measure overall impact and effectiveness of the program during occasional evaluations (normally once per year). Progress indicators are used for the monitoring of implementation, and reported monthly in the progress reports. In addition, they serve as input for project evaluations. Progress indicators are defined for outputs only; although progress reports include information on activities, no separate indicators are defined for those.

In addition to the distinction between impact and progress, the indicators are organized into the following categories:

1) Agriculture
2) Livestock
3) Institutional Development
4) Micro Finance

Categories 1 and 2 together cover the PSP and AIP components between them.

Indicators have been checked for availability, relevance and cost. In addition to those considerations, all impact indicators are expressed in relative rather than absolute terms (i.e. percentages or ratios instead of absolute numbers) to facilitate comparability. The indicators are never directional (e.g. "increase in rice harvest"), since this is the role of targets. Experience in monitoring and evaluation in the provinces is small, and it is important to prevent the creation of a system that looks like a separate monitoring project. For these reasons the total number of indicators was kept as small as possible, and primary data collection for impact indicators was minimized in favor of reliance on secondary sources.

Baseline information will be collected in the first quarter of program implementation, but targets have not yet been set. It is recommended that appropriate targets be decided upon after baseline data collection (with increasing targets specified for years 3 and 6, or years 2, 4, and 6).

Indicator Listing

The tables below list the various impact and progress indicators by category. Impact indicators are explained here, while progress indicators are not. Following this listing is a table with definitions, data sources, collection frequency and disaggregation information.

X Indicators will have to be reviewed each year, and changed or adjusted as necessary.

Impact Indicators (for Evaluation)

	Agriculture	
No.	**Indicator Description**	**What does it tell me?**
1	Percentage of eligible farmers participating in either PSP or AIP by district	What is the proportion of the target group that I am reaching with the program?
2	Percentage of participating farmers adopting new technology	What is the impact of training, demonstrations and field days in terms of influencing choices made by farmers?
3	Household income by source in target and non-target areas	Is income in the areas targeted by the program increasing in comparison with areas where the program is not active?
4	Annual total duration of food shortages in weeks	Is food security in the areas targeted by the program increasing over time?
5	Percentage of children with chronic malnutrition	Is any increased income or food security benefiting children?[1]
6	Area under cultivation by crop type by district in target areas	What is the impact of the emphasis on crop diversification?
7	Average yield per ha. by crop type by district in target and non-target areas	Is crop production in target areas increasing relative to non-target areas?
	Livestock	
No.	**Indicator Description**	**What does it tell me?**
8	Percentage increase in livestock production over previous year	Is livestock production in target areas increasing?
9	Livestock mortality rates	What is the impact of vaccination and parasite control on the mortality rates of livestock?
10	Percentage of livestock vaccinated in target and non-target areas	What proportion of the total number of livestock is being reached by the program?
	Institutional Development	
No.	**Indicator Description**	**What does it tell me?**
11	Percentage of available annual budget allocated to specific work plans per province	How well does the planning process work?
12	Ratio of budget requested and budget allocated by component by province	Are provinces able to produce realistic plans? Are sufficient resources allocated to each province?
13	Percentage of allocated budget actually spent per province at end of financial year	Are funds made available on time? Are provinces able to spend funds that were released?
14	Percentage of available staff positions in PSU and PDAFFs filled	Is enough qualified staff assigned to the project to be able to implement it?
15	Percentage of staff trained by the project in positions which use their acquired skills and experience	Is staff training benefiting the program?
16	Progress reports from PSU and PDAFF on quality and performance of staff in project work planning, budgeting, implementation, reporting and trouble shooting	Is competence of ministry staff increasing in all areas of program implementation?
17	Quality of annual work plans and budgets for the different components in terms of responding to farmers' needs, and addressing actual constraints and potential.	Is field staff paying more attention to farmers' needs? Is field staff analytical ability improving?

[1] Women and children tend to be the last people to benefit from increases in income or food production. Ideally one would want to measure the effect of any increases on both, but only data on children is relatively easily available.

Micro Finance		
No.	**Indicator Description**	**What does it tell me?**
18	Volume of credit requested	How much money is being requested by farmers?
19	Volume of credit disbursed	What proportion of loan applications is approved? How much money has been given out?
20	Number of loans made	How many people are benefiting from credit availability?
21	Volume of loans outstanding	How much money is outstanding?
22	Volume of savings mobilized	Of the people using a bank, how many are able to save money? How much are they able to save?
23	On time repayment rate	What proportion of people borrowing money is able to pay back their loan in time?

Progress Indicators (for Monitoring)

Agriculture

No.	Description
23	No. of villages selected by district
24	No. of families eligible for PSP or AIP participation by district
25	Percentage of participating families from the poorest group
26	Amount and types of inputs provided
27	Lending volume revolving funds
28	Revolving fund repayment rates
29	Interest income earned by the revolving fund
30	No. of extension workers per district
31	Average number of farmers per trained extension worker, by district
32	No.and type of training courses organized
33	No. and type of demonstrations organized
34	No. and type of field days organized
35	Total attendance at trainings this period
36	Total attendance at demonstrations this period
37	Total attendance at field days this period
38	No. of extension groups by district by subject matter

Livestock

No.	Description
39	No. and type of animals vaccinated
40	No. of communes by district where vaccination and parasite control is operational
41	No. of VLA's per district
42	Average number of farmers per trained VLA, by district
43	No. of village veterinary associations

Institutional Development

No.	Description
44	No. of staff trained
45	Percentage of trained staff participating in annual PRA's and district workshops
46	No. of district workshops held
47	No. of provincial workshops held
48	No. of participants at district workshops
49	No. of participants at provincial workshops
50	No. of district offices renovated
51	No. of district offices newly constructed

Micro Finance (year 1)

No.	Description
52	No. of NGOs eligible for training
53	No. of NGOs trained
54	Percentage of farmers participating in AIP eligible for receiving credit
55	Percentage of eligible farmers selected to receive credit

Institutional Development Impact Indicators

#	Indicator	Disaggregate	Definition	When	Source
11	**% of available annual budget allocated to specific work plans per province**	Province	The amount of money allocated after approval of AWPBs *divided by* the amount of money available for the year	Annual	PSU, MEF accounts
12	**Ratio of budget requested and budget allocated by component by province**	Province Component	Amount of money requested in the AWPB *divided by* the amount of money approved, disaggregated by program component	Annual	PSU, MEF accounts
13	**% of allocated budget actually spent per province at end of financial year**	Province Component	Amount of money spent at the end of the financial year *divided by* the amount of money approved at the beginning of the financial year	Annual	PSU, MEF accounts
14	**% of available staff positions in PSU and PDAFFs filled**	PNH / Province	Number of staff positions filled with competent senior staff *divided by* number of staff positions available	Annual	PSU
15	**% of staff trained by the project in positions which use their acquired skills and experience**	PNH / Province	Number of project trained staff who hold a job in which they use their training and experience *divided by* the number of staff trained by the project	Annual	PSU
16	**Progress reports from PSU and PDAFF on quality and performance of staff in project work planning, budgeting, implementation, reporting and trouble shooting**		General provincial and PSU reports on staff performance, preferably based on annual staff appraisals (as described in e.g. the SEILA Operations Manual).	Annual	PSU, PDAFF, staff appraisal process
17	**Quality of annual work plans and budgets for the different components in terms of responding to farmers' needs, and addressing actual constraints and potential.**		Judgment of quality of plans and budgets by senior management	Annual	PSU

Micro Finance Impact Indicators (from year 2)

#	Indicator	Disaggregate	Definition	When	Source
18	**Volume of credit requested**	District	Total amount of money requested by lenders	Quarterly	NGO/RDB
19	**Volume of credit disbursed**	District	Total amount of money given out in loans	Quarterly	NGO/RDB
20	**Number of loans made**	M/F District	The number of new loans approved and given out in the year	Quarterly	NGO/RDB
21	**Volume of loans outstanding**	M/F District	Total amount of money given out in loans *minus* principal repaid on outstanding loans	Quarterly	NGO/RDB
22	**Volume of savings mobilized**	M/F District	Total amount of savings administered by the bank	Quarterly	NGO/RDB
23	On time repayment rate	(M/F) District	Number of payments which are made on time *divided by* the total number of payments expected in the period	Quarterly	NGO/RDB

#	Indicator	Disaggregate	Definition	When	Source
23	No. of villages selected by district	District	The number of villages selected for program participation	Startup	Startup workshop
24	No. of families eligible for PSP or AIP participation by village	Family status	The number of families that meet the criteria for participation in the PSP or AIP component, disaggregated by family status (FHH/MHH, etc.)	Annual	PRA data
25	% of participating families from the poorest group	Family status	The number of participating families from the poorest group *divided by* the total number of participating families	Annual	PRA data
26	Amount and types of inputs provided	Type of input District	Total amount and types of inputs provided to participating families	Monthly	Field reports
27	Lending volume revolving funds	District	The total value of inputs provided to families *minus* payments made into the fund	Monthly	Fund accounts
28	Revolving fund repayment rates	M/F District	Number of payments which are made on time *divided by* the total number of payments expected in the period	Monthly	Fund accounts
29	Interest income earned	District	Total amount of money paid as interest into the fund	Monthly	Fund accounts
30	No. of extension workers per district	M/F District Status	Total number of extension workers in each district, disaggregated by status (recruited, trained, working)	Quarterly	Extension office
31	Average number of farmers per trained extension worker, by district	District	Total number of trained extension workers in the district *divided by* the number of farmers in the district	Quarterly	Extension office
32	No. and type of training courses organized	Subject District	Type of training provided, training subject and target group	Monthly	PEO, NGO reports
33	No. and type of demonstrations organized	Subject District	Total number of demonstrations organized disaggregated by type	Monthly	Extension office
34	No. and type of field days organized	Subject District	Total number of field days organized, disaggregated by subject	Monthly	Extension office
35	Total attendance at training, this period	M/F District	Total number of people who have been in contact with the PDAFF through training	Monthly	Extension office
36	Total attendance at demonstrations, this period	M/F District	Total number of people who have been in contact with the PDAFF by attending a demonstration	Monthly	Extension office
37	Total attendance at field days, this period	M/F District	Total number of people who have been in contact with the PDAFF through attendance at a field day	Monthly	Extension office
38	No. of extension groups by district by subject matter	Group type District	Total number of extension groups formed in each district with membership disaggregated by gender	As needed	Extension office

Livestock Progress Indicators

#	Indicator	Disaggregate	Definition	When	Source
39	No. and type of animals vaccinated	Animal type	Total number of animals vaccinated in the period	Monthly	VLA report
40	No. of communes where vaccination and parasite control is operational	District	Total number of communes where animal vaccination and parasite control is ongoing	Monthly	VLA report
41	No. of VLA's per district	District	Total number of VLAs *divided by* the total number of districts they cover	Quarterly	Extension / AHP office
42	Number of farmers per trained VLA, by district	District	Total number of trained VLAs in the district *divided by* the total number of farmers in the district	Quarterly	Extension / AHP office
43	No. of village veterinary associations	District	Total number of village veterinary associations formed since the start of the program	Quarterly	Extension office

Institutional Development Progress Indicators

#	Indicator	Disaggregate	Definition	When	Source
44	No. of staff trained	M/F Province	Total number of staff trained in the period	Monthly	PEO report
45	% of trained staff participating in annual PRA's and district workshops	Province	Number of staff participating in PRAs and workshops *divided by* the total number of program staff working at provincial level	Quarterly	ExCom report
46	No. of district workshops held	Province	Total number of workshops at district level	Quarterly	ExCom report
47	No. of provincial workshops held	Province	Total number of workshops held in the province	Quarterly	ExCom report
48	No. of participants at district workshops	M/F Province	Total number of farmers participating at district workshops	Quarterly	Workshop report
49	No. of participants at provincial workshops	M/F District	Total number of farmers participating in each workshop at provincial level.	Quarterly	Workshop report
50	No. of agriculture offices renovated	District	Total number of offices of which renovation was completed in the period	As needed	DDAFF report
51	No. of agriculture offices newly constructed	District	Total number of offices of which construction was completed in the period	As needed	DDAFF report

Micro Finance Progress Indicators (Year 1)

#	Indicator	Disaggregate	Definition	When	Source
52	No. of NGOs eligible for training	Province	Total number of NGOs or MFIs in the province that meet the criteria for training under the terms of the program	Program start	Startup data collection report
53	No. of NGOs trained	Province	Total number of NGOs in each province that received training to qualify as savings/credit retailer	Quarterly	Training report
54	% of farmers participating in AIP eligible for receiving credit	M/F District	Number of farmers participating in the AIP who are eligible for receiving credit *divided by* the total number of farmers participating in the AIP	Quarterly	NGO/MFI, PDAFF
55	% of eligible farmers selected to receive credit	M/F District	Number of farmers selected to receive credit in year 2 *divided by* the number of farmers eligible to receive credit	Start year 2	NGO/MFI report

Tools

Data Collection Sheets

The following pages contain examples of standard data collection sheets. The following data collection sheets are provided:

- A field visit monitoring sheet, for use by M&E staff who carry out field visits to a project site;
- A data record sheet for trainings, demonstrations and field days, for use by field staff organizing one of those events;
- A data record sheet for beneficiary workshops, for field staff organizing those.

You can of course make photocopies of the sheets given here, but they are also provided as computer templates. How to use the templates provided with this manual is described in section 4.

Staff Assessment Tool

One of the objectives of the agricultural support project is to improve staff performance. Regular annual staff performance reviews are one ingredient of a overall staff management system. Reviews can help reach a number of objectives:

- Increase the effectiveness of human resource management;
- Improve staff performance and job descriptions;
- Identify staff development needs;
- Identify issues in staff management.

The assessment tool included consists of two forms. One is filled out by the person under review (self assessment). The other is filled out by a review panel, consisting of:

1) The immediate manager of the person under review;
2) (Deputy) chief of PRDC ExCom, or of the PDAFF; and
3) (Deputy) chief of the PSU

Staff members need to know that they will be assessed on an annual basis. On the basis of the assessment, the staff member should be informed whether his/her contract with the project will be extended, or not. An explanation of the forms themselves is included. As with the other tools, the staff assessment forms are also available as a computer template.

PSU / PDAFF Staff Management Checklist

This is a checklist which the PSU and PDAFFs can use periodically for self-monitoring of project staff management procedures. It is a reminder of the systems that should be in place; answers to the questions suggest which points need to be paid attention to.

Field Visit Monitoring Sheet

(this monitoring sheet has 2 pages)

Directions:

1. A copy of this sheet should be filled out every time a field visit is made by an M&E staff member from PDAFF, PRDC or PSU.
2. The information collected should be included in progress reports.
3. Keep the original in the program filing system.
4. If you do not have enough room, please attach any extra sheets.

General Information

Province: ______________________________

District: ______________________________

Commune / Village: ______________________________

Name and position of field officer: ______________________________

Date of Visit: ______________________________

Type of activity observed:
- O Training
- O Field Day or Demonstration
- O Other: ______________________________

Please answer the following questions through direct observation and interviews

A. Are the planned activities and outputs proceeding as scheduled?

B. What do project stakeholders and beneficiaries say about project implementation so far?

- Local beneficiaries (farmers)

- Local government officials

- Other agriculture staff

- Others (for example NGOs and other agencies)

C. Summarize any problems observed or discussed

D. What are your recommendations for addressing those problems?

E. If you are observing construction work, are the quality of the materials, the workmanship and the construction design the same as in the contract?

O Yes
O No (please explain below)

F. Any other comments

G. **Conclusion—Progress on the project is:**
O Very satisfactory
O Satisfactory
O Not so satisfactory
O Poor

If progress is not so satisfactory or poor, the appropriate managers should be informed so that corrective action can be taken.

Training / Demonstration / Field Day Record Sheet

(This record sheet has 2 pages)

Directions:
1. A copy of this sheet should be filled out every time a training, Demonstration or Field Day is implemented.
2. The information recorded should be included in progress reports.
3. Keep the original in the program filing system.
4. If you do not have enough room, please attach any extra sheets.

A: General Information

Province: ____________________

District: ____________________

Commune / Village: ____________________

Name and position of organizer: ____________________

Date(s) of event: ____________________

Type of event organized:
- O Training
- O Field Day
- O Demonstration

Subject: ____________________

B: Participants

District	No. of participants, per district		
	Men	Women	Total Men + Women
1:			
2:			
3:			
4:			
5:			
6:			
7:			
8:			
Total:			

C: Evaluation

Number of people who thought the training / demonstration / field day was:

Excellent	
Very good	
Good	
Satisfactory	
Not so good	

D: Issues Arising

Describe any issues that came up during the event:

E: Lessons Learned

Describe anything that needs to be changed, or done differently the next time you organize a similar event:

Beneficiary Workshop Record Sheet

(This record sheet has 2 pages)

Directions:
1. A copy of this sheet should be filled out every time a beneficiary workshop is organized at district or provincial level.
2. The information recorded should be included in progress reports.
3. Keep the original in the program filing system.
4. If you do not have enough room, please attach any extra sheets.

A: General Information

Province: ______________________

District: ______________________

Name and position of organizer: ______________________

Date(s) of event: ______________________

Type of event organized:
- O District beneficiary workshop
- O Provincial workshop

B: Participants

District	No of participants, per district		
	Men	Women	Total Men + Women
1:			
2:			
3:			
4:			
5:			
6:			
7:			
8:			
Total:			

C: Participant Feedback

Number of participants who:

	Men	Women	Total
Participated in one or more trainings...			
Attended one or more demonstrations...			
Attended one or more field days...			
Were visited by a extension worker...			
Were visited by a livestock agent...			
Received inputs (PSP)...			
Are making contributions to the revolving fund...			
Received credit through an NGO...			

D: Program Result

- Describe the main positive effects the program has, as reported by the participants:

- Describe any negative impact resulting from the program as reported by the participants:

E: Recommendations for Action

Describe any actions you feel should be taken to solve reported problems, or improve implementation

Staff Assessment Tool Instructions

There are two forms, of very similar format. The first form is to be filled out by the staff member for self-evaluation, and the second form is for use by the panel members. Here are five main areas for assessment, which are explained below. Numerical scores are awarded for 4-5 skills in each area. The maximum number of points that can be awarded for each area is 20, and the maximum overall score is 100 points. The five areas and the skills in each area are explained below.

Area 1: Technical Expertise

This area measures the extent to which staff keep their technical knowledge up-to-date, and the level of proficiency achieved and applied to their jobs. There are four skills, with a maximum score of 5 points each:

1.1) The knowledge of the staff member in relation to his/her field of work;

1.2) Facilitation skills, which are considered important for all staff for effective performance;

1.3) The ability to express thoughts clearly and accurately in writing;

1.4) The ability to express thoughts orally in a clear, short, accurate and effective manner;

Area 2: Initiative

The ability to use judgment, come up with creative solutions to problems and take initiative in his or her work. Four skills, with a maximum of 5 points each.

2.1) The ability to use judgment within his or her work when working with villagers or local committees;

2.2) The ability to work independently;

2.3) Ability to solve problems creatively;

2.4) Level of initiative shown in applying skills with a minimum of supervisor intervention.

Area 3: Communication

There are four skills in this area, each scoring a maximum of 5 points.

3.1) Ability to listen in meetings or working sessions with colleagues, committee members or villagers;

3.2) Ability to use the appropriate level of language with villagers and local committees;

3.3) Ability to engage in effective dialogue with subordinates, partners and villagers;

3.4) Ability to effectively spread (disseminate) verbal and written information to local villagers and committees.

Area 4: Personal Relations and Interaction with Local Community

This area measures the ability to establish and maintain harmonious work relationships with colleagues, supervisor and villagers. There are five skills, with a maximum of four points each.

4.1) Attitude towards working partners and villagers;

4.2) Level of participation in work related events;

4.3) Relationships with other staff (ability to avoid conflict and solve problems together);

4.4) Flexibility in work settings at provincial, district and village level;

4.5) Ability to function as part of a team.

Area 5: Management / Commitment

Five skill areas, which can score a maximum of four points each.

5.1) Quality of work, which focuses on accurate, thorough work that reflects sound judgment, meets applicable work standards and is completed on time;

5.2) Ability to delegate responsibility to team members or others he/she is working with;

5.3) Responsibility for work performed and readiness to accept given tasks or additional duties;

5.4) Punctuality: ability to plan work well, and finish within the assigned time;

5.5) Monitoring ability: ability and preparedness of staff to monitor and report on own progress of assigned tasks

Other documents which should be used as reference materials during the performance review are:

- Job descriptions or terms of reference;
- Staff development policy;
- Personnel rules and regulations;
- Staff contract; and
- Self-evaluation.

Staff Appraisal Form for Staff Member Use

Name: ______________________________

Function Title: ______________________________

Start Date of Current Post: ______________________________

Period of Review: ______________________________

No:	Area / Skills	Please tick one only on each row				
1	Technical Expertise	Max. score: 20				
		1	2	3	4	5
	1.1 Analytical ability					
	1.2 Facilitation ability					
	1.3 Reporting ability					
	1.4 Presentation ability					
2	Initiative	Max. score: 20				
		1	2	3	4	5
	2.1 Ability to use judgment					
	2.2 Level of independence					
	2.3 Ability to solve problems creatively					
	2.4 Level of initiative					
3	Communication	Max. score: 20				
		1	2	3	4	5
	3.1 Listening skills					
	3.2 Use of Language					
	3.3 Dialogue with others					
	3.4 Dissemination of information					
4	Personal Relations	Max. score: 20				
		1	2	3	4	
	4.1 Attitude and behavior					
	4.2 Participation					
	4.3 Relationship with staff					
	4.4 Flexibility					
	4.5 Ability to function in a team					
5	Management	Max. score: 20				
		1	2	3	4	
	5.1 Quality of work, leadership					
	5.2 Ability to delegate					
	5.3 Responsibility					
	5.4 Punctuality					
	5.5 Self-Monitoring ability					
	Grand Total Actual Score					
	Grand Total Maximum Score	100				

Signature: ______________________ Date: ______________

Comments:

Staff Appraisal Form for Panel Use

Name: ______________________

Function Title: ______________________

Start Date of Current Post: ______________________

Period of Review: ______________________

No:	Area / Skills	Please tick one only on each row				
1	Technical Expertise	Max. score: 20				
		1	2	3	4	5
	1.5 Analytical ability					
	1.6 Facilitation ability					
	1.7 Reporting ability					
	1.8 Presentation ability					
2	Initiative	Max. score: 20				
		1	2	3	4	5
	2.5 Ability to use judgment					
	2.6 Level of independence					
	2.7 Ability to solve problems creatively					
	2.8 Level of initiative					
3	Communication	Max. score: 20				
		1	2	3	4	5
	3.5 Listening skills					
	3.6 Use of Language					
	3.7 Dialogue with others					
	3.8 Dissemination of information					
4	Personal Relations	Max. score: 20				
		1	2	3	4	
	4.6 Attitude and behavior					
	4.7 Participation					
	4.8 Relationship with staff					
	4.9 Flexibility					
	4.10 Ability to function in a team					
5	Management	Max. score: 20				
		1	2	3	4	
	5.6 Quality of work, leadership					
	5.7 Ability to delegate					
	5.8 Responsibility					
	5.9 Punctuality					
	5.10 Self-Monitoring ability					
	Grand Total Actual Score					
	Grand Total Maximum Score	100				

Panel Member Signature: ______________________ Date: ______________

Comments:

Personnel Management Checklist

For Use by PSU and Provincial Agriculture Departments

Date: ____________________

Department: ____________________

	Yes	No	N/A
1. Is there an up to date *Organizational Chart* available?	☐	☐	☐
2. Is there a current *list of all staff* assigned to the project?	☐	☐	☐
3. Are proper *recruitment procedures* followed (according to MAFF or SEILA personnel policy)?	☐	☐	☐
4. Does each project staff member have a *contract*?	☐	☐	☐
5. Has a *Job Description* been prepared for each staff member, which clearly outlines responsibilities and reporting lines?	☐	☐	☐
6. Have staff been oriented in their jobs, and do they fully understand the *objectives and outputs of the agricultural assistance project*, and their own role in it?	☐	☐	☐
7. Are *staff performance assessments* carried out once a year, and are they seen to be useful and constructive in improving staff work performance?	☐	☐	☐
8. Is a *personal file* kept for each staff member, with CV, contract, leave records, performance evaluations etc.?	☐	☐	☐
9. Are staff encouraged to *make suggestions and share ideas* to improve the work of the agricultural support project?	☐	☐	☐

Suggestions for action / improvement:

Where To Go From Here

To find out more about indicators and data collection, take a look at the *Training Manual Monitoring and Evaluation*, prepared for Carere by J.W. Rosenboom. Two versions exist; a provincial training manual in Khmer and English, and a more in-depth training manual in English only. Copies are available in the resource section of all Carere offices in Cambodia.

Reporting of project results in monitoring- or evaluation reports is covered in the next section of this manual. Some general reporting guidelines are given, as well as the specific requirements and report formats for the agriculture project.

Section III

Reporting

- General Guidelines
- Summary of Reporting Requirements
- Tools
    - Standard Monthly Report Format
    - Standard Quarterly Report Format

General Reporting Guidelines

Report Writing

Regular reporting of information is important to document the results of the project. Covered in this section are monitoring reports (also called "progress reports"), and evaluation reports.

The general guidelines for monitoring or evaluation reports are the same, although monitoring data is often incorporated into a general monthly or quarterly progress report. Evaluation reports stand on their own.

Following are some general points you will find useful whatever the type of report you are writing, and whatever the audience of your report.

Keep it short

Very long reports tend to be used less than short ones. Often people do not have time to read a long report.

Keep it clear

The report is supposed to be read and understood. Avoid technical words and jargon. Use simple, clear and familiar words which everybody can understand.

Use short sentences

Try not to use more than about 16 words in a sentence. Use positive sentences. Do not put a lot of different ideas in one sentence.

Plan spacing and layout

For a clearer layout, break up the text into short paragraphs to help the reader. Present one main idea in each paragraph.

Use subheadings

These help people to remember what they read, and make the report more interesting.

Emphasize key points

Use larger letters, underlines, italics or bold text to emphasize key points in the report (but avoid the 'ransom note' look by combining too many different styles or sizes on one page). For example, all handouts related to this course use not more than 2 fonts and 3 character sizes.

Use lists and tables

Information can be presented very clearly and concisely in a bulleted list or table. It also saves space and the reader's time.

Edit your report carefully

If possible, always spell check the document. After you finish the report, leave it for a day. Take a fresh look at it the next day to do the final editing. It is also a good idea to ask colleagues (or your manager) to read a draft version and to give feedback.

Submit on time

Ensure that the report is submitted on time, especially when the results are to be used for decision making.

Planning a Progress Report (Monitoring)

The most important thing to remember is that any progress report should compare actual work and achievements to planned work and objectives. This will allow you to see which activities are on schedule, which are behind, and which are ahead. You can then use this information to adjust your planning, or take other appropriate action.

SMART objectives, well planned and scheduled activities, well chosen indicators and effective, accurate record keeping and data collection are the keys to making sure you have all the information you need to report on project progress.

A progress report is usually prepared once a month, or once every three months. It should contain the following information:

- The time period covered in the report, and who prepared the report;
- The planned activities and their outputs for the period. This is information which is available from your activity plan;
- Actual activities and achievements, and the indicator(s) used to determine them;
- The degree of completion of project objectives (check indicators from the project framework);
- The resources (money, equipment, materials) used in carrying out the activities. Were they adequate? Do any changes need to be made?
- What problems or issues came up during the period. Also report on how you solved them, and how they will influence activities during the next time period;
- What was learned, and how will this be applied in the future;
- What activities are planned for the next time period. Are there any changes in the objectives, schedule or resources.

You can pay attention to these points whether you are writing a report, or using some other way to present it. Many projects (including the IFAD agricultural support to SEILA) need regular, written progress reports. Other ways to present reports are meetings or presentations. Presentations stimulate discussion, while meetings allow people to ask questions, add information or ask for clarification.

The standard progress report formats provided later in this section (and as computer templates) are good examples of short reports that still contain all the relevant information. The evaluation report format is more elaborate, and is an example of a report that could be distributed to other organizations or donors as well.

Planning a Evaluation Report

Evaluation reports usually contain more information than monitoring reports, and they cover a bigger time period (often 1-3 years). When planning a evaluation report, keep in mind that it may be read by people who don't know the project, so it will be necessary to describe some of the background and project objectives.

Having regular progress reports available can really simplify the data collection phase for evaluation, and simplify the report writing. Monitoring data usually feeds into the evaluation stage. A standard evaluation report format is given at the back of this section, but in summary, the following should be in it:

- Time period covered by the evaluation, when it was carried out, and by whom;
- Project background, including implementing organization, precise location, target group and goals and objectives;
- Purpose of the evaluation, for whom it was carried out, and what methods were used to collect information;
- How it was carried out (who was involved, what was the timetable, how reliable is the collected information);
- Major findings, prepared by summarizing the collected information;
- Conclusions and recommendations based on further analysis of the collected information. .

The standard format provided in the back of this section (and as computer template) contains all the required information organized in a logical sequence.

Project Reporting Requirements

Introduction

Reporting for the project takes place at many different levels. At national level there are the PSU and RDB, at provincial level the PDAFF, PRDC ExCom and NGOs that provide credit, and at district or commune levels there are the district offices, and field staff who need to report on their activities.

In other words, a lot of information will be passing between the different stakeholders in the project. Some of the reporting will be financial, some of it narrative. This section only deals with the narrative reporting the M&E units are responsible for. Separate guidelines and standard reports exist for financial reports.

A schematic representation of the reporting structure can be found on the next page.

Standard report format examples are included at the end of this section. These serve as example only; actual reports should be based on the templates installed on the PSU and departmental computers.

Summary of Reporting Requirements

Progress reporting requirements are summarized below for field staff, PDAFF, PRDC ExCom and PSU. Evaluation reports are written in addition to progress reports every time an evaluation is carried out (usually once per year).

Field Staff, Technical and District Offices

Field staff from the different offices should provide a narrative report once per month. This can be based as much as possible on information from standard observation sheets, training information sheets etc. (see the end of the previous section of this manual).

These progress reports should compare planned vs. actual activities for the month, note any issues and recommended actions, and include a plan of action for the next month. Completed reports are sent to the M&E unit at the PDAFF by the 10th of each month.

A standard format is included as a computer template.

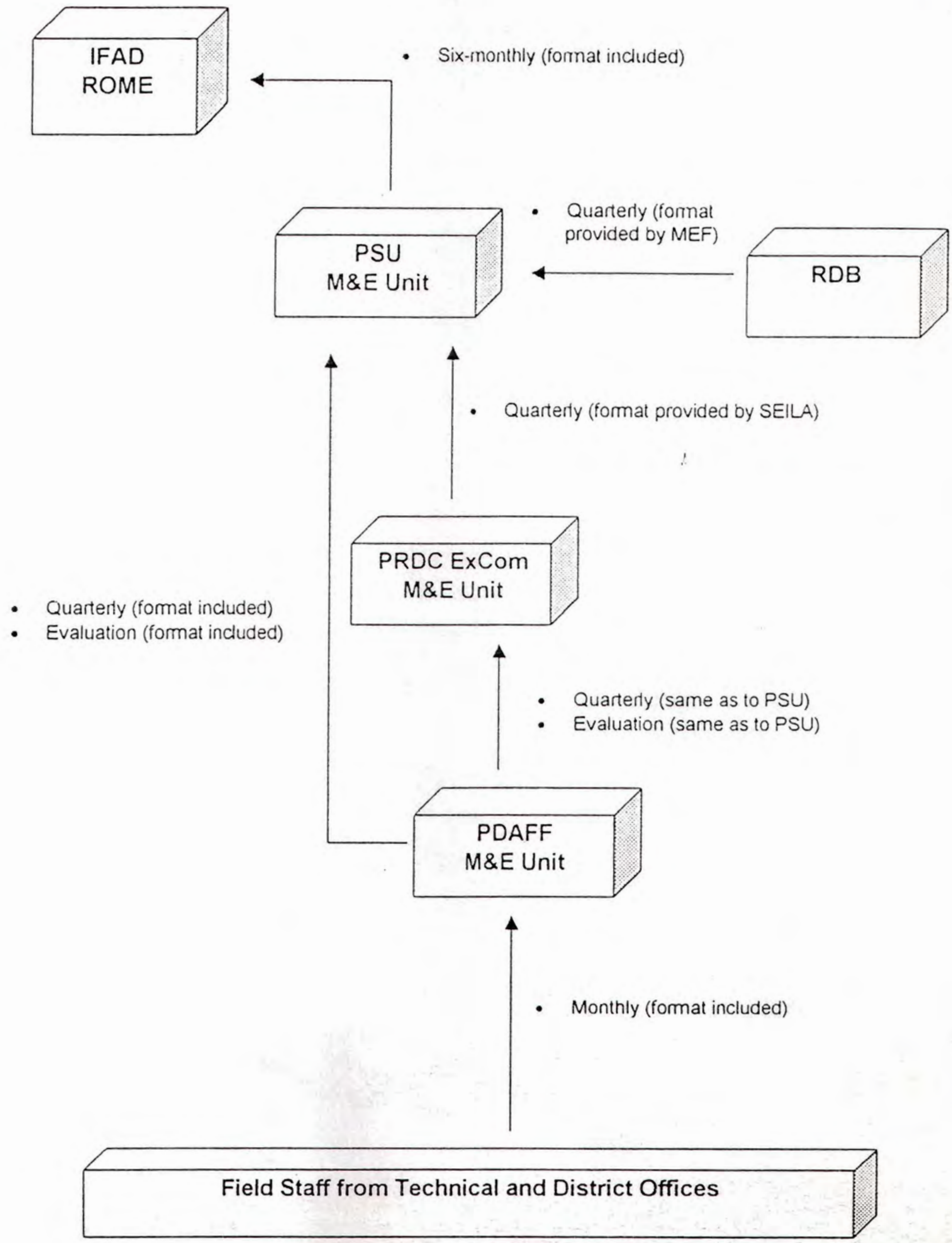
Provincial Department of Agriculture

The provincial department M&E unit receives all monthly progress reports, and combines these into a quarterly progress report once every three months. This quarterly report is sent to the M&E staff at the PSU, and at the PRDC ExCom. In this way the report serves to keep the provincial and national levels informed of project progress.

The content of the report is not limited to activities only, but looks at achievement of planned outputs, in part by examining changes in some of the major indicators for the project.

The quarterly report is due 15 days after the end of the quarter; a computer template has been provided.

M&E Reporting Structure[3]



[3] The structure relates to *narrative* reports only. Financial reporting is not covered by the M&E staff; see instead the SEILA financial manual or SEILA Operations Manual for formats and structure.

Project Support Unit

The Project Support Unit receives reports from the provincial departments (narrative), from the PRDC (financial) and from the RDB (financial). These reports are used to keep a nationwide overview of the project.

Twice per year (in June and December), the PSU itself reports to IFAD (narrative and financial report). The narrative report is an extensive summary of progress by province, as well as a review of many of the major indicators for progress and impact. The December report will be used in annual work plan and budget preparation.

A standard format for the six monthly report is included at the end of this section as example only. Actual reports should be produced using the computer template provided.

Tools

Introduction

The following pages contain examples of two of the standard report formats (more are available on computer):

- Monthly progress report to M&E unit of PDAFF;
- Quarterly progress report from PDAFF to PSU and PRDC ExCom;

The examples are not meant to be photocopied and used. Instead, the templates installed on the PSU and departmental computers should be used.

Installation and use is described in detail in the next section (once the templates are installed, start Word, choose File | New, and choose the report you want to write).

Section IV

Computer Resources

- Reporting and Spreadsheet Templates
    - Overview
    - Installation
    - Use
- Tool Examples
    - Impact Indicator Spreadsheet
    - Progress Indicator Spreadsheet

Reporting and Spreadsheet Templates

An Overview of What is Available

A big part of the work of M&E staff is providing regular overviews of what is going on in the projects. Normally, this means a lot of data collection and writing of reports.

To make life a little bit easier, and to avoid repetitive tasks as much as possible, a number of pre-defined report formats and spreadsheets are included with this manual (a floppy disk and CD-ROM are included with this manual).

There are pre-defined formats for monthly, quarterly, twice yearly and annual reports, as well as training attendance sheets, field visit data sheets etc. Using these reports means that you do not have to worry about layout, organization, table of contents, etc. All that is included in the standard format. You just need to fill out the information in the space provided.

To keep track of quantitative indicator data, there are pre-defined spreadsheets for monthly progress monitoring, and annual impact data. The spreadsheets already contain the district names for the four participating provinces, and built-in formula's give month-by-month summary overviews as well as annual overviews of planned and attained targets.

This section of the manual explains what a "template" is, how to install them on your computer, and how to use them.

Working With Templates

Every time you start the Word program, you get an empty page in front of you on which you can start typing immediately. Every time you start Excel, you are shown an empty spreadsheet. Both Word and Excel have an empty document stored somewhere, and every time you start the program, it makes a copy for you to use.

A template works in the same way. You can make a document or spreadsheet that includes all the text and formatting you want, and when you store it as a template, you can use the same layout again and again for creating documents (for example, after you make the layout for a monthly report one time and store it as a template, you never have to do that again).

You can see what templates are available on your computer by choosing "New..." from the File menu in any of the Microsoft Office applications. See the part on "Using the templates" later in this section.

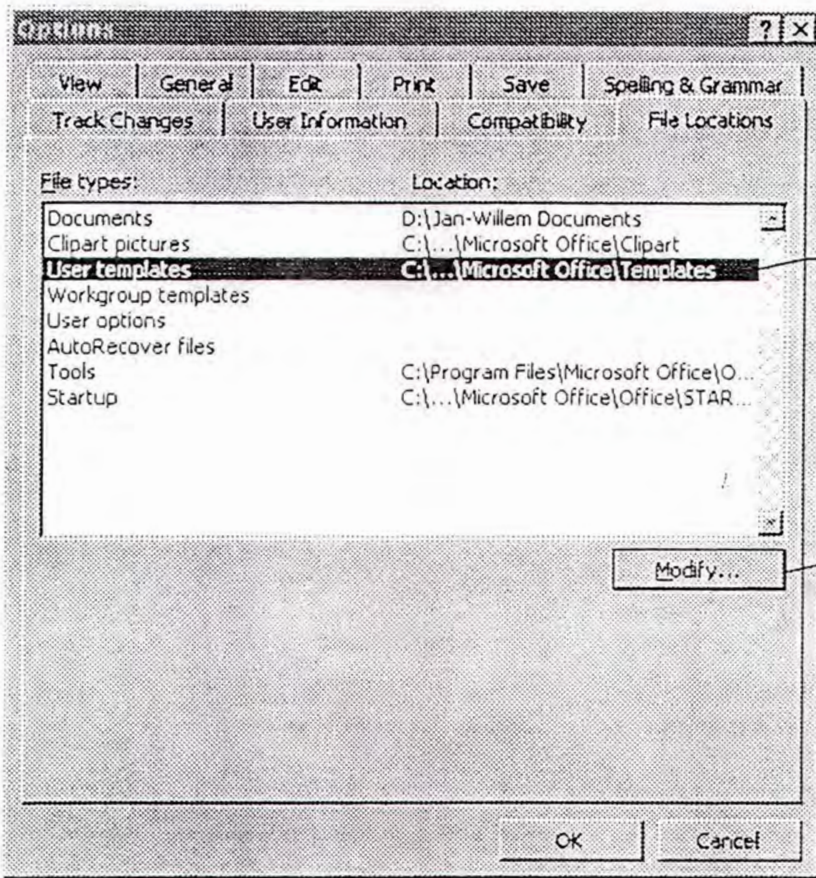
Installing the templates on your computer

For templates to work they have to have a specific file extension, and they have to be in a particular location on your hard disk.

The installation program on the floppy disk makes it easy to install all the templates on your computer, if you use the steps outlined on the next page.

Step 1: Find out where your computer stores templates

1) Start Word
2) Click on "Tools" on the menu bar
3) Click on "Options..."
4) On the window that opens, click on the tab that says "File Locations". The window on your screen will now look something like the picture below:



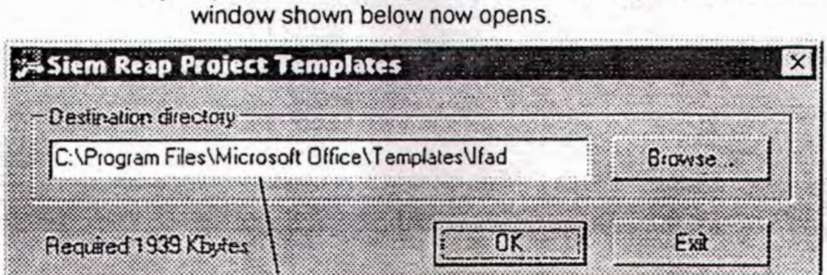
This line tells you where templates are stored on your computer. Write down this information.

Click this button to see the full pathname

5) Click on the line that says "User templates", and then click on the button that says "Modify"
6) A new window opens; write down the full pathname as it is shown at the bottom, in the box called "Folder name:". Then click the "Cancel" button to close the modify location window.
7) Click "Cancel" to close the options window. You are now ready to start the installation program.

Step 2: Installing the templates

1) Insert the floppy disk in your computer.
2) Open the disk in "My Computer" or in "Explorer", and double-click on the "Install" program. The window shown below now opens.



This is where the files will be installed. If this location is not the same as the one you wrote down in step 1, change the text, **but make sure you leave the '\Ifad' at the end!**

3) If the file location shown by the program is different from the one you wrote down in step 1, change it and then click 'OK'. Otherwise, just click 'OK'. **In either case, make sure that at the end of the line, the '\Ifad' is included.**

4) The files will now be installed. After installation is complete, you are ready to start using the templates.

Which Templates Are Available?

After the installation, the following templates are available on your system.

File Name	Program	Function
Annual Evaluation Report.dot	Word	Provides a layout for annual evaluation reports for each province. Offers customization choices on the front page
Beneficiary Workshop Record Sheet.dot	Word	Prints a record sheet to be filled out at district and provincial workshops.
Field Visit Monitoring Sheet.dot	Word	Prints a monitoring sheet to be filled out on field visits.
Monthly Progress Report.dot	Word	Provides a layout for monthly progress reports from field and district staff to the provincial office. Offers customization choices on the front page.
Personnel Checklist.dot	Word	Prints a checklist for personnel records and procedures, to be filled out by provincial offices and the PSU.
Quarterly Progress Report.dot	Word	Provides a layout for quarterly progress reports from the PDAFF to the PSU and ExCom. Offers customization options on the first page.
Six month progress report.dot	Word	Provides a layout for six-monthly progress reports from PSU to IFAD in Rome. Offers customization options on the front page.
Staff Assessment tool.dot	Word	Prints out work sheets for carrying out staff assessments as described in section 2 of this manual
Training record sheet.dot	Word	Prints out a record sheet to be filled out at all trainings, demonstrations and field days organized.
XXX-Impact.xlt	Excel	Produces a workbook where baseline information, targets and actual outcome at impact level can be entered once per year. Different versions for Banteay Mean Chey (BMC), Battambang (BAT), Pursat (PUR) and Siem

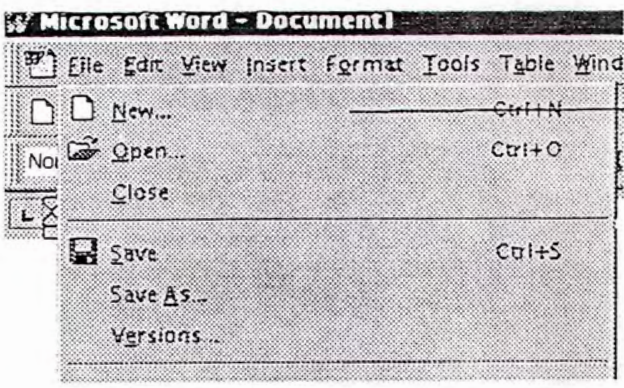
		Reap (SRP).
XXX-progress.xlt	Excel	Produces a workbook where information on planned and accomplished progress indicators can be entered for 12 months. Provides an automatic summary for the year. Different versions for Banteay Mean Chey (BMC), Battambang (BAT), Pursat (PUR) and Siem Reap (SRP).

Using the Word Templates

Creating a New Document

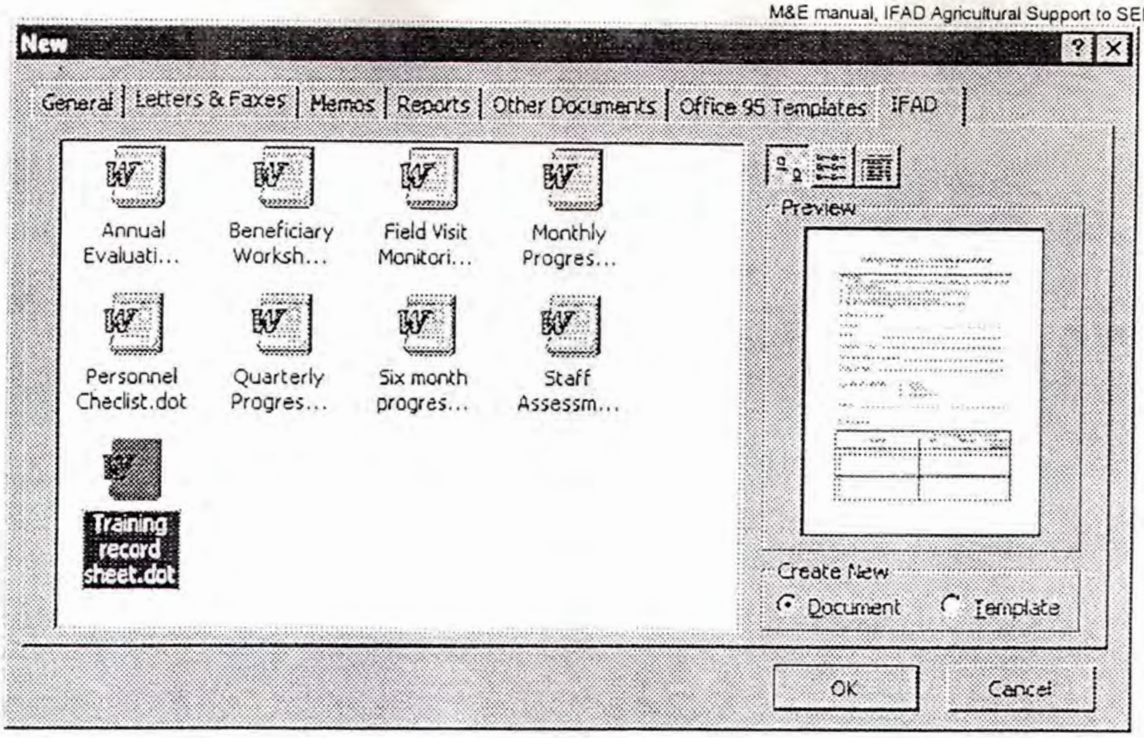
There is a difference between starting a new document (a monthly report for example), and editing a report you worked on already. To start a new document, follow the following steps:

1) In Word, choose "New" from the file menu, as shown in the picture below



Choose "New" to start a document based on one of the templates

2) A second window now opens, showing you the available templates. Choose the "Ifad" tab, and you will see all the templates that are installed on your computer, as shown on the picture below.



3) Click on the report you want to start, and click 'OK'. You will now have an empty report before you, ready to be completed.

If you need one of the observation sheets, you don't have to do anything; just print it, and take it to the field (beneficiary workshop record sheet, field visit monitoring sheet, training record sheet).

The personnel checklist and staff assessment tool are also ready to be printed and used just as they are.

However, the reports need some work of course. On the front page, there are areas where you can select province and time period covered. You can go from one to the other by using your "Tab" key on the keyboard, or click on them with the mouse to activate them. In the body of each report are instructions of what to write where; you should delete this information before printing the report.

When you are done writing, save the document just like you would any other. You can always open it and work on it again some other time.

Please Note: The front page of each of the reports is protected; you can change the name of the province, the date covered and the name of the author, but you cannot change anything else.

Table of Contents: The annual evaluation report and the six-month progress report have automatic tables of contents built in, which need to be updated after you finish the document. Please follow the instructions in the document to do this.

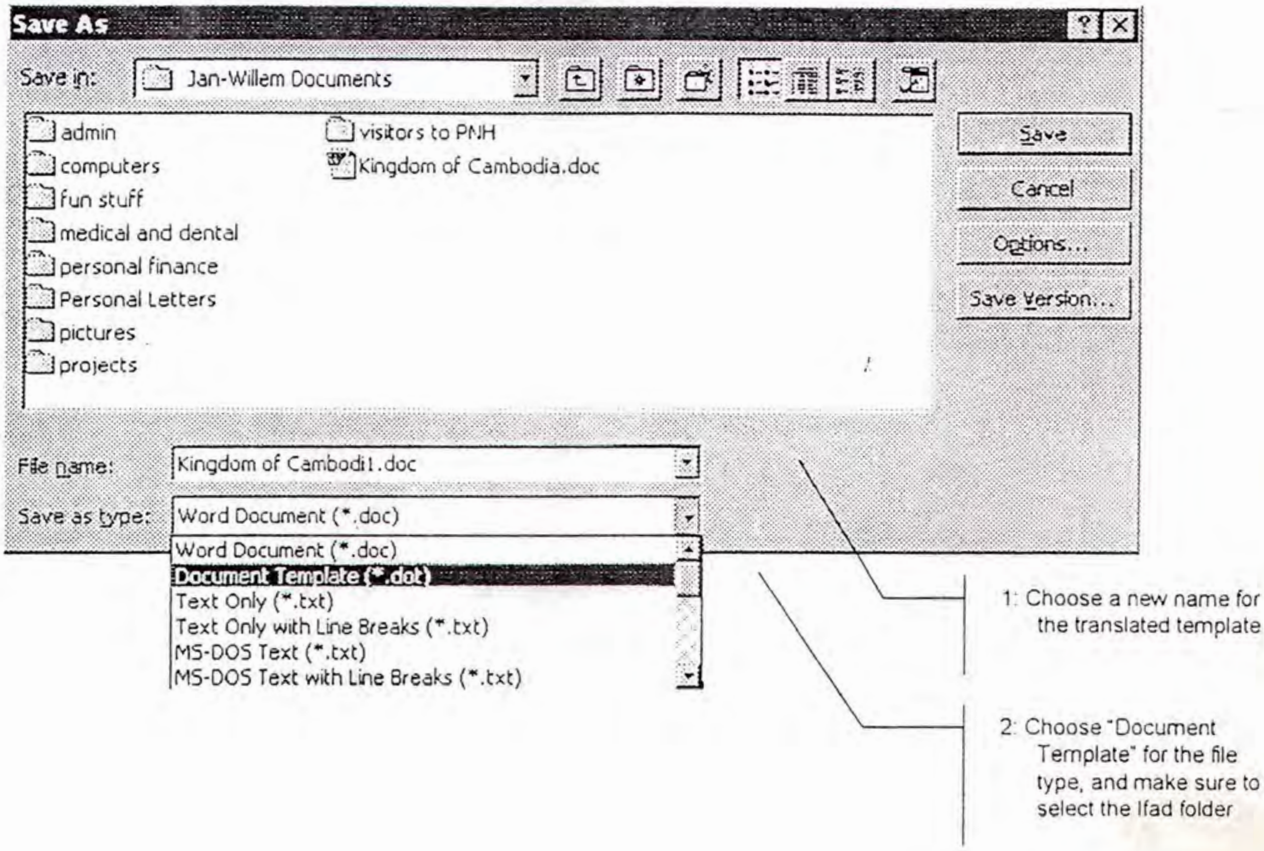
Editing an Existing Document

If you need to make changes to a document, print more copies or anything else, remember to just choose "Open" from the menu, and to choose the document that you saved. Do not use "New" on the menu, since that will give you a new empty document to work on, not an existing one.

Translating the Word Templates

If you want to have the templates available in Khmer (or Khmer and English) instead of English only, that is easy to do. Follow the steps outlined below:

1) Create a new document based on the template you want to translate, as described earlier in this section (for example, if you want to translate the quarterly report format, choose "New" from the "File" menu, and then select the "Quarterly Progress Report" in the "Ifad" section).
2) Translate the document, and make any other changes you want to make. When the layout is exactly the way you want it, continue with the next step.
3) Choose "Save As..." from the "File" menu. You will see the window shown below.



4) Choose a name for the new template, and in the box that says "Save as type:" select the line that says "Document Template".
5) After selecting document template as the file type, you will see the Ifad folder listed in the window. Double click on it to go into that folder. Click on the "Save" button to finish.

After completing these steps, the next time you select "New" from the "File" menu, the translated template will be shown in the Ifad section together with the other templates.

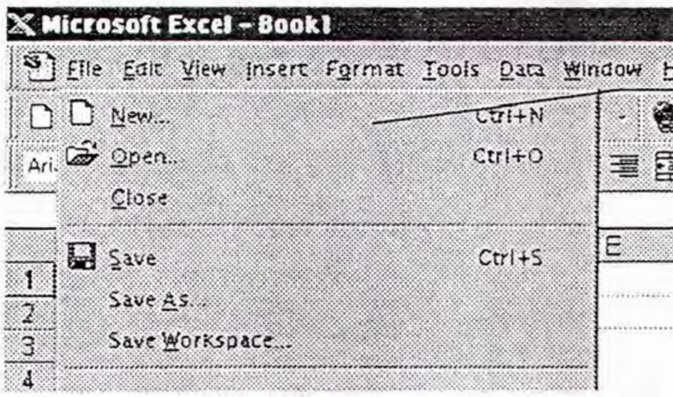
Please Note: The front page of some templates is protected. If you want to translate the front page of any of the reports, you will have to unprotect that page. Do this by selecting "Unprotect Document" from the "Tools" menu. You will be asked for the password. Type PDAFF. After doing that you will be allowed to make changes. Don't forget to protect the page again after you are done, since otherwise the special fields don't work.

Using The Excel Templates

There are two spreadsheets to use for tracking indicator data. The XXX-Impact.xlt template is used to track indicator data, and the XXX-Progress.xlt template is used to track progress indicators. Each of the workbooks can store the information for one year. In January of each year you should start a new workbook for impact measurement, and a new workbook for progress measurement.

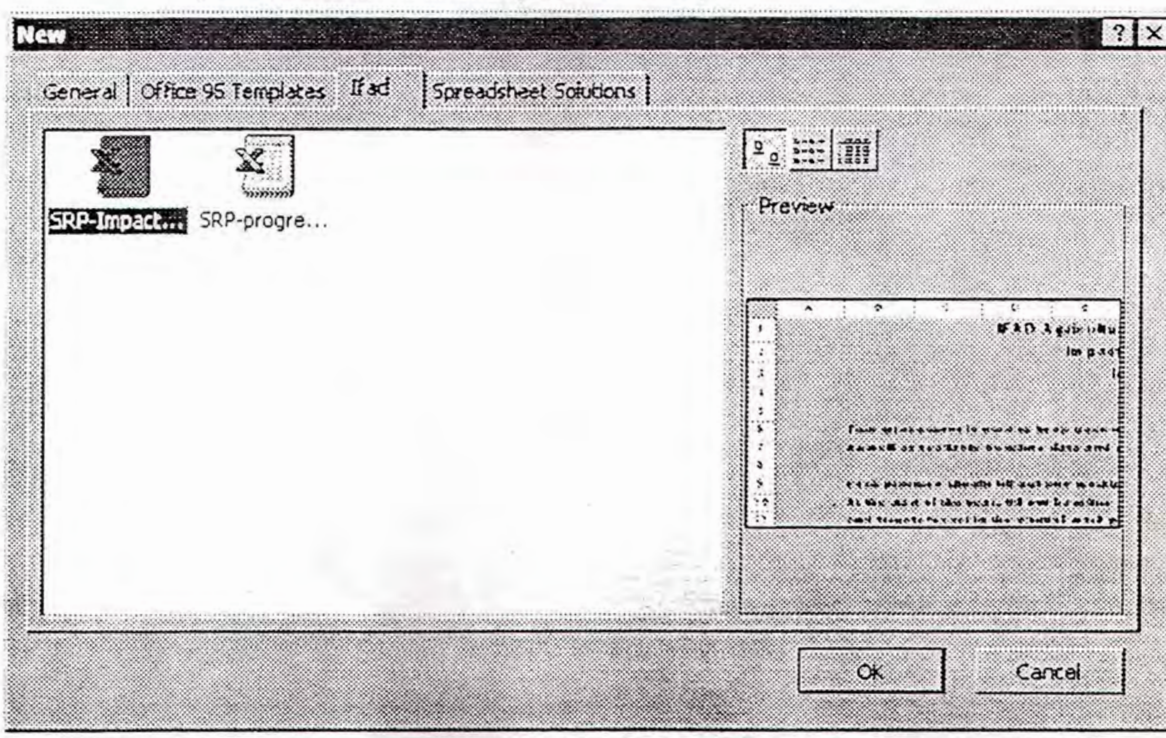
Starting a new workbook

1) In Excel, choose "New" on the "File" menu, as shown below.



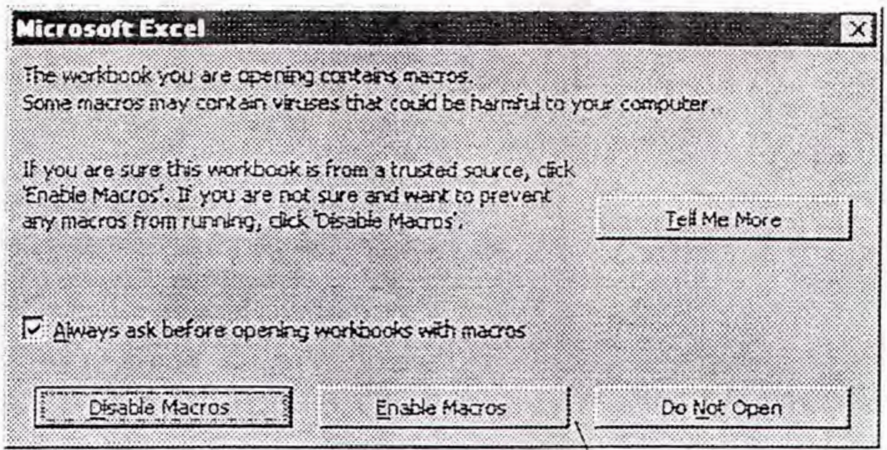
Choose "New" on the "File" menu to start a new workbook in January

2) This will open a new window on your screen, that shows which templates are available. The picture below shows an example for Siem Reap.



3) Click on the template you want to start, and a new, empty workbook will be created for you.

4) On some computers, when you choose to start a "progress" workbook, the window below will be shown, informing you that the workbook contains macros. If that happens, click the button "Enable Macros". If you don't, the workbook will not function.



You have to click on this button for the spreadsheet to work properly

Using the XXX-Impact Workbook

The workbook contains five sheets: the first one contains some simple instructions, and after that the data is entered in sheets 2-5. The second sheet is for the agricultural impact indicators, the third one for the livestock impact indicators, the fourth one for the capacity building indicators, and the fifth one for the micro-finance impact indicators (see some example sheets at the end of this section).

At the beginning of the year, you should start a new XXX-Impact workbook, and fill out the baseline and target columns. Baseline information can come from a variety of sources; the commune database, spreadsheets from previous years (after the first year of implementation), the ministry of planning socio-economic survey, etc.

At the end of the year, open the same workbook again, and fill out the figures as attained in the listed target districts, and any combined average information you have for the non-target districts. The information at the end of the year comes from a variety of sources, and you have to take your time making sure you have all relevant information (evaluation reports, the progress spreadsheet for the project, monthly and quarterly reports, etc.).

Most information can be provided on a district by district basis, but if the only information you have is a total average for the province, you can just enter that figure in the "Totals" column. Where possible, the individual spreadsheets will calculate totals, but please note that this is not always possible (for instance, it is impossible to figure out total percentages without knowing the raw numbers, so the spreadsheet does not do that. You will have to figure out total percentages by hand).

Color coding of the cells helps to see what is what; the regular data cells are yellow, while the cells containing totals are orange.

The individual sheets in the workbook are protected, but the workbook itself is not. This means that on the sheets you can only fill out information in certain cells, while others do not allow you to make changes (for instance, you cannot change any of the text in the cells describing indicators, and certain cells with formulas are protected as well. However, because the workbook itself is not protected you can add sheets if you want, to include other information, graphs based on the information in the workbook, etc.

On protected sheets, the easiest way to jump from cell to cell is by using your "Tab" key τ. Every time you press that key, the cursor jumps to the next cell which is unprotected.

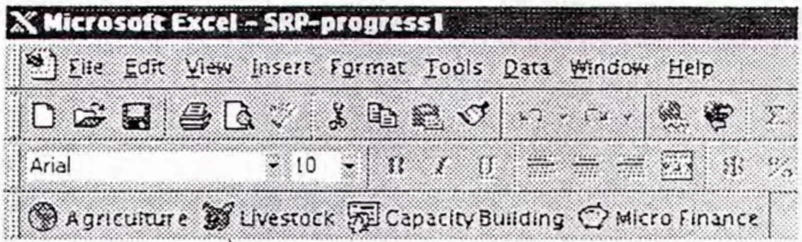
When you are done, save the workbook as you would any other; you can always open it again later.

Using the XXX-Progress Workbook

The XXX-Progress.xlt template is used to track progress information (planned and actual). There are fourteen sheets. The front sheet has some instructions, sheets 2-13 contain information for January-December, and sheet 14 contains the summary information for each month, giving a grand total picture at the end of the year. The way it is organized means you should start a new workbook for each year.

Indicators are listed along the left side of the page, with the districts across the top. Each district column provides room for planned and actual information (see the example sheets at the end of this section).

To select the agriculture, livestock, capacity building or micro-finance indicators, use the buttons at the top of the screen, which are installed when the workbook is opened. The picture below shows tem.



Use the four buttons in this menu bar to see the progress indicators related to agriculture, livestock, capacity building or micro-finance

Color coding of the cells helps you find your way. Planned information is dark yellow, actual information is in light yellow cells, and totals are dark and light orange respectively.

Please be aware of the fact that you do not have to fill out <u>all</u> the information every month. Fill out those entries for which activities were planned, and leave the rest blank.

After completing the information for one month, you can make a printout (print ranges are set automatically), and print out the summary information as well.

Printed out worksheets can help you complete regular reports; you can also attach them to reports instead of filling out the table of activities again.

The progress indicator worksheets are protected, so you cannot change cells that should not be changed. As with all protected worksheets, it is easiest to use your "Tab" key to jump from cell to cell (but you can use your mouse as well). But the workbook itself is not protected, so you can add sheets to it to include graphs and charts, or other information.

When you are done working, save the workbook just like you would any other. You can always open it again to work on it (but take care not to select "New" for that, since that opens a new blank workbook).

Tool Examples

On the following pages, a printout of the Pursat templates is included. This serves as an example only; obviously real data should only be entered in workbooks based on the templates (how to do this is described in the previous pages).