



Food and Agriculture  
Organization of the United  
Nations

## Office of Evaluation

### **Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes, GCP /GLO/279/GER**

*Final evaluation report*

# Food and Agriculture Organization of the United Nations

## Office of Evaluation (OED)

This report is available in electronic format at: <http://www.fao.org/evaluation>

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## **Acronyms**

AFSIS	Asian Food Security Information System
APO	Associate Professional Officer
ASEAN	Association of Southeast Asian Nations
BMELV	German Federal Ministry of Food, Agriculture and Consumer Protection
CAADP	Comprehensive Africa Agriculture Development Programme
CD	Compact Disc
CILSS	Comité permanent Inter-Etats de Lutte contre la Sécheresse dans le Sahel
COMESA	Common Market for Eastern and Southern Africa
CPF	Country Programming Framework
DRC	Democratic Republic of the Congo
EC	European Commission
EU	European Union
ECOWAS	Economic Community of West African States
FAO	Food and Agriculture Organization
FAFS	Framework for African Food Security
FSN	Food Security and Nutrition
FSTP	Food Security Thematic Programme
GIZ	Gesellschaft für Internationale Zusammenarbeit
HQ	Headquarters
HRBA	Human Rights Based Approaches
LIFDC	Low-Income Food-Deficit Country
LMS	Learning Management System
LTU	Lead Technical Unit
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MoU	Memorandum of Understanding
MTDF	Multi-Disciplinary Trust Fund
NEPAD	New Partnership for Africa's Development
NMTPF	National Medium Term Priority Framework
OED	FAO Office of Evaluation
OPC	Office for Partnerships, Advocacy and Capacity Development (FAO)
REC	Regional Economic Centre
RO	Reporting Officer
ToT	Training of Trainers
TSS	Technical Support Services
USAID	United States Agency for International Development
USD	United States Dollar

## **Executive Summary**

### **Background**

ES1. The evaluation of the project “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes, GCP/GLO/279/GER (hereinafter, “the Project”) is a final evaluation that comes at the end of project activities, and was foreseen in the Project Document. It mainly aims at identifying lessons which can be used to support the implementation and scaling up of similar initiatives, such as a new European Union (EU) funding which will provide continuation of the delivery of learning programmes as well as the design of learning programmes in other areas.

ES2. The evaluation will also serve an accountability purpose towards the donor, the beneficiaries, implementing partners, and project managers. The evaluation was fielded in May 2014 and was carried out by two experienced capacity development experts with significant evaluation experience.

ES3. The Project started on the 1 February 2010 and was extended up to 30 June 2014 in order to accommodate for carrying out the final evaluation. The original budget of 1,595,004 USD has almost completely been spent and the delivery to date is 1,457,626 USD. There are secondments still to be charged in the order of 74,000 USD and approximately 17,000 USD for the evaluation travel. The expected residual funds will be in the order of 46,000 USD. Annex 1 includes the evaluation’s detailed Terms of Reference.

ES4. Three Regional Organisations were involved in the project. The Centre Régional AGRHYMET, which is part of the Comité Inter-Etats pour la Lutte contre la Sécheresse au Sahel (CILSS), under the auspices of the ECOWAS delivered a Learning Programme to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS) in the ECOWAS region. The University of Pretoria and COMESA under the auspices of the New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency delivered a learning programme to support the implementation of the CAADP Pillar III - FAFS in COMESA Member States. The ASEAN Food Security Information System (AFSIS) under the auspices of the Association of Southeast Asian Nations (ASEAN) Secretariat delivered a learning programme to support the professional development of food security professionals working in the ASEAN Integrated Food Security (AIFS) Framework.

### **Methodology**

ES5. The Terms of Reference (see Annex 1) identified a number of issues to be assessed. In order to meet the expectations of the Terms of Reference, the evaluation chose to focus on the following three key evaluation questions:

- To what extent the theory of change and the design of the project are relevant, robust and realistic?
- Is the implementation process efficient, effective and gender sensitive?
- What are the impact and sustainability prospects of the project?

ES6. This evaluation is based on a detailed desk review of existing documents; semi-structured interviews with key informants, stakeholders and participants; and field visits.

Annex 3 provides the list of documents reviewed. For the geographical coverage, all three regions were considered in which the Project was undertaken, namely ECOWAS, COMESA and ASEAN.

ES7. The evaluation examined the results of the learning needs assessments undertaken in advance of the design of the regional learning programmes. In addition, it assessed the online surveys of the learning programme undertaken immediately after delivery which included questions aimed at gauging the impact and relevance of the whole programme to the participants as well as the surveys following the face-to-face workshops undertaken immediately after delivery. It also gleaned information from the Post Workshop Online Mentoring discussions set up as a digital forum. In addition, the evaluation team looked at the 'impact evaluation' and the surveys of learning programme participants undertaken by the project staff 6 to 12 months after the completion of the learning programme. Finally, participants' outputs produced during both the online and face-to-face trainings (e.g., individual and joint assignments and action plans) were also reviewed as well as the facilitators' reactions to these outputs and the photo-documentation of the face-to-face workshops.

ES8. Extensive interviews were carried out with project staff both as a group and individually. Other FAO staff that had some involvement in the conceptualisation and/or implementation of the project were also interviewed. Conference calls were made to some of the GIZ experts who co-designed and facilitated both the online and face-to-face trainings. The evaluation team organised Skype and/or phone calls to consult with participants in the learning programmes from various countries in the three regions.

ES9. In addition, the evaluation team carried out a visit to Niamey to consult with AGRHYMET; a visit to Pretoria to consult with FAO Representation and the University of Pretoria; and a visit to Lusaka to consult with the Comprehensive Africa Agriculture Development Programme (CAADP) Unit at the COMESA Secretariat, as well as with the Zambia CAADP focal point and Zambian participants based at the Ministry of Agriculture. Phone calls were organised to consult with the ASEAN Food Security Information and Training (AFSIT) Centre in Bangkok.

## **Key findings and conclusions**

ES10. Based on the evidence collected throughout the process, the evaluation drew a number of conclusions, which can be organised around the three key evaluation questions as follows.

### **To what extent the theory of change and the design of the project are relevant, robust and realistic?**

ES11. Analysis of the project design suggests that the Project was primarily conceived as a capacity development one to support Regional Organisations in designing, developing and delivering capacity development programmes on food security that address the staff development needs in both technical and cross-cutting skills at national level. The underlying principle of the Project was to "Build capacities to strengthen capacities" as stated by the World Bank.

ES12. Its theory of change is straightforward. By implementing a collaborative learning process with the Regional Organisations in which FAO and GIZ, with regional staff, undertake a (i) capacity development needs analysis; (ii) design appropriate training programmes; and (iii) jointly deliver a training programme using a “blended learning” combination of e-learning, online workshops, face-to-face workshops and a mentoring programme, the Regional Organisations’ capacities would be developed.

ES13. The strategy of implementing a training programme with a dual objective of (i) using the design and implementation of the training programme to build the capacities of the Regional Organisations; and (ii) using the training programme to build the capacity of mid to senior level national staff working on food security is a valid one. However, in its implementation, the dual objective needs to be clearly defined, designed, implemented and monitored, thus a clearer logframe with two well-defined outcomes (one for each target audience), outputs and indicators would have generated a more streamlined and clearer results chain.

ES14. The Project was assessed as highly relevant to the policies of all the major stakeholders involved in its implementation, including FAO’s Organisational Result H “Improved food security and better nutrition” and its Functional Objective X1 “Effective collaboration with member states and stakeholders”. The Project is also relevant to two regional food security frameworks: CAADP’s Pillar III and the ASEAN Integrated Food Security Framework. The Project is distinguished by its flexibility to modify its original design to render it more relevant to the regional contexts and needs as well as by its ability to learn from the experience of the Year 1 learning programme to adapt the Year 2 programme to better fit the participants’ needs. Both this flexibility to modify the original design as well as the capacity to learn and adapt from one year to another rendered the Project highly relevant.

### **Is the implementation process efficient, effective and gender sensitive?**

ES15. The Project has enjoyed the support of several partnerships and alliances. One of the project’s strengths was its ability to set up alliances within FAO and outside with other institutions and donors and to leverage financial and human resources to implement the planned activities.

ES16. Though the Project was successful in obtaining high level political support and in establishing excellent partnerships with the three Regional Organisations, these relationships were not formalised in MoUs which could have been frameworks for establishing long-term partnerships and for defining capacity development needs over a longer period of time. Additionally, informal capacity assessments of the three Regional Organisations and their affiliates were carried out early on and analysed mostly their logistical capacity to organise and deliver a learning programme as well as their capacities to obtain funding to support the participation of candidates from their member states, as required by the donor. Finally, the Project could have considered a more in-depth capacity needs assessment, looking at institutional, organizational, technical and human resources issues.

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<sup>1</sup> This was one of FAO’s Functional Objectives at the time the project was designed.



ES17. The Project used a blended learning approach (online learning, face-to-face workshop and mentoring) to deliver the training programme. An innovative approach taken by the project was the brokering of an agreement for the hosting of participants from the Common Market for Eastern and Southern Africa (COMESA) Francophone countries by Economic Community of West African States (ECOWAS), and for the hosting of participants from ECOWAS Anglophone countries by COMESA, providing a learning opportunity for these staff in their official working languages.

ES18. The project was led by a proactive and dedicated project management team. The project management and partners significantly contributed to fine tune and adapt to the regional contexts in order to operationalise the project design. In addition, the Project efficiently leveraged staff and resources of other FAO programmes and made good use of previously developed e-learning and training materials to deliver the Learning Programme. Detailed six-month progress reports were produced. However, the monitoring system lacked baseline information and harmonised monitoring systems to capture all the Project's inputs and outputs. Though a formal monitoring system was not put in place, the project still was able to capture lessons learnt from Year 1 of implementation to adjust and improve in Year 2. Finally, the "impact evaluation" was a misnomer. It was closer to a participants' feedback based on self-perception and did not measure "impact".

ES19. During implementation, the project benefited from the assistance of a pool of competent and motivated international staff and consultants with expertise in both food security issues and capacity development, facilitation and mentoring.

ES20. On the whole, financial delivery is excellent. The delivery rate is close to 99.7%. Two budget revisions, later merged into one, and two no-cost extensions were made to reflect initial delays due to the need to mobilise resources to cover participants' travel to attend face-to-face workshops and to adapt the scheduling of the project to the availability of Regional Organisations' staff.

ES21. The activities implemented under this Project had several sources of funding. For example, FAO project management staff were almost fully funded from FAO's Regular Programme budget except for three months of a Senior Capacity Development Officer. The General Services staff are unaccounted for in the Project's budget neither is the funding of the German APO. In addition, as mentioned earlier, there was extensive leveraging of two other FAO programmes in terms of funding and human resources. Finally, \$364,543 was mobilised from other donors, often through the regional partners to fund participants. Though the Project successfully managed to mobilise the necessary resources to finance the participation of national food security officials in the face-to-face workshops, this was a substantial risk to the Project and failing to mobilise the funds would have further delayed implementation.

ES22. The evaluation team found it challenging to assess (i) the real cost of delivering the project; (ii) the ratio of management/administrative to total project cost; and (iii) the unit cost per participant trained. Nevertheless, the Project was found to be efficient due to its ability to (i) leverage knowledge and contacts of other FAO projects; (ii) utilise e-learning and existing training materials developed by other programmes; (iii) take advantage of expertise and staff of other FAO projects; and (iv) mobilise resources from other donors to fund participants.

ES23. The level of effectiveness of the Project was mainly a function of three elements: the selection of participants, the completion of the learning programme by participants, and the quality of the Learning Programme. The ECOWAS Region followed a competitive selection process whereas both AFSIS and COMESA relied on Member States to nominate participants. The competitive selection process resulted in a more appropriate and varied group of participants. The completion/success rate (ratio of participants who completed the face-to-face workshop to those who started the online training) was highest among COMESA participants at 88% for both Year 1 and 2. The quality of the Learning Programme was rated very favourably by most participants.

ES24. Gender was not specifically considered in the design, implementation and/or monitoring of this project. Gender balance was not a selection criteria nor were there specific modules related to gender and food security designed or offered. In addition, the monitoring tables compiled did not indicate the participants' gender.

### **What are the impact and sustainability prospects of the project?**

ES25. The Project's envisioned impact to improve food security at the national level though better analysis of food security information and subsequent improved planning and implementation of food security strategies and programmes was difficult to assess through the "impact evaluation" survey undertaken by the Project. However, analysis of participants' contributions on the online platform revealed that impact was achieved in certain countries through different activities, such as the inclusion of nutrition components in the investment plans, better coordination with other food security stakeholders, re-launching a stagnant CAADP process or establishing a national CAADP team where it did not exist.

ES26. The sustainability of the Project is related to the extent to which the Regional Organisations are able to develop and deliver appropriate training and capacity development activities to enhance the effectiveness of staff and people concerned with food security issues at national level. Looking at the three Regional Organisations, the picture is a mixed one - with AGHRYMET having the highest capacity to continue delivering such a Learning Programme. AFSIS, though it has excellent facilities and logistical capacities, is weak on the technical aspects of food security and nutrition. COMESA lacks an institutional relationship with a training institution with which it can partner to deliver future Learning Programmes.

### **Recommendations**

ES27. The recommendations put forward by this final evaluation are forward looking and aim at providing guidance to future learning programmes designed and implemented by FAO, in general, and to the EU funded programme which is a continuation of this Project, in particular.

#### **Recommendation 1: To FAO Project Management Team on improving project monitoring**

The evaluation team recommends the setting up of a harmonised monitoring system which captures in a systematic manner the Project's inputs, outputs and outcomes.

ES28. In order to achieve the above, the following steps may be considered:

- Establish a baseline at the beginning of project activities which can be used to assess the level of achievement(s) at the outcome level.
- Compile and update a list of all (not only those directly funded by the Project and included in the Project Document's budget) the financial and human resources which are used as inputs to deliver the Learning Programme.
- Adopt a standardised monitoring approach to capture all the outputs in a harmonised way for comparative purposes across regions.
- Capture richness of learning achieved during online, face-to-face and mentoring activities in a systematic way (e.g., produce standardised end of training reports to be used by facilitators and mentors to assess knowledge and skills acquired).

**Recommendation 2: To FAO Project Management Team and Regional Organisations on developing the capacities of Regional Organisations**

The evaluation recommends the development of the Regional Organisations' capacities to develop, implement and monitor food security training programmes at the institutional, organisational and human resource levels.

ES29. This may include among others the following activities, budget permitting:

- Sign official Letters of Agreement to institutionalise the relationship between FAO and the three Regional Organisations and to establish a long-term arrangement to build on from one project to another.
- Jointly carry out a capacity needs assessment for the Regional Organisations.
- Design a capacity development programme/plan specific to each Regional Organisation.
- Pay special attention to institutional set up issues and relations between the political institution and the training institute. For example, consider facilitating University of Pretoria to be officially mandated as a training institute for CAADP Pillar III.
- Identify monitoring and evaluation (M&E) indicators to monitor capacity development at the Regional Organisational level.
- Organise a specific training for CILSS, CAADP, and AFSIS focal points to follow up with participants once they complete the Learning Programme (e.g., follow up on country action plans).

**Recommendation 3: To FAO Project Management Team on increasing the number of participants in order to improve efficiency.**

The evaluation recommends an increase in the number of participants.

ES30. The following actions are recommended:

- Increase number of online participants to have a larger pool to select from for the face-to-face training and to be more cost-effective; this might possibly result in an increase in women's participation since it might be easier for them to participate in the online training since they would not have to travel.
- Consider having two online trainings (of approximately 40 participants) for each face-to-face training.
- Offer the same training to two different set of participants in order to have in total a greater number of food security staff trained.
- Ensure that around 30 to 35 participants attend the face-to-face training.

**Recommendation 4: To FAO Project Management Team on promoting gender equality and a human-rights based approach**

The evaluation recommends improving gender aspects in design, implementation, and monitoring and mainstreaming the Right to Food approach in the Learning Programme.

ES31. In particular the following is recommended:

- Include gender equality as a selection criteria.
- Include a module on gender and food security in future Learning Programmes.
- Monitor and report outputs on a gender-disaggregated basis.
- Mainstream the Right to Food approach in future Learning Programmes.

**Recommendation 5: To FAO Project Management Team on improving the selection process of participants.**

The evaluation recommends the improvement of the selection process in order to increase effectiveness and to ensure that the appropriate participants who respond to the eligibility criteria are selected.

ES32. In particular, the evaluation recommends the following:

- Advertise and publicise widely the training programme being offered, for example, through FAO Country Offices and other donors.
- Refine eligibility/selection criteria in order to ensure better gender representation and appropriate selection of participants (e.g., requirement for participants to be country nationals, in order to avoid cases such as Seychelles and Rwanda).
- Implement a competitively-based selection process, based on the pre-established criteria, in order to have a larger pool from which to choose.
- If the selection process is based on a nomination basis, request a greater number of nominations than there are available posts in the training in order to select from the list of nominees the more appropriate participants.

**Recommendation 6: To FAO Project Management Team on greater integration with FAO Representations**

The evaluation recommends greater integration and information-sharing of the capacity development activities with the FAO Representation.

ES33. To achieve this greater integration and improve leveraging of the Learning Programme, the following activities could be implemented:

- Inform FAO Country Offices of the project and use them to publicise and disseminate the project to have a wider pool of applicants.
- Share with the FAO Country Offices the list of all the participants who attended the training in order to better leverage the training received by government staff in other FAO programmes being implemented at the country level.
- Include in the briefing of newly-appointed FAO Representatives information about the Learning Programme.
- Create synergies among different FAO projects at the country level where possible.

**Recommendation 7: To FAO Senior Management and Regional Organisations on follow up to the Learning Programme**

The evaluation recommends that FAO and Regional Organisations undertake follow up steps to maintain the momentum created by the Learning Programme

ES34. FAO and the Regional Organisations may want to consider the following actions:

- Institutionalise FAO and Regional Organisations relationships as to have an enabling environment for the follow-up of the Learning Programme.
- Keep the online platform alive and maintain access for all participants so that they may continue their online exchanges and information sharing.
- Appoint a focal point within the Regional Organisation to follow up with the participants and monitor the online exchanges.
- Compile a list of FNS resource persons within each region based on the participants of the Learning Programme (Year 1 and Year 2), and share the list with the CAADP/AFSIS country focal points.
- Request that the CAADP/AFSIS country-level focal points follow up periodically with the participants who completed the Learning Programme and report on activities related to food security the participants have undertaken in their own countries.

ES35. Lastly, looking forward, now that FAO has successfully generated awareness and interest at the regional level and built the capacity of 124 professional staff – mostly from the ministries of agriculture - in 41 countries, FAO may want to consider, implementing a similar Learning Programme at the national level and widening the participation to include representatives from different sectors (e.g., different ministries' staff, the private sector, civil society organisations, and farmers' organizations). This shift from breadth to depth should also be accompanied by developing a specific course designed for senior management at the country level targeting Assistant Secretaries and Director Generals in order to ensure that there is high-level support and buy-in to implement multi-sectoral, multi-stakeholder food security interventions.

## **1 Introduction**

### ***1.1 Background and purposes of the evaluation***

1. The evaluation of the project “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes, GCP/GLO/279/GER” (hereinafter, “the Project”) is a final evaluation that comes at the end of project activities, and was foreseen in the Project Document. It mainly aims at identifying lessons which can be used to support the implementation and scaling up of similar initiatives, such as a new European Union (EU) funding which will provide continuation of the delivery of learning programmes as well as the design of learning programmes in other areas.

2. The evaluation will also serve an accountability purpose towards the donor, the beneficiaries, implementing partners, and project managers. The evaluation was fielded in May 2014 and was carried out by two experienced capacity development experts with significant evaluation experience.

3. The Project started on the 1 February 2010 and was extended up to 30 June 2014 in order to accommodate for carrying out the final evaluation. The original budget of 1,595,004 USD has almost completely been spent and the delivery to date is 1,457,626 USD. There are secondments still to be charged in the order of 74,000 USD and approximately 17,000 USD for the evaluation travel. The expected residual funds will be in the order of 46,000 USD.

4. Annex 1 includes the evaluation’s detailed Terms of Reference.

### ***1.2 Methodology of the evaluation***

5. The Terms of Reference (see Annex 1) identified a number of issues to be assessed. In order to meet the expectations of the Terms of Reference, the evaluation chose to focus on the following three key evaluation questions:

- To what extent the theory of change and the design of the project are relevant, robust and realistic?
- Is the implementation process efficient, effective and gender sensitive?
- What are the impact and sustainability prospects of the project?

6. The evaluation is based on a detailed desk review of existing documents; semi-structured interviews with key informants, stakeholders and participants; and field visits. Annex 3 provides the list of documents reviewed. For the geographical coverage, all three Regional Economic Centres were considered in which the Project was undertaken, namely, ECOWAS<sup>2</sup>, COMESA<sup>3</sup> and ASEAN.<sup>4</sup>

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<sup>2</sup> Benin, Burkina Faso, Cape Verde, Chad, Côte d’Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo.

<sup>3</sup> Burundi, Democratic Republic of the Congo (DRC), Djibouti, Ethiopia, Kenya, Madagascar, Malawi, Rwanda, Seychelles, Sudan, Swaziland, Uganda, Zambia, Zimbabwe.

<sup>4</sup> Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam.

7. The evaluation examined the results of the learning needs assessments undertaken in advance of the design of the regional learning programmes. In addition, it assessed the online surveys of the learning programme undertaken immediately after delivery which included questions aimed at gauging the impact and relevance of the whole programme to the participants as well as the surveys following the face-to-face workshops undertaken immediately after delivery. It also gleaned information from the Post Workshop Online Mentoring discussions set up as a digital forum. In addition, the evaluation team looked at the 'impact evaluation' and the surveys of learning programme participants undertaken by the project staff 6 to 12 months after the completion of the learning programme. Finally, participants' outputs produced during both the online and face-to-face trainings (e.g., individual and joint assignments and action plans) were also reviewed as well as the facilitators' reactions to these outputs and the photo-documentation of the face-to-face workshops.

8. The evaluation team began by meeting the Office of Evaluation (OED) team in Rome to agree on the methodological way forward. Extensive interviews were carried out with project staff both as a group and individually. Other FAO staff that had some involvement in the conceptualisation and/or implementation of the project were also interviewed. Conference calls were made to some of the GIZ experts who designed and facilitated both the online and face-to-face trainings.

9. The evaluation team organised Skype and/or phone calls to consult with training participants from various countries in the three regions that have participated in the programme. In order to select the participants to be interviewed, lists of participants having started the training, having completed the online training and having completed the face-to-face training were compiled. A sub-sample of individuals was then selected for interview to capture differences in performance (whether they succeeded to graduate from the online training to the face-to-face one, or whether in spite of graduating, they were unable to attend the face-to-face training), gender and institutional affiliation (e.g., Government or not, Ministry of Agriculture or other). For the ASEAN Food Security Information System (AFSIS) training, more elements were factored in since the same participants were supposed to have attended both online and face-to-face trainings. In the African cases, efforts were also made to try and interview participants from countries in the Economic Community of West African States (ECOWAS) region who had attended the training organised by the Common Market for Eastern and Southern Africa (COMESA) to ensure language compatibility, and vice versa.

10. The number of participants contacted from the AGRHYMET, COMESA and AFSIS trainings were 31, 33 and 14, respectively. The rate of response was low, giving rise to 10 interviews for the AGRHYMET participants, 7 for the COMESA ones and only 2 for the AFSIS ones in spite of repeated requests to hold an interview.

11. With regards to the content of the interviews, a list of questions was drawn based on the analysis of the 'impact evaluation' and the two course surveys completed by the participants and on the interviews carried out with project staff. The interviews were qualitative in nature since the aim was to better understand some of the issues faced during the training. Questions were adapted to the particular case of each interviewee (e.g., drop out, participated in just one course, etc.). Space was given for new questions that may have arisen during the interview. Below are examples of the questions asked:

- ✓ Did you feel you had enough time for the online work?
- ✓ Were you able to work on the online training assignments during your office hours (since your supervisors had agreed to such training)?
- ✓ Was language an issue?
- ✓ Was internet connectivity a problem?
- ✓ Did you feel the composition of the trainees, in terms of their background was appropriate (mostly government, mostly from the Ministry of Agriculture)?
- ✓ Did the training allow you to set up professional networks useful for your work? (within your country and across countries)?
- ✓ With hindsight, do you feel that the action plan you developed during the training was realistic? Did you follow it up? Did you have your supervisor's support? Did it change anything?
- ✓ How useful has the training been for your work?
- ✓ What recommendations would you have if such training were to be organised again?

12. In addition, the evaluation team carried out a visit to Niamey to consult with AGRHYMET; a visit to Pretoria to consult with FAO Representation and the University of Pretoria; and a visit to Lusaka to consult with the Comprehensive Africa Agriculture Development Programme (CAADP) Unit at the COMESA Secretariat, as well as with the Zambia CAADP focal point and Zambian participants from the Ministry of Agriculture. Phone calls were organised to consult with the ASEAN Food Security Information and Training (AFSIT) Centre in Bangkok.

13. A debriefing session took place at FAO Headquarters (HQ) with the project team as well as with OED staff to share the evaluation's preliminary findings and recommendations. A detailed list of persons met and interviewed is provided in Annex 4.

14. The evaluation encountered some challenges and has the following limitations:

- *Limited time*: the allocation of time was insufficient for organising phone calls with a large number of people in areas of the world with substantial time differences.
- *Language barriers*: interviews with the regional partner in Asia (AFSIS) were quite challenging due to language barriers. This was compounded by the fact that they had to be carried out by phone.
- *Logistical difficulties*: logistical challenges were encountered in connecting with certain participants. For example, in one Skype interview which lasted 40 minutes, the connection was lost nine times.
- *Limited value of the participants' surveys*: some participants were unaware that the two surveys following the online and face-to-face workshops were anonymous and admitted they may have been more candid had they known otherwise. However, the fact that the surveys allowed for comments and that many participants provided them was useful to guide the formulation of interview questions.
- *Field missions limited to Africa*: budget and time constraints did not allow to visit ASEAN/AFSIS, thus limiting the ability to collect information regarding project implementation in ASEAN.
- *Incomplete lists of participants*: A substantial amount of time was spent on finalising lists of participants that included their personal details and whether they had participated in part of the training or all of it. This was necessary to understand the nature of participants (gender, country, drop outs etc.) and decide whom to interview.
- *Low response rate from ASEAN participants*: In spite of repeated email requests, very few participants from ASEAN were able to be interviewed by phone. In addition,



substantially fewer AFSIS participants filled the ‘impact evaluation’ carried out by the project management (see Table 1). This was exacerbated by the fact that even among those that did fill up the questionnaire, most did not answer all questions leaving the evaluation team with a limited number of responses.

**Table 1. Rate of response to the impact questionnaire (out of all participants having started the training)**

		Completed the impact questionnaire	Total participants	Response rate
AFSIS*		20	37	54%
AGHRYMET	Year 1	15	26	58%
	Year 2	20	29	69%
COMESA	Year 1	21	26	81%
	Year 2	26	33	79%

\*Because the AFSIS programme was targeted to the same participants in two consecutive years, the impact questionnaire was only administered once, after the second year.

## 2 Context of the project as noted in the Project Document

15. The objective of the Project was to support three Regional Organisations (RO) in designing, developing and delivering capacity development food security programmes to strengthen their capacities to produce and analyse food security information, and to design effective policies and emergency response strategies to prevent and respond to food crises and to reduce chronic food insecurity.

16. The rationale of the project for working at the regional level was threefold: (a) it implied an economy of scale and related multiplier effects when compared to a country level focus; (b) it recognised the need for harmonising food security analytical methods across countries for a more comparable and transparent analysis of food insecurity; and (c) it also recognised that food crises often have a regional dimension which require coordinated measures that go beyond national levels.

17. The most important challenge for agriculture in the twenty-first century is the need to feed increasing numbers of people – most of which are in developing countries. Many low-income food-deficit countries (LIFDCs) continue to experience poverty and food insecurity, and are often subject to repeated or protracted food security crises.

18. As LIFDCs are the most affected by food security, they have the greatest needs for responsive and reliable food security information systems. In addition, well planned and consolidated emergency response strategies are required in many LIFDC countries. However, *ad hoc* emergency needs assessments and short-term response planning are more the norm than long-term planning. Also, there is a need to support and promote the incorporation of food security policy issues into national development policies and strategies to improve the food and nutrition situation, and for implementing sound intervention strategies.

19. In their efforts to improve the food security of their populations and to respond to food crises, LIFDCs face many challenges arising from the lack of technical and advisory

capacities to manage their food security information systems and to keep up with the ever-evolving science and methods for food security analysis, and the various tools and techniques used. These challenges affect the ability of food security information systems to produce information products to meet the needs of decision makers and to allow for appropriate emergency planning and response.

20. It has long been recognized that an effective Food Security Information System is one that provides relevant information to decision makers and emergency planners in a form that can be easily used, and that supports action by providing useful recommendations based on analysis of the available evidence. Decision makers, planners and policy implementers need a clear understanding of the issues related to food security, as well as up-to-date and concise information for timely response strategies. In addition, food security information systems must be responsive to the needs of a wide range of stakeholders.

21. Faced with that challenge are the Regional Organisations with a food security mandate that represent and provide guidance to national food security and early warning information systems. Part of the mandate of regional institutions is to provide national food security professionals and technical staff access to skill and competency development opportunities.

22. The Project identified the following challenges and issues to be addressed in collaboration with Regional Organisations and other partners:

- i Insufficient capacity development abilities and programmes at regional level to support national food security information systems, planning and programming;
- ii Need to strengthen and develop capacities at national levels for generating, analysing and using food security information;
- iii Need for improved coordination between the wide range of stakeholders involved in food security analysis and response to adequately address the cross-cutting nature of food security on the one hand and strategy development and programming on the other;
- iv Deficiencies in communicating food security information to decision makers, policy makers and other stakeholders at national and international levels;
- v A lack of understanding of rights-based approaches, in particular the right to food; and
- vi Deficiencies in intervention planning resulting in *ad hoc* emergency responses to address food security crises which are often of a long term and structural nature.

23. The Project was undertaken in tandem with the EC/FAO Global Programme on Linking Information and Decision Making to Improve Food Security (2009-2011) funded under Priority 2 of the European Community's Food Security Thematic Programme (FSTP) and based at FAO/HQ in Rome, Italy. The EC/FAO Global Programme is being implemented by FAO to strengthen national and regional stakeholders' capacities to produce and analyse food security information, with a view to designing effective response strategies to prevent food crises and reduce chronic food insecurity.

24. The EC/FAO Global Programme is a major element of Priority 2 of the European Community's Food Security Thematic Programme (FSTP) to strengthen the links between food security information/early warning systems and the development of effective response strategies. This is a second major phase of the EC/FAO Programme, and at its inception Programme in 2009, FAO had already developed a comprehensive suite of e-learning courses and training resources.

25. Under the new EC FSTP, FAO was to enhance “food security and vulnerability analysis methods and effective use of information in decision-making” at the global level. At the same time EC FSTP funds were made available to Regional Organisations to support the strengthening of national food security information and early warning systems, including developing and delivery training programmes related to food security. The new EC/FAO Global Programme has a mandate to work with the Regional Organisations that are also being funded under Priority 2 of the European Community's FSTP through regionally funded programmes (e.g., West Africa, Southern Africa, East Africa, South East Asia, the Middle East and the Caucasus) being implemented by Regional Organisations, FAO and other partners.

26. With limited capacity to develop and delivery training programmes, these Regional Organisations already approached FAO via the EC FAO Global Programme to support them in building their capacity to this end. The Project aimed at filling this gap by providing funds to strengthen the capacity of these regional institutions and by building on the extensive e-learning and associated training materials already developed by the EC/FAO Programme. The project partnered with GIZ (formerly InWent - Capacity Building International Germany) to make use of their extensive experience in capacity development in partner organisations, as well as in Food and Nutrition Security Training which they offer on a regular basis.

### **3 Analysis of project concept and design**

#### Project Concept

27. As per its title, the Project's objective is to improve the abilities of Regional Organisations to develop, implement and monitor food security training programmes.

28. Based on the above, the Project's theory of change is straightforward. By implementing a collaborative learning process with the Regional Organisations in which FAO and GIZ with regional staff (i) undertake a capacity development needs analysis; (ii) design appropriate training programmes; and (iii) jointly deliver a training programme using a “blended learning” combination of e-learning, online workshops, face-to-face workshops and a mentoring programme, the Regional Organisations' capacities would be developed.

29. Assessing the validity of this theory of change requires reviewing the content and structure of the Project's logical framework (hereinafter, logframe). The logframe is simple with one envisaged outcome expected to be achieved through the delivery of five outputs. A closer examination of the logframe (see Table 2) reveals that the outputs relate to organising capacity needs assessment workshops to guide the design (Output 1), producing the materials necessary for the training (Output 2), jointly designing the training programme (Output 3), jointly implementing the training programme (Output 4), and monitoring and evaluating the training (Output 5).

**Table 2. Project logframe result chain**

<b>Outcome: Three regional organisations and their cooperating partners design, develop and deliver training programmes for food and nutrition security.</b>
Output 1: Arrangements are formalised and implemented with three Regional Organisations to collaborate on capacity development activities and to undertake a joint training programme for food security.
Output 2: A series of materials and training workshops to guide the design, development and delivery of capacity development programmes in food security targeted for use by Regional Organisation staff and technical affiliates, and a “training of trainers” programme are created.
Output 3: A food security training programme is designed in collaboration with the Regional Organisations to enhance the effectiveness of staff and people concerned with food security issues in member states.
Output 4: – The joint implementation of a major training programme for food security with three Regional Organisations.
Output 5: The evaluation, documentation and dissemination of project findings (methodology, process and execution of the three joint training programmes undertaken with the Regional Organisations) and materials developed as part of the training programme in food security developed in collaboration with the Regional Organisations.

30. However, neither the results chain nor the logframe clearly differentiate between building the capacity of the Regional Organisations and that of building the capacity of the national staff involved in food security issues. In practice, the expected outcome of the Project reflects on the two target audiences as follows:

- (i) The Regional Organisations, in particular their related technical institutions/learning centres have increased capacity and knowhow to design, develop and deliver learning programmes, including online learning; and
- (ii) Food Security actors working at national level in the Member Countries - having participated in the learning programmes - have improved their knowledge and understanding of food security, and have assessed the situation in their countries.

31. In order to achieve these dual results, it was expected that separate capacity needs assessments would be carried out at two levels: one for the Regional Organisations to determine their capacities and another for the Food Security actors. Similarly, the development of training materials and the design of the training programmes were expected to be developed for both target audiences. For example, Output 2 includes the “training of trainers” programme (which would have as a target audience the staff of Regional Organisations) whereas Output 3 includes the delivery of the training programme for the national staff concerned with food security issues at the national level. Similarly, M&E which is covered under Output 5 looks only at monitoring the training programme delivered to national staff and not at monitoring the capacity development that took place at the Regional Organisations’ level.

32. Notwithstanding this lack of clarity in the results framework at the outcome and output levels, the logframe monitoring elements (indicators, means of verification, assumptions) are, in general, well-conceived (see Annex 5 Project logframe). Most of them are clear, relevant, valid and contextually sound. All indicators are qualitative, which is consistent with the way in which the corresponding outcome and outputs are worded. Means of verification are reliable and simple to use. Assumptions are logical and comply with the real-life context in which the Project works.

33. In the opinion of the evaluation team, the strategy of implementing a training programme with a dual objective of (i) using the design and implementation of the training programme to build the capacity of the Regional Organisations; and (ii) using the training programme to build the capacity of mid to senior level national staff working on food security is a valid one. However, in its implementation, the dual objective needs to be clearly defined, designed, implemented and monitored, thus a clearer logframe with two well-defined outcomes (one for each target audience), outputs and indicators would have generated a more streamlined and clearer results chain.

### Project Design

34. The Project design was based on establishing a partnership with three regional institutions which have food security within their mandate and should have an identifiable training institution with which the Project would undertake a joint Learning Programme. However, these three regional partners were not identified in the ProDoc demonstrating that no prior consultations had been held with the three Regional Organisations with which the Project ended partnering.

35. The Project design also assumed that the Regional Organisations would be able to provide their own staff resources involved in capacity development activities to support the Project, as well as would cover the full costs of training participants. The unavailability of funds to cover the participants was a major risk for which there were no mitigating actions envisaged.

36. Finally, the Project envisaged an identical Learning Programme for the three regions using "blended learning" - a combination of e-learning, online workshops, and mentoring - to provide continuous learning opportunities to national staff. Specifically, the Project was designed initially to offer to the same set of participants two rounds of trainings, one basic and another more advanced. The basic curriculum entitled "Improving the Knowledge and Skills of Food Security Professionals" and the advanced curriculum entitled "Improving Food Security Analysis and Response" were to be based on existing materials and techniques used by FAO and GIZ (formerly InWEnt).

37. Given that the Project had not identified during the design phase the three potential partners, therefore had not consulted with them regarding their needs and capacities, this could – during implementation – be the cause of delays due to the necessity of adjusting the scheduling of workshops to the calendar and availability of Regional Organisations' staff, identifying sources of funding and mobilizing additional resources, and adapting the Learning Programme to the needs of the three regions and therefore implementing three different Learning Programmes.

## **4 Analysis of the implementation process**

### **4.1 Project Management**

38. The Project was managed by a FAO Senior Capacity Development Officer who coordinated the activities with the Regional Organisations and GIZ, oversaw the learning programme design, managed resource partnerships (funding), and produced the six-month

progress reports. The project team also included a FAO Capacity Development Officer who was responsible for coordinating with CILSS and COMESA for Francophone learning programmes and assisted in the design of the learning programme design and resource partnerships. Finally, the Project benefitted tremendously from a German-funded Associate Professional Officer (APO) E-Learning expert who oversaw the learning platform design and management and provided valuable technical support to the Regional Organisations' platforms.

39. In terms of staffing, the Project Document envisaged the following expertise to provide technical assistance for designing and implementing the learning programme (Table 3).

<b>Table 3. Staffing of Project as Envisaged in ProDoc</b>
<b>FAO Staff</b>
Food Security (Policy and Institutions) Specialist (3 months)
Instructional Designer (7 months)
Courseware Developer (6 months)
Capacity Building Expert/ Coordinator (3 months)
<b>International Consultants</b>
Capacity building experts (3 months)
Evaluation experts (4 months)
Specialized food security experts (3 months)
Graphic designers and web-professionals (3 months)
<b>GIZ Experts</b>
Project Coordinator (4.5 months)
Food Security Expert – Online Trainer (3 months)
Online Facilitator (3 months)
Face to Face Expert Trainer in Food Security / Team Leader (4.5 months)
Co-trainer / Co-facilitator (4.5 months)
Capacity Development Expert / Team Leader (1.5 months)
Co-trainer / Co-facilitator (1.5 months)
Knowledge Management / Photo Documentation Specialist (4 months)

40. The facilitators and mentors (GIZ experts and University of Pretoria staff) were very appreciated by both participants and Regional Organisations' staff. They noted their dedication, rapid online response rate, facilitation skills, and mastery of topics. Less appreciated by some COMESA participants was the delivery of some modules by University of Pretoria students who were less able to engage participants and used a more theoretical and "lecture-style" to deliver the training modules. The evaluators believe that the expertise foreseen and made available covers all the knowledge and skills needed to implement all the Project's components. This is confirmed by interviews with different stakeholders and fieldwork and informal exchanges with several team members.

41. The Project though initially conceived as "one project" to be implemented in an identical manner in the three regions, quickly became three "different" projects with three diverse Regional Organisations as partners, having varied capacities, several challenges, and diverse needs. To address effectively these differences, the Project necessarily became more labour-intensive.

42. The Project experienced several logistical challenges. For example, there were difficulties in internet connectivity in several West African countries and in Myanmar (one participant described the internet connectivity challenges as the Project's 'Achilles' heel'). There were English language issues in a few Asian countries (e.g., Vietnam, Thailand and Laos). In West Africa, some participants and FAO project staff had to overcome obstacles

due to power cuts which made not only internet connectivity difficult but also placing Skype and phone calls challenging during logistical planning. In one case, there were difficulties for some participants to obtain visas for travelling to attend the face-to-face workshop (e.g., Gambian participants had to travel to Dakar and wait there in order to obtain their visas). The Project adopted several strategies to counter these problems: in some cases, the training was extended by a week to make up for these challenges. CD versions of the online courses were also made available and sent to the participants who were having problems accessing the internet.<sup>5</sup> Moreover, learning from the first year's difficulties, the online platform was made more accessible (e.g., the number of icons was reduced to make it more easily accessible where there is poor internet connectivity).

43. Furthermore, the Project had more than its fair share of unforeseen events. For example, during the first year, the COMESA offices in which the CAADP coordinators were located were burnt in a major fire with files related to the project lost. As a result, the Project had a late call for participants which resulted in some participants being selected at the last moment prior to the online workshop. In the ECOWAS region, the Project was forced to move the capacity needs assessment workshop to Germany due to security concerns and one of the face-to-face workshops was offered in Dakar instead of Niamey for similar reasons. In Bangkok, the AFSIS offices were flooded which resulted in delays of the Year1 face-to-face training by several months. However, the Project was able to adapt by identifying quickly participants in the case of COMESA and changing the venue of planned events in the case of ECOWAS.

44. The Project experienced delays due to two major reasons. First, since the Project's budget did not cover the financing of participants, it was left up to the Regional Organisations to mobilise resources to ensure that national staff could attend the face-to-face workshops. This required additional time in order to identify funding sources and negotiate with other donors the use of their funds for the purpose of the Learning Programme. The second cause of delay was due to the need to adapt the scheduling of the capacity needs assessment workshops to the availability of the Regional Organisations staff (see Table 4). Furthermore, the availability of both FAO and GIZ experts also contributed to scheduling delays.

45. The Project had an excellent reporting practice. Indeed, the six-month progress reports are very accurate and informative and have contributed to this evaluation substantially. These reports document the major effort done by the project management to implement the Project, address challenges as they arose, and the project staff's steady commitment towards the release of expected outputs.

46. However, the Project did not have a standardised monitoring system. For example, it was not possible for the evaluation team to accurately assess the number of applicants in each region. AGHRYMET is the only Regional Organisation which had compiled monitoring information to track participants' progress in the Learning Programme from submitting an application to finishing the online course and graduating from the face-to-face training. One GIZ expert produced detailed Excel sheets to track online participation for the participants in the AGHRYMET training. In COMESA, the facilitators compiled useful information on the knowledge acquired during the face-to-face workshops. The facilitators assessed the level of

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<sup>5</sup> Note: In the second year, there was a general improvement in connectivity and there was no longer a need to produce off line materials.

participation and group work. They also monitored whether participants were completing the learning courses and contributing to the discussions. These assessments were discussed among the facilitators to determine the participants' progress and contributions. This consultative monitoring process followed by the facilitators – though somewhat *ad hoc* - was the basis on which some participants were not allowed to “graduate” to the face-to-face workshops.

**Table 4. Delays in Implementation Encountered with Each of the Regional Organisations**

<b>Regional Organisation</b>	<b>Causes for Delay</b>
<b>CILSS/AGRHYMET</b>	The staff of the AGRHYMET Regional Centre indicated that the curriculum definition and work planning sessions involving CILSS and national level food security experts should not be scheduled before late-November until the Sahel post-harvest period was over. AGRHYMET indicated that participation would be difficult for food security experts during the seasonal growing and harvest periods as these are the busiest times of the year. Furthermore, the capacity needs assessment workshop was delayed due to the shooting death of two French nationals in Niger.
<b>AFSIS</b>	The original proposed dates for the curriculum definition and work planning sessions for ASEAN were in December 2010. However, FAO was informed by AFSIS staff in late-October that AFSIS staff could not be available for more than three consecutive days due to other ASEAN meeting commitments. As this would not provide sufficient planning time, FAO, AFSIS and GIZ collectively agreed to hold the meeting in January 2011 immediately following a national Focal Point Meeting of the AFSIS on 19 January 2011. In addition, ASEAN supported training for food security professionals in the last quarter of each calendar year. As AFSIS agreed to consolidate the training offered each year with that being offered by the project, the joint training programme could only be delivered in late 2011 and late 2012 as per their schedule.
<b>NEPAD and the University of Pretoria</b>	The original proposed dates for the curriculum definition and work planning sessions for the New Partnership for Africa's Development (NEPAD) were in December 2010. However, due to commitments of NEPAD staff, the only dates available for the sessions were after 15 December 2010. These dates were problematic as the NEPAD offices are officially closed during this period for Christmas, and most professional workers took summer leave from 15 December to 15 January which would severely impact the availability of the national experts required for the curriculum definition planning session. Considering all of the above, the University of Pretoria proposed a delay until early 2011.

47. In addition, there was no baseline information regarding the knowledge and skills of either the national participants or of the staff of Regional Organisation (no pre or post testing was done). As such, it is not possible to verify objectively the extent to which learning and knowledge acquisition was achieved. This was determined based on facilitators' informal assessments and self-reporting by participants.

48. The online surveys which were completed by participants following each of the online and face-to-face training were not understood to be anonymous by everyone. Some participants assumed they would not be, since the surveys were administered from the same platform account which they used to contribute to the online discussions. Some participants reported that had they known that the surveys were anonymous, they would have been more candid in their feedback. The online surveys covered process issues, such as quality of the training techniques; quality of the facilitators' approach; quality of the learning materials; and appropriateness of the course length/content.



49. The “impact evaluation”<sup>6</sup> was a misnomer. It was closer to a participants’ feedback based on self-perception and did not measure “impact”. Impact could have been better assessed by a close and thorough analysis of the participants’ input following the face-to-face training and during the period of mentoring where certain participants reported on how they were putting to practical use what they had learnt in their own countries, including the implementation of the country action plans that they had developed.

50. To summarise, and using the different levels of monitoring learning programmes (see Box 1), the Project did attempt to measure participant satisfaction (Level 1) through the online surveys administered immediately following both the online and face-to-face trainings. It also gathered information in an ad hoc and informal manner on the learning that was achieved (Level 2) through the assessments of the facilitators. However, the “impact evaluation” which was aimed at measuring workplace behaviour outcomes (Level 3), failed to do so. Instead, participants reported mostly their perceptions and not the actual changes in behaviour. The latter could be gathered only by analysing the online discussions that followed the face-to-face workshops, and that was mainly by the COMESA participants.

#### **Box 1. Different Levels of Monitoring Learning Programmes**

**Level 1: Participant satisfaction:** are generally administered through questionnaires at the end of the initiative, are the most common form of evaluation. It is important to note, however, that such questionnaires are not good predictors of the extent to which participants have learned or will be able to use what they’ve learned on the job. To the contrary, research shows little or no correlation between participant ratings of learning initiatives and actual learning/use of the learning. Thus, participant satisfaction questionnaires are generally useful for measuring quality of processes, but not for results other than satisfaction.

**Level 2: Learning** can be measured either formally or informally. Formal measures of learning can be done through pre- and post-tests to examine what was the starting knowledge of participants and how the initiative added to that knowledge. However, for many courses, such tests may not be feasible or particularly useful. Informal gauges of learning can include participant in-class presentations, projects or on-the-job achievements. In addition, facilitators, coaches or trainers can use questions on material to check participant understanding and reinforce learning.

**Level 3: Workplace behaviour outcomes** is the most important level of results evaluation of learning initiatives, and one of the most challenging. For learning initiatives to contribute to organizational capacity, participants have to be willing and able to apply knowledge, skills and attitudes acquired through learning. To understand how participants have used learning in their workplaces, it is necessary to do a post-initiative evaluation of the behaviour outcomes. Such evaluations should generally be done at least six months but no more than two years after the initiative – enough time to ensure that participants have had sufficient time to implement learning, but not so long that they are likely to have forgotten learning content.

**Level 4: Organizational impact** rarely results from stand-alone learning initiatives. For this reason, while impact evaluations may be done of broader organizational capacity development programmes which address the various aspects of capacity problems, they are rarely done for learning interventions alone.

**Source:** FAO, 2012. FAO Good Learning Practices for Effective Capacity Development, Learning Module 3.

51. Notwithstanding the weaknesses outlined above in the monitoring system, the Project was able to make use of the informal knowledge and professional assessments of facilitators and FAO staff to adjust and adapt the learning programme in Year 2 on the basis of the experiences of Year 1.

<sup>6</sup> The impact evaluation, unlike the online surveys, was not anonymous.

52. Rather than an exit strategy, the Project adopted a continuation strategy in order to build on its achievements and to further develop the capacities of the Regional Organisations and national staff. As early as 2011, the Project successfully mobilised 950,000 euros in additional parallel funding from the EU to continue work with Regional Organisations for 2012-2015. It was a seamless transition to such an extent that the Regional Organisations did not realise which activities were funded by the Government of Germany through the project and which were funded by the EU. This additional funding will allow FAO to develop new learning materials and to continue working with the Regional Organisations to make them more autonomous and to develop the soft skills (communications, advocacy and knowledge sharing) of participants. This arrangement is satisfactory for both the German donor since it allows for the continuation of the learning programme as well as for the EU which is pleased with the ability to re-use the e-learning materials it had funded and for the continuation of the support to the Regional Economic Centres already developed with German funding.

53. The above suggests a very good performance of the project management in terms of efficiency in operation management, effectiveness of human resource management, and adaptability to difficulties and unforeseen events. Even though delays were experienced, one of their causes was the Project's attempt to adapt to the scheduling and availability of the staff of Regional Organisations. Furthermore, what distinguishes this Project is its capacity to leverage other projects' resources (materials, experts, and funding) which enabled the project to deliver high-quality learning programmes and eliminated the need to identify, recruit and deploy staff specifically for project activities.

## 4.2 Financial resources management

54. Table 5 shows the structure of project budget according to Oracle codes.

**Table 5. Overall structure of project budget (original estimates; merged budget revision)**

Budget Line	Original Budget Estimates (2010 – 2014) (USD)	% of Total	Merged Budget revision July 2012 (USD)	% of Total
5300 Salaries professionals	0		196,893	12.34
5500 Salaries general service staff	0		0	0
5570 Consultants	171,500	10.75	129,378	8.11
5650 Contracts (Letter of Agreement with (GIZ/InWent)	698,000	43.76	869,145	54.50
5900 Travel	240,000	15.05	146,153	9.16
5920 Training	0	0	1,750	0.11
6000 Expendable equipment	6,618	0.41	1,219	0.08
6100 Non-expendable Equipment	7,500	0.47	6,000	0.40
6150 Technical support services (ATS)	284,890	17.86	49,130	3.08
6300 General operating expenses	3,000	0.20	11,840	0.74
6130 Support costs (11.5%)	183,496	11.5	183,496	11.50
<b>Total</b>	<b>1,595,004</b>	<b>100</b>	<b>159,5004</b>	<b>100</b>

55. An analysis of the budget reveals that it did not include either a budget line for project management or for funding the travel of participants to attend the face-to-face trainings.

Originally, around 44% of the budget was allocated to the Letter of Agreement with GIZ to implement the Learning Programme which was later increased to 55%.

56. The activities implemented under this Project had several other sources of funding. For example, FAO project management staff were mostly funded from FAO's Regular budget. The General Services staff are unaccounted for in the Project's budget neither is the funding of the German APO. In addition, as mentioned earlier, there was extensive leveraging of two other FAO programmes in terms of funding and human resources. The EU-FAO Improved Global Governance for Hunger Reduction Programme and the EC/FAO Programme on Linking Information to Decision Making to Improve Food Security jointly contributed USD125,146 to finance participants in the three regions. Finally, an additional USD239,397 were mobilised from other donors by the regional partners to cover the cost of participants in the face-to-face workshops (see Annex 6).

57. For all of the above reasons, the evaluation team found it challenging to assess the following:

- real cost of delivering the project;
- the ratio of management/administrative to total project cost; and
- the unit cost per participant trained. Though a rough calculation based on the Project's total budget (USD 1,595,004) and the funds mobilised from both other FAO programmes and donors for financing participants (USD 364,543) would yield the following cost/participant: USD15,803.

58. The delivery rate at end of project is estimated to reach 99.7%. The original budget of 1,595,004 USD has almost completely been spent and the delivery to date is 1,457,626 USD. There are secondments still to be charged in the order of 74,000 USD and approximately 17,000 USD for the evaluation travel. The expected residual funds will be in the order of 46,000 USD.

59. As presented in the table above, two budget revisions, subsequently merged into one in July 2012, were undertaken during the course of the Project. The first budget revision, dated February 2011, reflected the following:

- An increase in the funds available to the Regional Organisations to accommodate the travel and costs of regional food security experts to support the joint learning programme; and
- A reduction in Technical Support Services (TSS) since the technical assistance originally envisaged was covered in part by the EC-FAO Programme for Food Security.

60. The second budget revision was proposed in April 2012 and recommended the following adjustments:

- An increase in the funds made available to GIZ and the Regional Organisations via Letters of Agreement based on the actual costs to deliver the first year of the three learning programmes; and, in parallel,
- A decrease in the budget allocated for Consultants, Travel, and Technical Support Services (TSS). The decrease in TSS was proposed since it was determined that less time was required than planned for both the Instructional Designer and Courseware Developer. An additional shift of funds was proposed from TSS to Salaries Professional since the support of three staff from the EU-FAO Global Programme (Instructional Designer; Courseware Developer; and Food Security Specialist) needed

to be reallocated. The category of TSS is reserved for FAO Regular Programme Staff while the three staff of the EU-FAO Global Programme are Trust Fund staff and had to be charged as Salaries Professional.

61. Both budget revisions were necessary and adequate to achieve the intended objectives. The first budget revision was made to finance ECOWAS participants since AGHRYMET did not succeed in mobilising resources to fund participants during the first year. The second budget revision reflected the additional costs associated with offering the training to a new set of African participants and not as originally designed to the same group of participants.

62. The Project Document proposed that the curriculum definition and work planning sessions be completed by end 2010. However scheduling delays were encountered with each of the Regional Organisations as noted above in Paragraph 44. These delays had an impact on the originally proposed end-date of 31 January 2013. As a result, FAO requested a one-year no-cost extension for the Project to 31 January 2014 which was further extended by six months in order to carry out the final evaluation.

#### ***4.3 Efficiency and effectiveness of the institutional arrangements including Government's participation***

63. The three Regional Organizations involved in the project are as follows. The Centre Régional AGRHYMET and the Comité Inter-Etats pour la Lutte contre la Sécheresse au Sahel (CILSS) under the auspices of the Economic Community of West African States (ECOWAS) delivered a learning programme to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS) in the Economic Community Of West African States (ECOWAS).

64. The ASEAN Food Security Information System (AFSIS) under the auspices of the Association of Southeast Asian Nations (ASEAN) Secretariat delivered a learning programme to support the professional development of food security professionals working in the ASEAN Integrated Food Security (AIFS) Framework.

65. The University of Pretoria and the Common Market for Eastern and Southern Africa (COMESA) under the auspices of the New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency delivered a learning programme to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS) in COMESA Member States.

66. In order to identify the above Regional Organisations and to ensure the necessary high-level political support, the Project collaborated with the Chief Technical Advisor of the EC-FAO Food Security Programme (Asia) who presented the Project to the Fifth Meeting of Directors-General of Agricultural Statistics and Information in ASEAN+3 Countries and the Eighth Focal Point Meeting of the Asian Food Security Information System (AFSIS) Project in Pusan, Republic of Korea in March 2010. Following the meeting of Directors-General of Agricultural Statistics and Information in ASEAN +3 Countries, several ASEAN countries

explicitly endorsed the Project, and the ASEAN Secretariat (Jakarta) confirmed the endorsement.

67. Similarly, the Project leveraged the EC-FAO Food Security Programme (Global) to contact CILSS and NEPAD for presenting the Learning Programme and garner political support. A meeting was organized by the EC-FAO Food Security Programme (Global) in January 2010 to discuss CILSS participation in the Project with two CILSS representatives during which an initial agreement to participate in the programme was confirmed. It was agreed that the AGRHYMET Regional Centre in Niamey will deliver the joint training programme. CILSS requested that the Project expand the geographic coverage for CILSS to also include participants from the Economic Community of West African States (ECOWAS) as CILSS is the Francophone lead institution for Food Security in the frame of the CAADP – Pillar III process for the ECOWAS countries. ECOWAS covers 17 countries, including CILSS member states.

68. Initial dialogue was established between the EC-FAO Food Security Programme (Global) with the NEPAD Directorate for Partnerships on a variety of areas of collaboration, including food security and capacity development. The Directorate for Partnerships requested FAO's support, potentially through the Project, to support the training of food security professionals involved in the NEPAD Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III –Framework for African Food Security. NEPAD identified the University of Pretoria, South Africa as their training partner.

69. However, though the Project was successful in obtaining the high level political support and in establishing excellent partnerships with the three Regional Organisations, these relationships were not formalised in MoUs which could have been frameworks for establishing long-term partnerships and for defining capacity development needs over a longer period of time. Additionally, informal capacity assessments of the three Regional Organisations and their affiliates was carried out early on in the Project which determined mostly their logistical capacity to organise and deliver a learning programme. However, the Project could have considered a more in-depth capacity needs assessment, looking at institutional, organizational, technical and human resources issues.

**Table 6. Institutional Characteristics of Regional Organisations**

	Regional Organisation		
	CILSS/ AGHRYMET	COMESA	ASEAN/ AFSIS
<b>Political support from governments</b>	+++	+++	+++
<b>Availability of staff to deliver food security training</b>	+++	+	+
<b>Capacity of staff to deliver food security training</b>	+++	++	+
<b>Capacity to fund and/or mobilise resources to finance participants</b>	+	+++	++
<b>Capacity of national participants related to food security</b>	+++	+++	+
<b>Training facilities</b>	+++	*	+++
<b>Logistical ease (internet, power, etc.)</b>	+	++	+++

\* COMESA does not have its own training facilities; this is the reason why the project had to partner with the continuing education facility of the University of Pretoria which are excellent.  
+++ is strong; ++ is medium, + is weak

70. The Regional Organisations' commitment and support to the project was demonstrated by their willingness to mobilise and utilise resources from other donors to support participants' costs to attend the training workshops. In addition, they had to commit their own staff time to select participants, arrange travel plans and deliver part of the training program (either as on-line mentors or during the face-to-face workshops). Finally, the commitment of the relevant Ministries (often the Ministry of Agriculture but not always) to the project was shown by allowing their staff to spend a few hours/day during working hours to do the online part of the training. Although this commitment was a prerequisite for people joining the training, in practice, some participants did find it difficult to prioritise their training activities over their professional duties which meant they had to use their personal time to do the training.

71. *Capacity Assessment Workshops:* In early 2011, three regional capacity assessment workshops were organised one in Da Nang, Vietnam for ASEAN countries, another in Pretoria, South Africa for COMESA countries, and a third in Feldafing, Germany (due to security concerns) for ECOWAS countries. The workshops were co-organised with each of the Regional Organisations and GIZ; and included representatives from member states in each region. Each workshop undertook an analysis of the skills and knowledge required by food security professionals in each region, as well as an assessment of these vis-à-vis the requirements to support existing regional frameworks related to food security in each of the regions. The outputs of each workshop were used to design learning programmes specific tailored to each region.

72. *Advertising the learning programme and selection of participants:* The advertisement of the learning programme was carried out through the Regional Organisations' national focal points who received the brochures, application forms and other documentation related to the trainings. In ECOWAS countries, it was through the CILSS focal points; in COMESA, through the CAADP focal points; and in ASEAN, through the AFSIS focal points. Different selection criteria for each region were set to guide in choosing the participants (see Table 7). In addition, each region followed a different methodology in selecting the participants. In ECOWAS, AGHRYMET set up a formal process through which applications were reviewed by a selection panel and participants were accepted into the learning programme based on the pre-defined criteria. In COMESA, the governments nominated participants who were then accepted into the programme. Though in the application forms it was specified that "applicants will be selected by a committee composed of representatives from Regional Organisations, the Food and Agriculture Organisation (FAO) of the United Nations, and the German Agency for International Cooperation (GIZ)", neither FAO nor GIZ were involved on the selection of participants. In ASEAN, participants were selected through the AFSIS focal points, with additional candidates selected by FAO based on the selection criteria.

73. The Project used the blended learning approach (online learning, face-to-face workshop and mentoring) to deliver the training programme. An analysis of each component reveals the following:

74. *Online training:* For most participants, it was the first time they had engaged in online training and they found it an interesting and useful experience. In particular, it was useful to have the online training before the face-to-face workshop for two reasons: (i) to ensure that a minimum basic knowledge of certain concepts is acquired by all participants, on which the face-to-face learning could then build upon; and (ii) to prepare the participants to identify topics/issues they would like to deepen their knowledge of during the face-to-face learning.

**Table 7. Selection Criteria per Regional Organisation**

Regional Organisation	Selection Criteria
<b>COMESA</b>	<p>The target audience is:</p> <ul style="list-style-type: none"> <li>• Mid- to senior-level individuals</li> <li>• People directly engaged in the CAADP process i.e. are CAADP Actors</li> <li>• People with decision making roles or who are able to influence decision making</li> <li>• People from a range of backgrounds including: policy makers, agricultural economists, nutritionists, irrigation specialists, livestock and fisheries experts, statisticians, information system managers, disaster management systems managers, trade experts, farmers' organisation leaders, agronomists, social scientists, government officers.</li> </ul> <p>The selection criteria to guide country selection of candidates under the guidance of COMESA as agreed at the consultative workshop should include:</p> <ul style="list-style-type: none"> <li>• Candidates should be already playing a role in the CAADP process as a technical advisor, policy actor or people from credible non-state actors from Apex Organisations directly engaged in elements related to CAADP Pillar III.</li> <li>• Good understanding of English (provision for French training will follow in subsequent modules)</li> <li>• Individuals with time to engage in the programme (at least 2 weeks on-line, 2 weeks in a learning workshop and post-workshop mentoring)</li> <li>• Candidates from institutions or agencies that the person comes from should be broadly related to food security and nutrition and/or CAADP Pillar III</li> <li>• Candidates should have decision making competencies</li> <li>• Candidates should have multiplier opportunities (able to share and spread the knowledge, skills and capacity when they return to country to benefit the CAADP process)</li> <li>• Candidates should demonstrate leadership</li> <li>• A gender balance within the team the country sends</li> <li>• A diversity of institutional backgrounds within the team the country sends.</li> </ul>
<b>AGHRYMET/CILSS</b>	<p>People with a link to CAADP:</p> <ul style="list-style-type: none"> <li>• People that can have a positive impact on CAADP</li> <li>• People who are well-linked to the national food security networks to support CAADP</li> <li>• People who can have a role of trainer</li> </ul> <p>People linked to crisis prevention</p> <p>Professional field: Composite Group: 1) decision makers who need further technical skills related to food security, and 2) at the operational level, professionals who need communication skills to convince policy makers. In particular:</p> <ul style="list-style-type: none"> <li>• Member of national early warning systems</li> <li>• Staff working on market information systems</li> <li>• technical experts who need to strengthen their communication skills</li> <li>• mid-level technical analysts and policymakers</li> <li>• member of national committees responsible for developing agricultural investment plans</li> </ul>
<b>ASEAN/AFSIS</b>	<p>The learning programme is aimed at individuals working in institutions in ASEAN Member States concerned with food security issues and involved in the collection, management, analysis, and reporting of food security information. The learning programme is aimed at individuals working in institutions in ASEAN Member States concerned with food security issues and involved in the collection, management, analysis, and reporting of food security information.</p>

75. Furthermore, the flexibility of online training meant that participants could organise their own time and participate whenever their schedule permitted. It also allowed for participants to connect either early in the morning or late during the day when the internet connection is better because of less internet traffic. In general, participants were very adaptable and willing to organise their ‘online learning’ around their professional duties and connectivity difficulties, using their own personal time to complete the assignments. However, in some cases, although supervisors had agreed and signed to the training, they did not in allow the participants to take time off their professional duties to work on their course work.<sup>7</sup>

76. Generally, participants found the online navigation user-friendly. Technical support for getting started on the on-line sessions in the form of tutorials was essential and expertly provided. In addition, for participants with low digital literacy, AGHRYMET assigned dedicated staff who offered technical support to assist participants in navigating the online platform. For COMESA participants, FAO HQ offered this support which was highly appreciated by both the University of Pretoria as well as the participants.

77. Participants were encouraged to work as country teams with several activities to be accomplished collaboratively. To facilitate this collaboration, the project set up wiki pages which were used to carry out online assignments. These pages were established for both years in the COMESA and ECOWAS Learning Programmes and in the second year of the AFSIS Learning Programme. Each participant was assigned a different colour to be able to distinguish different inputs.

78. The participants appreciated the possibility to share documents with each other and to discuss assignments collectively. In order to encourage discussions and the exchange of ideas and experiences, open-ended leading questions were posted by the online facilitators. For example, in Benin, the participants did not even meet face-to-face during the online training but collaborated virtually.

79. There were some regional differences in the specifics of the online training. For example, in the first year of the ASEAN and AGHRYMET trainings, the facilitators provided a summary of the outcomes of the assignments submitted by participants which contributed in synthesising and bringing together all the experiences. In the second year of the AFSIS online training, given the ease of connecting to the internet, a live webinar – an online lecture - was organised and was very well-received.

80. The lessons learnt from this online experience are that there are several conditions that need to be met in order for the online training to be successful (see Box 2).

81. Finally, an advantage of offering an online training prior to a face-to-face workshop is that the online activity offers a screening opportunity where active and dedicated participants are assessed – on the basis of the frequency, level and quality of their participation - during the online portion of the learning programme before they “graduate” to the face-to-face one. When participation is based on government nomination, external factors may influence the selection and may not be linked to the relevance of the participant’s work to the goals of the

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<sup>7</sup> This was reported during the interview with a participant from Togo regarding the DRC participants who were not allowed to participate in the face-to-face workshop.



training. Government staff may be selected to participate in the face-to-face workshops in order to get free trips or per diems, participant selection may be influenced by a desire to reward specific employees. The online training can contribute in screening out such participants.

**Box 2. Conditions for success for online training**

- ✓ Good analysis of target group and its needs
- ✓ Allocate realistic time
- ✓ Integrate theoretical learning with practical training to apply knowledge
- ✓ Design platform taking into consideration low internet connectivity and low knowledge of internet use by some participants
- ✓ Assign staff to provide technical support for participants who have difficulty navigating the platform
- ✓ Assign tutors to accompany participants to explain tasks and motivate students

**Source:** Conversation with Ute Eberhardt, GIZ Expert

82. *Face-to-Face workshop:* For most participants, it was the first time they experienced *participatory methodologies* in learning – as opposed to top-down lectures. All participants interviewed expressed their appreciation of the participatory methodology. For many, it was a real occasion to forge *working relationships and networks* with other professionals from other countries. All documents were uploaded on the platform as well as extensive and *high quality photo-documentation*, also allowing for people to share additional resources. It was an opportunity for co-nationals to work together as a *country team* and help each other to prepare responses. In some cases, this helped forge *working relationships across ministries* (e.g., staff from the ministries of Agriculture and Health in Togo and from the ministries of Agriculture and Water and Forests in Côte d’Ivoire).

83. *Follow-up mentoring:* The mentoring part of the learning programme had mixed results. It was most successful with COMESA participants where there continued to be an active online engagement with the mentor at the University of Pretoria following both years. For participants in the COMESA learning programme, the mentoring phase allowed for reflection on the implementation of the country action plans, reflection on learning and opportunities for asking additional questions related to what was covered in the module and the application of the knowledge of skills in the CAADP process in-country. Twenty-three participants made contributions to the discussions and encouraged each other in the process. It was felt that the course load had been too heavy for the participants in the first year of the CILSS/ECOWAS training, so no follow-up mentoring was done. It was offered and worked quite well in the second year with the facilitator – a CILSS/AGHRYMET staff - who had been trained in the first year as a facilitator by a GIZ expert. In ASEAN, the facilitators tried to initiate the mentoring but there was no real active response from the participants.

84. From a FAO perspective, the Budget Holder and the Lead Technical Unit (LTU) of the project are within FAO Office for Partnerships, Advocacy and Capacity Development (OPC). The Project was implemented in close consultation and coordination with the Agricultural Development Economics Division which includes the EC FAO Global Programme at FAO. The Project did not have a Steering Committee.

85. The Project had very little contact with FAO Country Offices. For example, none of the FAO Country Offices (Niger, South Africa, and Zambia) visited during this evaluation were aware of the Project.<sup>8</sup> Neither were the FAORs consulted nor involved in participant selection. In addition, though the Country Partnership Frameworks (CPFs) of Niger, South Africa or Zambia were developed following the Learning Programmes, none of the CPFs mentioned the partnerships established with CILSS/AGHRYMET, COMESA, AFSIS. Therefore, there was a missed opportunity to leverage and build on the training that was offered to Ministry of Agriculture staff (and other government staff) and for the FAO country office to create synergies between this Project and other FAO projects/programmes at the country level.

## 5 Analysis of results and contribution to stated objectives<sup>9</sup>

### 5.1 Achievements at Outputs level

86. The expected outputs of the project were as follows:

87. **Output 1:** Arrangements are formalized and implemented with three Regional Organisations to collaborate on capacity development activities and to undertake a joint training programme for food security. This output was **achieved in an informal manner**.

88. The Project originally envisaged the signing of three Letters of Agreement between FAO and each of the selected Regional Organisations with food security expertise in order to formally define the relationship between the two institutions (e.g., the provision of the venue and local experts for the face-to-face training workshops, the provision of resources and guidance as part of the post workshop mentoring to be offered to interested participants, etc.). However, this did not take place. Instead, official statements at high-level political meetings were accepted in lieu of formal Letters of Agreement to demonstrate the commitment of Regional Organisations to the Project. Following are the description and dates of the meetings where high-level political commitment was made.

- ✓ *Summary Report of the Ninth Focal Point Meeting of the ASEAN Food Security Information System (AFSIS) Project*, 19 January 2011, Danang, Vietnam. Item 5 referred to the learning programmes to be delivered based on the training needs assessment. The Meeting adopted the Summary Report of the Ninth Focal Point Meeting of AFSIS Project, which was held on 19 January 2011 (Item 13).
- ✓ *Summary Report of the Consultative Workshop on the Proposed Learning Programme for Country Teams and Food Security Thematic Working Group Members in Support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS)* held in Pretoria 28 February and 1 March 2011. This was the statement of intent for COMESA, FAO, GIZ and University of Pretoria to work together to develop a learning programme for CAADP.
- ✓ *Back to Office Report:* The FAO Senior Capacity Development Officer coordinating the project, C. A. Nadeau, visit to CILSS (Comité permanent Inter-Etats de Lutte contre la Sécheresse dans le Sahel) AGRHYMET Regional Centre, Niamey, Niger

<sup>8</sup> Note: The Project Manager briefed on an *ad hoc* basis some FAORs.

<sup>9</sup> The term 'results' includes outputs and outcomes.

from 27 to 29 June 2010: The reporting officer (RO) met with senior staff of the AGRHYMET Regional Centre to discuss their participation in the Project GCP /GLO/279/GER. The proposed collaboration between FAO and CILSS was presented and approved by Mr. El Hadj Dramane Coulibaly, Coordinator of the Regional Support Programme on Food Security and Desertification for the Sahel and West Africa, at a CILSS planning meeting “Réunion de planification” held on 15 February 2010. A Memorandum of Understanding (MoU) between CILSS and FAO was developed which included the agreement for partnership with the Project which was signed by FAO on 15 July 2010 but not by CILSS.

89. Activity 1.2 which was envisaged under this Output - Institutional analysis to check the capacities and resources of the Regional Organisations to deliver training programmes in the field of food security - was carried out only informally which limited the ability to design well-tailored capacity development activities to benefit the Regional Organisations.

90. **Output 2:** A series of materials and training workshops to guide the design, development and delivery of capacity development programmes in food security targeted for use by Regional Organisation staff and technical affiliates, and a “training of trainers” programme are created. This output was **partially achieved** since the training materials were developed however the “training of trainers” programme was dropped.

91. Following are the set of training materials that were developed under the Project:

- ✓ A comprehensive guide entitled “E-learning methodologies – A guide for designing and developing e-learning courses” was published. A French version of the guide entitled “Méthodologies pour le développement de cours e-learning - Un guide pour concevoir et élaborer des cours d'apprentissage numérique” was also produced. These are available on line as follows:
  - English: <http://www.fao.org/docrep/015/i2516e/i2516e.pdf>
  - French: <http://www.fao.org/docrep/015/i2516f/i2516f.pdf>.
  - A Spanish version of the guide is being finalized.
- ✓ The guide entitled “Training of trainers for food security professionals” is available in limited distribution. This publication will also be translated into French.
- ✓ A third guide entitled “Designing and managing capacity development programmes” was to be developed under Output 2 of the project. However, this output was severely delayed due to an incomplete submission by the content expert. As a result, and because the capacity development assessment and curriculum design process had been already undertaken by the three Regional Organisations, the guide was deemed to be no longer required and the activity was cancelled as FAO had produced a similar publication with other funds.

92. In addition to their use in the Project, these guides will contribute to the knowledge function of FAO, in general, and to the EU-funded project to continue providing training on food security, specifically.

93. Except for the training of some CILSS/AGHRYMET staff, training of trainers did not take place because the project management and facilitators realised that for the majority of participants the technical level was insufficient to become trainers themselves.

94. **Output 3:** A food security training programme is designed in collaboration with the Regional Organisations to enhance the effectiveness of staff and people concerned with food

security issues in member states. This output was **fully achieved** since the Learning Programme for each region was based on the outcomes of a collaborative needs assessment carried in each region (Table 7).

**Table 7. Capacity needs assessment workshops, date and venue**

Region	Capacity needs assessment	Venue	Date
ASEAN Member States	Workshop report produced based on the Ninth Focal Point Meeting of the ASEAN Food Security Information System	Da Nang, Vietnam	20 January 2011
COMESA Member States	A White Paper was produced and Based on the workshop entitled “Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III – Framework for African Food Security”	Pretoria, South Africa	28 February and 1 March 2011
ECOWAS Member States	Workshop report based on the results of the “Atelier de conception d’un programme de formation: Développement des compétences des professionnels de la sécurité alimentaire”	Feldafing, Germany	18 and 19 April 2011

95. The three regional workshops produced different capacity needs assessment reports. For example, in the COMESA, region in addition to the workshop report, a technical White Paper was produced. ECOWAS distinguished the capacity needs based on three categories: « savoirs », « savoirs-faire » and « savoirs-être » (knowledge, skills, and behaviour/attitude). The ASEAN report assessing capacity needs, in comparison, was the least comprehensive.

96. **Output 4:** A training programme for food security is implemented with the three Regional Organizations. This output was **fully achieved**.

**Table 8. Workshops and online mentoring, date and venue**

		Online Workshop	Face-to-Face Workshop	Online Mentoring
AGRHYMET/CILSS	Year 1	12 – 30 September 2011	7 – 18 November 2011 in Niamey, Niger	19 November 2011 – 28 February 2012
	Year 2	26 November – 14 December 2012	25 February – 8 March 2013 in Dakar, Senegal	9 March – 31 May 2013
COMESA	Year 1	20 February – 9 March 2012	16 – 26 April in Pretoria, South Africa	27 April – 31 July 2012
	Year 2	4 – 22 February 2013	4 – 15 March 2013 in Pretoria, South Africa	16 March – 15 June 2013
AFSIS/ASEAN	Year 1	26 September – 14 October 2011	14 – 23 February 2012 in Bangkok, Thailand	24 February – 31 July 2012
	Year 2	24 September – 12 October 2012	20 – 29 November 2012 in Bangkok, Thailand	30 November 2012 – 28 February 2013

97. A total of one hundred and twenty-four (124) food security professionals from forty-one (41) countries successfully completed the learning programmes during Year 1 and Year 2.<sup>10</sup>

98. **Output 5:** The evaluation, documentation and dissemination of project findings (methodology, process and execution) and materials is developed. This output was **fully achieved**.

99. The Project carried out anonymous participant surveys following each online and face-to-face training. In addition, it implemented an “impact evaluation” several months following the end of the Learning Programme to gather inputs and feedback from the participants (see Table 9).

**Table 9. Participants’ Surveys and Impact Evaluation, dates per region**

	Year 1			Year 2		
	Online	F2F	Impact	Online	F2F	Impact
<b>AFSIS</b>	Oct. 2011	Feb. 2012	*	Oct. 2012	Nov. 2012	Nov.-Dec. 2013
<b>AGHRYMET</b>	Oct. 2011	Feb. 2012	June-Dec. 2012	Dec. 2012	Mar. 2013	Oct. 2013
<b>COMESA</b>	Mar. 2012	Apr. 2012	June-Oct. 2013	Feb. 2013	Mar. 2013	Oct. 2013-Feb. 2014

\*In AFSIS, since it was envisaged that the same participants would attend the first and second year training, the impact evaluation was carried out only at the end of the second year.

100. In addition, the Project produced excellent photo-documentation which captured the richness of the discussions in both the capacity needs assessment workshops (in the case of ECOWAS) and in the face-to-face training. In addition, the photo-documentation, by producing the lists of participants with their pictures, enabled the evaluation team to analyse the level of participation by gender and per region.

101. Finally, this final evaluation is also one of the activities envisaged to achieve Output 5.

## 5.2 Achievements at Outcome level

102. The Project’s formal outcome as stated in the Project Document was “Three Regional Organisations and their cooperating partners design, develop and deliver training programmes for food and nutrition security”. Yet, in practical terms, the Project was expected to achieve an outcome based on two separate target audiences as follows:

- ✓ The Regional Organisations, in particular their related technical institutions/learning centres have increased capacity and knowhow to design, develop and deliver learning programmes, including online learning.
- ✓ Food Security actors working at national level in the Member Countries having participated in the learning programmes have improved their knowledge and understanding of food security, and have assessed the situation in their countries.

103. The outcome concerning the Regional Organisations as target audience was **partially achieved**.

<sup>10</sup> This number includes the ASEAN participants who completed either Year 1, Year 2, or both. If we only consider the ASEAN participants who completed Year 1 and Year 2 as having successfully completed the training (since this was the Project’s objective in ASEAN), the total figure would be 109.

104. Capacity Development skills, in particular, curriculum design skills, were gained by staff in each of the Regional Organisations during the process. Regional staff and managers actively engaged in the design of the learning programmes, and ensured the engagement of the national institutions.

105. In addition, the Project provided the regional training centres with new, or increased capacities to deliver programmes online. This was a capacity greatly desired by the regional partners. Regional Organisation staff and affiliates from ASEAN (2), CILSS (2) and COMESA (1) were provided with online facilitation training with a focus on supporting learning programmes and networks for food security professionals in their regions.

106. However, in the opinion of the evaluators, the training of Regional Organisations' staff to design and deliver learning programmes is necessary but not sufficient to effectively develop the capacities of Regional Organisations. To fully develop such capacities, institutional, organisational and staff capacities need to be addressed.

107. The outcome relating to the second target audience – the food security actors working at national level – was **achieved**.

108. From the online surveys and “impact” evaluations, it seems that participants deepened their understanding of relevant Food Security and Nutrition concepts. However, it is difficult to determine the extent to which it was achieved since there were no pre and post tests to determine the change in knowledge and skills. The assessment of whether the outcome was achieved or not is based, indirectly, on two different sources. First, the facilitators – mostly in the ECOWAS and COMESA trainings – produced reports based on their assessment of the learning that took place during the face-to-face training. For example, in the COMESA face-to-face workshop, the facilitators compiled in their reports insights directly gathered from participants with examples of the new knowledge they have acquired (see Box 3 and Annex 9).

109. The second source which provided information on whether and to what extent learning was achieved was the online discussions that the participants contributed to following the face-to-face workshops (this is discussed further below in paras 164-167).

110. In addition, to better understanding of food security and nutrition (FSN) issues, participants were able to develop soft skills, including delivering public lectures, writing articles for newspapers and magazines, and presenting in workshops. They also were able to formulate key messages for politicians and decision makers concerning the countries FSN situation in their countries.

### **Box 3. Insights from Face-to-Face COMESA Workshop Year 2**

#### Acquisition of Knowledge/ Understanding of New Concepts

✓ *Food Security:* Food security is a multi-sectoral issue; Better understanding of the FS concept; Increasing productivity does not necessarily mean you are food insecure; Clear distinction of food use and utilisation; Women and children are most vulnerable to food insecurity and nutrition; We have identified similarities in food insecure households in strategies and characteristics; Food preferences are related to culture and are important; High production does not equate to food security at individual and household level

✓ *Nutrition:* Mainstreaming nutrition into food security is important; Clear recognition of nutrition in food security; Stunting is irreversible after 2 years of age; Nutrition is a cross-cutting issue and should not be treated as a only health issue; Being food secure does not guarantee good nutrition; The value of exclusive

breastfeeding for children under 6 months nutrition education is key – people need to know what they need to eat to love an active life; The malnutrition causality module was interesting; The importance of micro-nutrients  
 ✓ *Vulnerability*: We learnt the importance of using the term vulnerability properly; Clear understanding of the term vulnerability – we are all vulnerable to some shocks

#### Applying New Tools

- ✓ *Livelihoods participatory analysis* is important for livelihood assessment
- ✓ Important tools for *assessing nutritional status* were explored
- ✓ Better able to identify relevant *data sources* and stakeholders that contribute to food security information

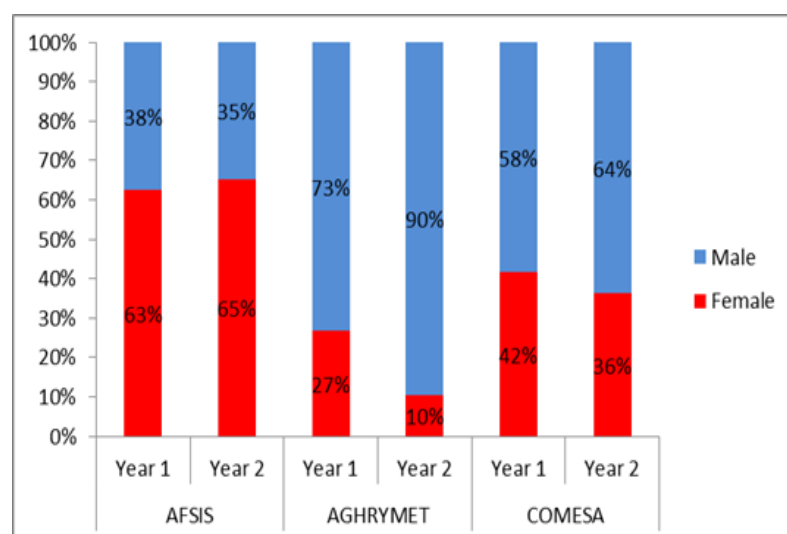
#### Learning New Approaches

- ✓ *Right to Food*: Adopt a right to food where every person has adequate access to food; The right to food approach is not widely implemented at national levels; The rights-based approach is better understood regarding right holders and duty bearers; Governments has a role to play in respecting and fulfilling the right to food; The rights based approach changes the way governments make decision and policies
- ✓ *Linkage between agriculture and nutrition*: Mainstreaming nutrition into agricultural programmes is critical; Ministries of agriculture should work together with ministries of Health to achieve food security and nutrition; All countries must develop agricultural investment plans that include nutrition considerations
- ✓ *Roles and responsibilities* of key stakeholders
- ✓ *Coordination* between agriculture and other departments is very crucial

### 5.3 Gender equality

111. Gender was not specifically considered in the design, implementation and/or monitoring of this Project. Except in COMESA where one of the selection criteria was that of “a gender balance within the team the country sends”, gender balance was not a selection criteria nor were there specific modules related to gender and food security designed or offered. In addition, the monitoring tables compiled did not indicate the participants’ gender. Given the not so large numbers of participants and the excellent photo-documentation provided, the evaluation team was able to manually disaggregate the participants by gender. The proportion of female and male individuals who started the training in each region is shown in Figure 1.

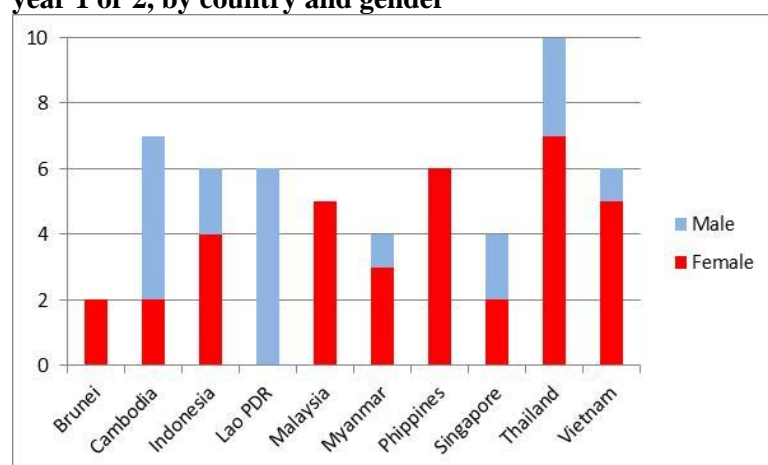
**Figure 1. Percentage of females and males having started the training each year of training, per region**



112. There are substantial differences between the three regions in terms of female participation. As can be noted, female participation was highest at 63% and 65% among the AFSIS participants in the first and second year, respectively; 42% and 36% among COMESA participants in the first and second year, and the lowest at 27% and 10% in the first and second year, among the CILSS/ECOWAS participants. The evaluation would have liked to examine the female/male balance among the applicants to determine whether there may have been a selection bias however this information was not available in a systematic way. Furthermore, whereas in the ECOWAS region there was an application and selection process in the other two regions – COMESA and ASEAN – participants were rather nominated and not selected.

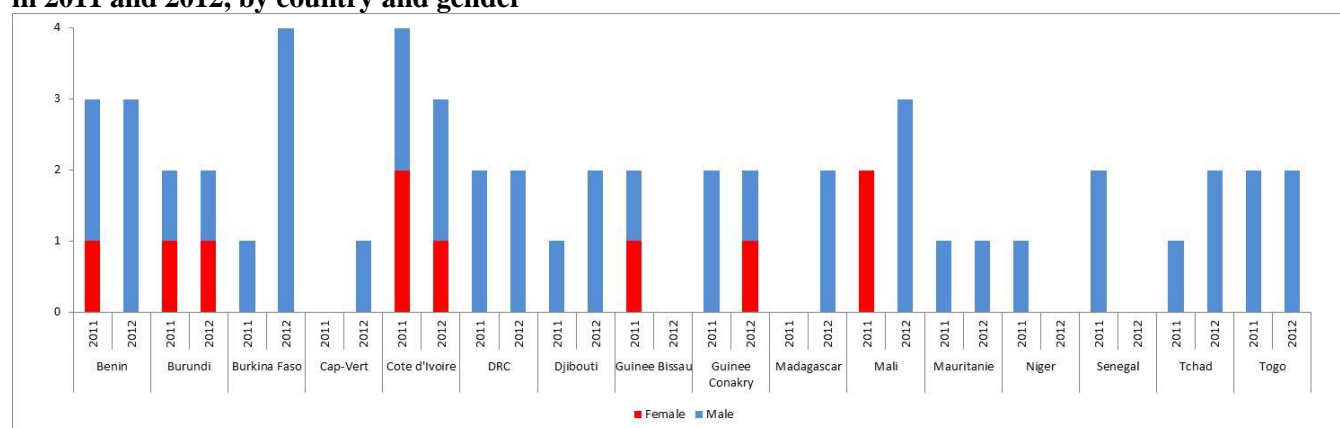
113. Large differences which are concealed by these average figures are also registered within regions. For the AFSIS training, while all participants of the Philippines and Malaysia in both years were women, in Lao PDR, all were men, and the rest being more gender balanced (Figure 2). In the AGHRYMET training, 9 out of 14 countries did not have any women among their participants in 2011 and Mali was the only country where all participants were female. In 2012, 11 out of the 13 countries with participants had no female participants (Figure 3). In the COMESA region, 4 out of 13 countries had no women participants in 2012 and this ratio worsened in 2013 with 7 out of 15 having no female representation (Figure 4).

**Figure 2. Number of individuals in ASEAN countries having started the training in either year 1 or 2, by country and gender**

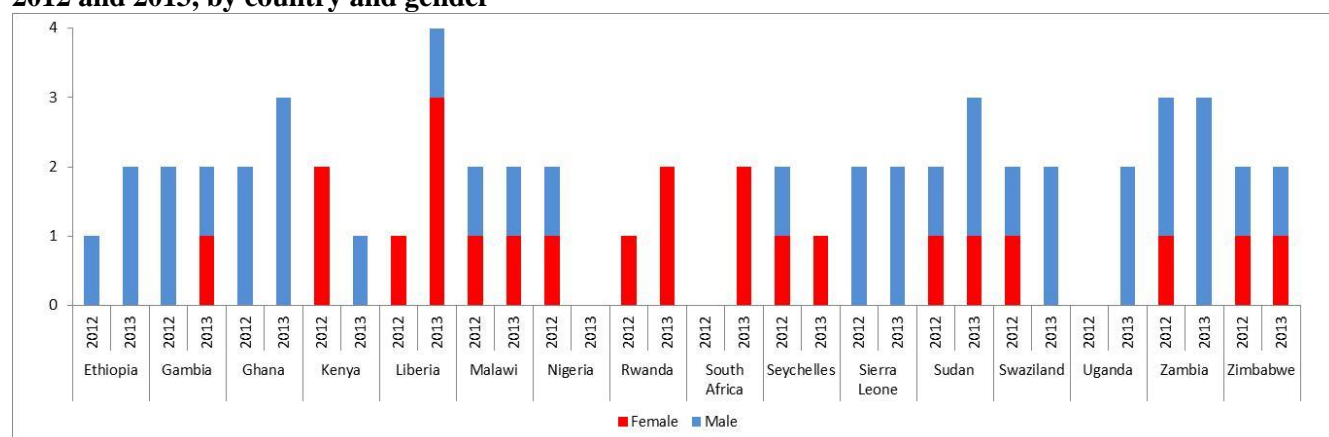




**Figure 3. Number of individuals in Francophone African countries having started the training in 2011 and 2012, by country and gender**



**Figure 4. Number of individuals in Anglophone African countries having started the training in 2012 and 2013, by country and gender**



114. In terms of participants who completed the face-to-face training, whereas in Year 1 the average was 50% of women completing the whole learning programme (with regional variations), Year 2 saw a significant decrease in female participation, especially in the Francophone countries where only 10% of participants who completed both the online and face-to-face training were women (see Table 10).

**Table 10: Participants who completed face-to-face training, Year 1 and Year 2 disaggregated by gender**

	Year 1			Year 2		
	Female	Male	Female (%)	Female	Male	Female (%)
<b>AFSIS</b>	16	9	64	12	8	60
<b>AGHRYMET</b>	7	11	39	2	22	10
<b>COMESA</b>	10	13	43	12	17	41
<b>Total</b>	<b>33</b>	<b>33</b>	<b>50</b>	<b>26</b>	<b>47</b>	<b>36</b>

115. Finally, it was noted that in the ECOWAS region one reason for the low participation of women is that for socio-cultural reasons, women tend not to want to be away from their

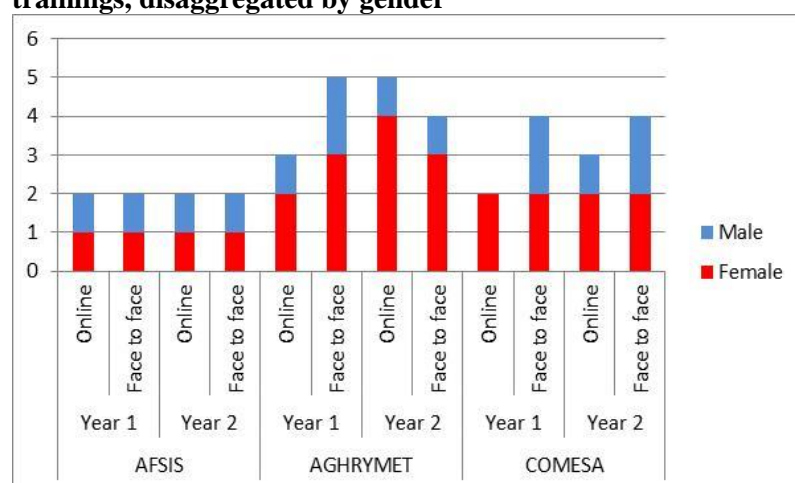
homes for extended periods of time. In addition, according to AGHRYMET staff, women tend to have less time outside working hours to carry out the online training as they may also be less digitally literate than men.

116. In terms of content, it is only in the CILSS/ECOWAS Year 1 online training that an exercise on gender and food security was included (see Annex 8 highlighted) and, unfortunately, it was removed during the second year to “lighten” the online training because the participants had provided feedback that it was too time-demanding.

117. Drawing on the impact questionnaires administered to the participants, the evaluation assessed if there were any differences in opinion between men and women regarding the following: (i) whether the training has enabled to have a better understanding of food security concepts and the causes of food security; (ii) whether their professional capacities and confidence in the area of food security have been enhanced; and (iii) whether they found the collaborative method of training beneficial. No major differences were observed.

118. Finally, in terms of the facilitators, in all the trainings, there was at least as many women as men. Unlike for the participants, women were more represented among facilitators in the African trainings than for the ASEAN one (see Figure 5).

**Figure 5. Number of facilitators for the online and face to face trainings, disaggregated by gender**



## 5.4 Capacity development

119. Given that the Project is a capacity development project, this has been addressed throughout the evaluation report and more specifically through the analysis of the achievements at the outcome level in Section 5.2 above as well as Section 6.4 on sustainability and Section 6.5 on impact below.

## **5.5      *Human-Rights Based Approach***

120. The Project Document states that “decision makers and policy implementers need a clear understanding of the issues related to food security governance in order to comply with international commitments such as the progressive realisation of the human right to food” and identifies that there is “a lack of understanding of rights-based approaches, in particular the right to food”. Though in the Project Document it was planned to “include training elements which cover the concepts of the Right to Adequate Food with a focus on its legal foundations and the Right to Food Guidelines”, it was light on this aspect.

121. While the Right to Adequate Food approach was absent from the curricula for all trainings (online and face-to-face) in both years, in Year 2 of the COMESA training, a presentation was delivered on ‘The Right to Food - A rights-based approach to food and nutrition security’ by University of Pretoria staff. However, though it was just an introduction to the approach, it generated interest on the part of some participants. For example, one participant from Zambia requested that more emphasis should be placed on the “Right to Food” in the training and that it was a novel perspective for him to look at food security issues through this lens.

## **5.6      *Partnerships and Alliances***

122. The Project was successful in establishing partnerships and alliances at different levels. One of the project’s strengths was its ability on setting up alliances within FAO and outside with other institutions and donors.

123. Within FAO, the Project collaborated closely with two regional programmes: (i) the EC/FAO Global Programme on Linking Information and Decision-making to Improve Food Security (2009-2011); and (ii) the EU-FAO Improved Global Governance for Hunger Reduction Programme. The Project leveraged the two FAO programmes’ knowledge of the regions and institutions to identify the Regional Organisations, obtain political support, broker implementation arrangements, and connect with key experts. In addition, both projects funded some of the participants to the Learning Programmes.

124. The Project benefited substantially from the financing of other donors to cover the costs of participants. World Bank funds allowed COMESA participants to attend the face-to-face workshop in Pretoria; Japanese funds permitted AFSIS participants to travel to Bangkok; and the Agence Française pour le Développement covered the costs of ECOWAS participants in the second year. Finally, USAID paid for the travel and participation costs of Francophone participants from COMESA countries to attend the face-to-face training in West Africa (Annex 6 provides a list of all the partners that contributed financially to this project),

125. The Project also succeeded in establishing close working relationships with the three Regional Organisations (AFSIS, CILSS, COMESA) and their affiliates (e.g., the University of Pretoria). Finally, GIZ was an essential partner in designing and implementing the project.

## 6 Analysis by evaluation criteria

126. The Project was assessed through the internationally accepted evaluation criteria, i.e. relevance, efficiency, effectiveness, impact, and sustainability.

### 6.1 Relevance

#### Relevance to FAO and other international policies

127. The Project is relevant and has contributed to FAO's Strategic Objective H - Improved food security and better nutrition – and in particular to organisational results H04 and H05 of FAO's Strategic Framework for improved food security and better nutrition 2010-19 which was in effect at the time of project design. In addition, the Project was found to be relevant to the organisational results H01 and H03, as per the following list:

<b>H</b>	Improved food security and better nutrition
<b>H01</b>	Countries and other stakeholders have strengthened capacity to formulate and implement coherent policies and programmes that address the root causes of hunger, food insecurity and malnutrition
<b>H03</b>	Strengthened capacity of member countries and other stakeholders to address specific nutrition concerns in food and agriculture
<b>H04</b>	Strengthened capacity of member countries and other stakeholders to generate, manage, analyse and access data and statistics for improved food security and better nutrition
<b>H05</b>	Member countries and other stakeholders have better access to FAO analysis and information products and services on food security, agriculture and nutrition, and strengthened own capacity to exchange knowledge

128. The Project also relates to Functional Objective X<sup>11</sup> "Effective collaboration with member states and stakeholders" and here in particular Organisational Results X1 and X3:

- ✓ X1 - Effective programmes addressing member priority needs developed, resourced, monitored and reported at global, regional and national levels.
- ✓ X3 - Key partnerships and alliances that leverage and complement the work of FAO.

129. However, the Project – designed as a regional one – did not refer to the individual countries' National Medium Term Priority Frameworks but neither was it included in the Country Programming Frameworks (CPFs) that were developed later during the Project implementation (e.g., the Zambian and Nigerian CPFs). This omission from the CPFs does not indicate that the Project is not relevant to the FAO's programmes at the national level, but rather is a reflection of poor information sharing between the Project and the FAORs.

130. Finally, capacity development strategies are required for achieving the Millennium Development Goal - MDG1 - on hunger reduction through the integration of food security objectives within long-term and broad-based poverty reduction policies and strategies to support country level interventions.

<sup>11</sup> This was one of FAO's Functional Objectives at the time the project was designed.

### Relevance to two regional frameworks for food security

131. The Project aligns and responds to regional and national needs by providing direct support to the implementation of two comprehensive frameworks for food security:

- ✓ the ASEAN Integrated Food Security Framework which aims at addressing food security through a common understanding of food security issues among the Member States, timely and reliable data and information for policy decisions, and a long-term agricultural development plan focusing on sustainable food production and trade; and
- ✓ the NEPAD Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III Framework for African Food Security, has as an objective “increasing food supply, reducing hunger and improving responses to food emergency crises”. In addition, the Project promotes several of Pillar III’s principles (see Box 4).

#### **Box 4. CAADP Pillar III Principles**

*Principle 1:* Protect the right to food for all citizens of Africa.

*Principle 2:* Focus on the chronically hungry and malnourished, particularly women and children, in order to address short term crises and in the long term integrate them into broad agricultural development.

*Principle 3:* Ensure that all parties and players automatically seek to understand and address hunger and malnutrition.

*Principle 4:* Mainstream considerations of human diseases such as HIV/AIDS, malaria and TB.

*Principle 5:* Ensure that emergency responses promote growth and reduce chronic hunger (i.e. do no harm to the overall CAADP Agenda).

*Principle 6:* Protect and promote the resilience of the livelihoods of the vulnerable.

*Principle 7:* Ensure that gender dimensions of hunger and malnutrition are addressed.

*Principle 8:* Promote intra-regional trade, particularly in food staples to raise food supply, food quality and moderate price volatility.

*Principle 9:* Integrate regular review and broad-based dialogue to ensure successful implementation of this Pillar.

*Principle 10:* Be in coherence with the MDGs, especially MDG1 to cut extreme poverty and hunger.

*Principle 11:* Integrate lessons from success stories in cutting hunger and malnutrition.

### Relevance to Regional Organisations’ priorities

132. Though initially the Project was conceptualised and designed by FAO HQ, early on, project management took steps to reflect regional needs and, therefore, to ensure greater relevance. The Project is distinguished by its flexibility to modify the design to render it more relevant to the regional contexts and needs as well as by its ability to learn from the experience of the Year 1 learning programme to adapt the Year 2 programme to better fit the participants’ needs. Both this flexibility to modify the original design as well as the capacity to learn and adapt from one year to another rendered the Project highly relevant.

133. In order to fine-tune the original design and realising that “one size does not fit all”, the Project early on organised regional capacity needs assessments that had high-level political support. Each of these capacity needs assessment workshops were followed by curriculum design and planning sessions with experts from the regions. The workshop results allowed to tailor the learning programmes to the specific needs identified for each region and to determine which of the learning topics would be more suitable to cover in an online or face-

to-face workshop. Examples of how the regional learning programmes were modified to reflect the Regional Organisations' priorities and participants' needs are below:

134. *Differences in participants*: though initially the project was designed to deliver the two workshops (one basic in the first year and a second more advanced in the second year to the same set of participants), the African countries opted for two different sets of participants in Year 1 and Year 2 to increase the pool of government staff familiar with food security concepts and to ensure that a critical mass is created within the Ministries of Agriculture where three to four staff would have participated. In contrast, the ASEAN countries accepted the original design and the same participants were expected to attend both years' workshops.

135. *Differences in course content*: for example, the AFSIS learning program was "lighter" to better reflect the capacity of participants and the potential language barriers that some participants would face. The COMESA and CILSS/ECOWAS Learning Programmes included a module specific to CAADP.

136. *Scheduling of workshops*: as already mentioned above in Paragraph 44, the workshops were rescheduled to fit the availability of the three Regional Organisations.

137. *Sensitivity to logistical issues*: In West Africa, to respond to internet connectivity issues, the project produced offline CD versions of the learning programme which were delivered to participants. The project also allowed the participants to send their responses via email and not directly online in order to overcome poor internet connectivity.

138. Finally, by using the experience of Year 1 to refine the learning programme in Year 2, the Project achieved greater relevance and responded better to the needs of the participants. Several examples of this adaptability are available, including the following:

- ✓ For COMESA, based on participants' feedback a "nutrition" module was introduced in Year 2 (see Annex 8, highlighted).
- ✓ During Year 1, the online learning programme offered by CILSS/ECOWAS had three dimensions: an individual level where each participant had a specific assignment to carry out;<sup>12</sup> a country level assignment where co-nationals worked together as a team to produce an output; and an open forum where all participants contributed to the online discussion. This was adapted during Year 2 and reduced to two levels after participants' feedback that it was too time-consuming.
- ✓ Mentoring for the Francophone countries did not take place in the Year 1 because the online portion of the Learning Programme was considered too heavy by the participants. However, it took place during the Year 2 after reducing the workload in the online programme.

## 6.2 Efficiency

139. Given that it was not possible to obtain a complete and detailed list of funds that contributed to the implementation of the Project and given that several activities were financed from outside the project (e.g., part of the project management and participation in face-to-face workshops), it is not possible for the evaluation team to comment on the

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<sup>12</sup> COMESA and AFSIS did not include the individual assignments in their online learning programme.

cost/trainee to determine the Project's efficiency. A rough calculation based on the Project's total budget (USD 1,595,004) and the funds mobilised for financing participants (USD 364,543) would yield the following cost/participant: USD15,803.<sup>13</sup> However, this rough cost calculation does not take into account the benefits also gained through the capacity development the Regional Organisations which is not possible to quantify.

140. Nevertheless, the evaluation team noted that the Project was efficiently managed for the following reasons:

- ✓ *For leveraging knowledge and contacts of other FAO projects:* The Project built on two regional FAO projects to identify and broker arrangements to deliver the training programme. Rather than starting "from scratch" with the Regional Organisations in developing learning programmes, the Project worked with mature and respected training institutions linked to the regional economic partners with a specific mandate related to food security.
- ✓ *For utilising training materials developed by other programmes:* The Project used and adapted the learning materials on a wide range of Food Security developed with EU funding. These are available at [www.foodsec.org/DL](http://www.foodsec.org/DL).
- ✓ *For taking advantage of expertise and staff of other FAO projects:* The Project used extensively the expertise of FAO staff associated with other programmes to provide technical assistance (e.g., food security experts), to develop course material (e.g., instructional designer, courseware developer, and graphic designer), and to provide logistical support (e.g., workshop logistics support). This allowed the project to save time and money as well as to create linkages among different FAO programmes.
- ✓ *For mobilising resources to fund participants:* As mentioned above, the Project and the Regional Organisations were able to mobilise USD 364,543 from different sources to finance the participation in the face-to-face workshops of professional staff dealing with food security.
- ✓ *For being able to adapt to unforeseen events:* the Project's ability to adapt to different unforeseen events ranging from security issues to fire and flood also contributed to the project's efficiency.

141. Since efficiency is often defined in economical term as the ratio between inputs (i.e. the work done) and output (i.e. the result achieved), the Project's efficiency could have been higher if more participants had been included in the learning programme, especially the online portion since it is more cost-effective than the face-to-face workshops.

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<sup>13</sup> This is based on a total number of 124 participants and does not take into consideration the cost of FAO staff covered by the Regular Budget nor the APO. Note: in AFSIS, some participants attended both workshops which also complicates the calculation of cost/participant.

### **6.3 Effectiveness**

142. The effectiveness of the Project is mainly a function of three elements: the selection of participants, the completion of the learning programme by participants, and the quality of the learning programme.

#### Selection process

143. As mentioned earlier, the selection process followed two methodologies. It was based on a competitive application process in the case of the CILSS/ECOWAS countries in Africa and followed a more targeted approach in COMESA and AFSIS where participants were invited to apply based on their specific job profiles. Both FAO staff and the expert facilitators concluded that the quality of participants was, in general, higher when the competitive approach was followed.

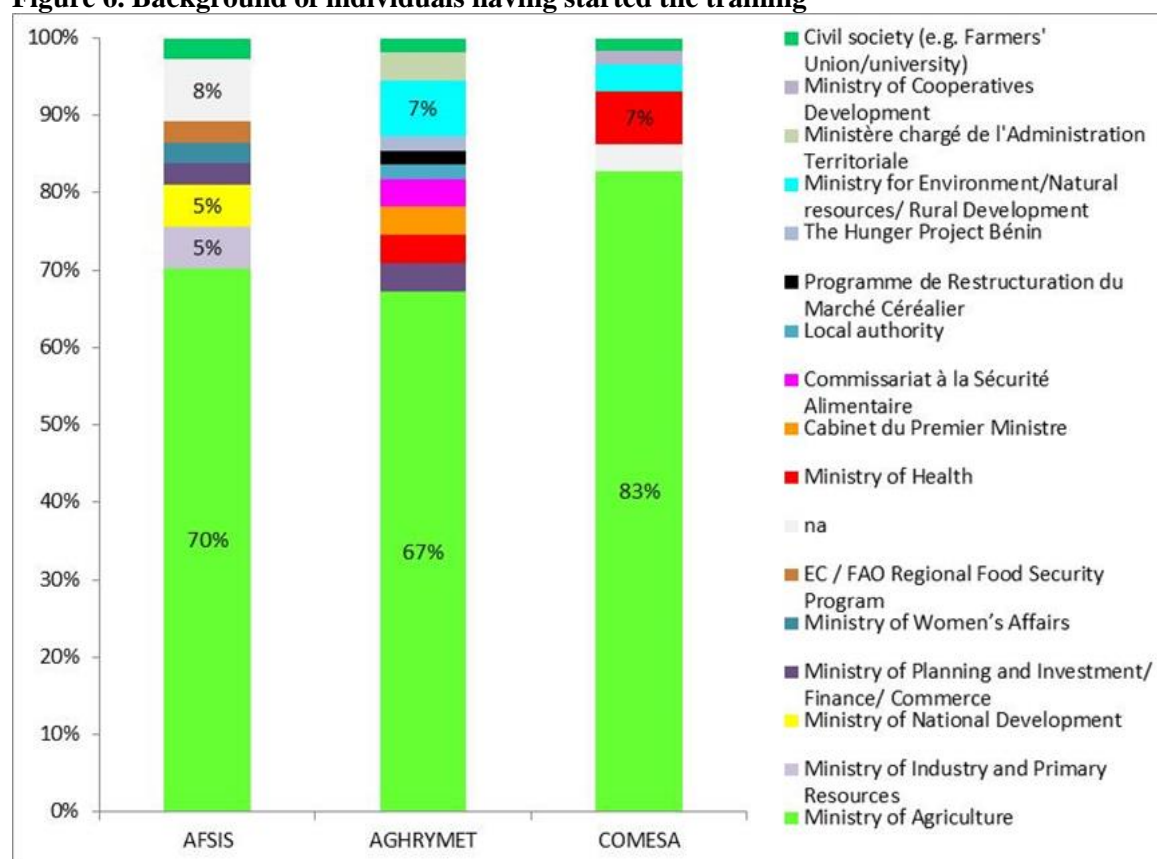
144. In ASEAN, AFSIS focal points selected the participants which tended to be agricultural statisticians. Whereas, five countries selected participants with the appropriate background, for the others it was not necessarily the case. Nevertheless, at the individual level, most participants benefitted from the training. In some cases, participants were statisticians with no food security and nutrition (FSN) responsibilities. Participants from Indonesia, Malaysia and the Philippines had a better understanding of FSN issues and/or FSN responsibilities.

145. In COMESA Year 2, the nomination and selection of two non-national participants – one from the United Kingdom, in the case of Rwanda, and another from Italy, in the case of the Seychelles – was questionable since such a project – which has relatively high cost/participant – has as an objective to build the capacity of mid-level national professionals at the country level.

146. In terms of organisational affiliation, the overwhelming majority of participants came from their country's ministry of agriculture (Figure 6), especially in COMESA (83%). In CILSS/ECOWAS the pool of participants was slightly more diverse with 33% coming from other government or non-government agencies; and 30% in the case of AFSIS.



**Figure 6. Background of individuals having started the training**



147. Whereas the choice of concentrating the training on people from ministries of agriculture may have been deliberate, it challenges the fact that food security is about more than agriculture production and availability of food. In doing so, the Learning Programmes – especially in ASEAN - missed an opportunity to learn from exchanges between actors involved in different aspects of food security and on building the links between these actors at the individual and institutional level. In fact, one of the participants to the CILSS/ECOWAS Learning Programme from the Ministry of Agriculture pointed out how fruitful it had been for him to interact with a colleague from the Ministry of Health. This enabled them to forge long term working relationships needed for tackling food insecurity. The need to bring together people working on different aspects of FSN was reiterated by other interviewees (e.g., DRC and Nigeria participants) who felt this would have been a good way to start sensitising stakeholders to the comprehensiveness of food security and the need to work together.

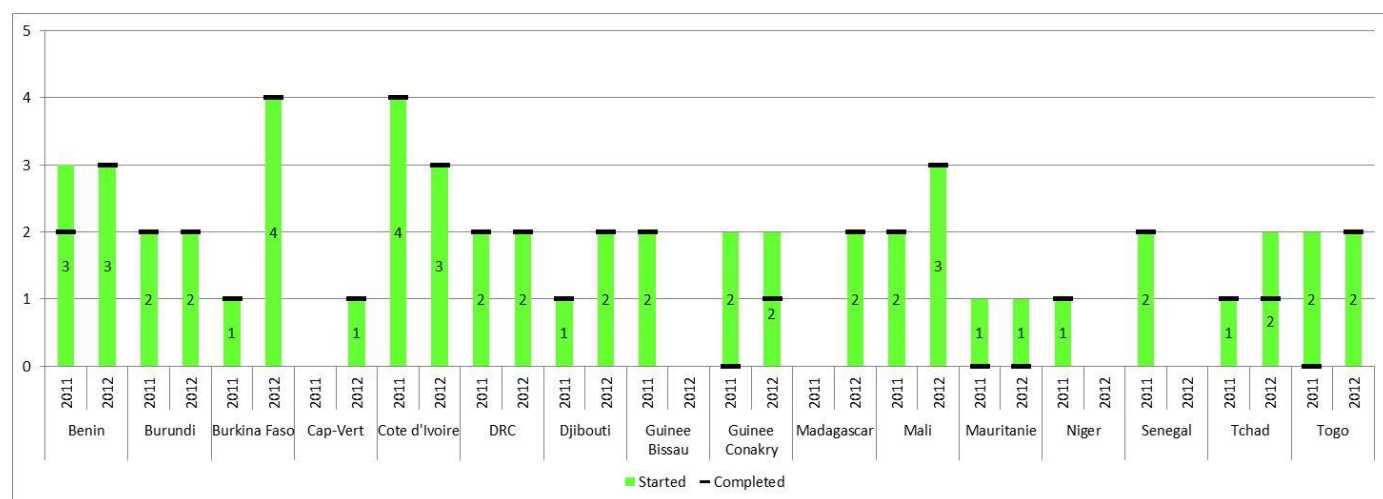
#### Completion of Learning Programme

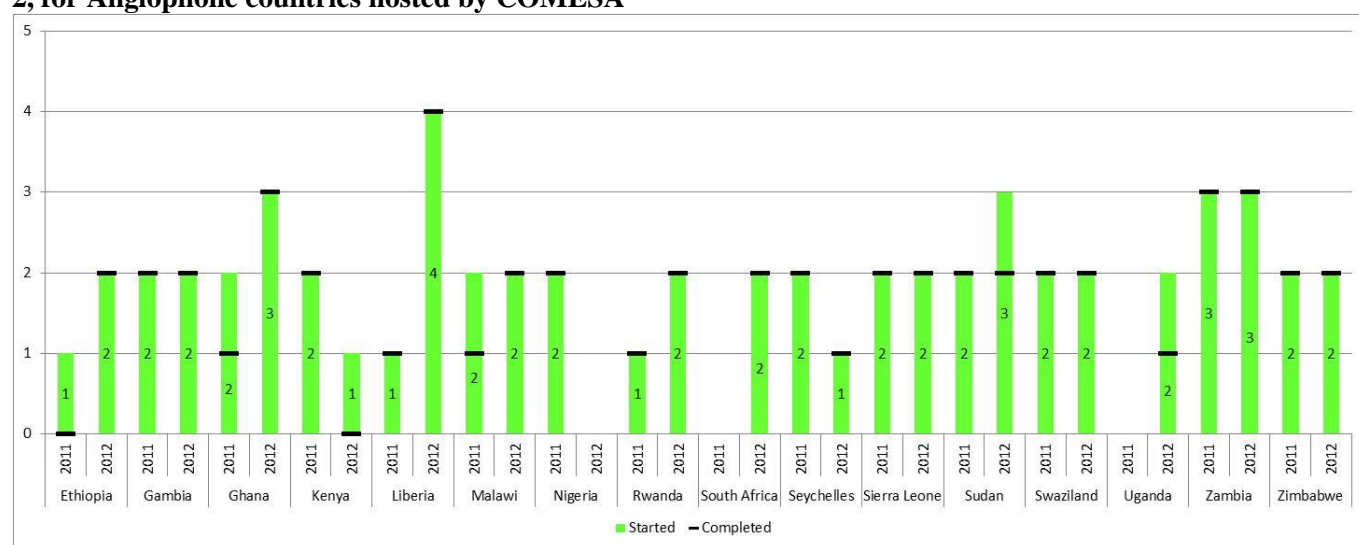
148. The completion/success rate (ratio of participants who completed the face-to-face workshop to those who started the online training) was highest among COMESA participants at 88% for both Year 1 and 2 (see Table 11) and lowest in Year 1 of the CILSS/ECOWAS at 69%. The success rates varied from region to region, and even from year to year. These rates should be interpreted with care as they often have as much to do with participants' technical abilities and as with their inability to attend the face-to-face training because of conflicting schedules, for example. Figures 7 and 8 provide the same information disaggregated by country and year for both African Learning Programmes.

**Table 11. Number of individuals having started the online training and having completed the face to face training, and success rates, by year and region**

		Started the online training	Completed the face- to-face training	Success rate
AFSIS	Year 1	32	25	78%
	Year 2	24	20	83%
CILSS/ECOWAS	Year 1	26	18	69%
	Year 2	29	23	79%
COMESA	Year 1	26	23	88%
	Year 2	33	29	88%

**Figure 7. Number of participants having started and completed the training in year 1 and year 2, for francophone countries hosted by CILSS/ECOWAS**



**Figure 8. Number of participants having started and completed the training in year 1 and year 2, for Anglophone countries hosted by COMESA**

149. Success rates for each Learning Programme conceal the fact that in some cases, those who started the programmes were unable to attend the face-to-face training in spite of graduating from the online training (Table 12). These drop outs were sometimes involved in important functions (e.g., in Zambia during Year 2 training was assigned to the Minister's front office and was unable to absent himself to attend the face-to-face training) or had other scheduled work which prevented them from travelling. In one case, one participant (from Benin) could not attend because he attended another training on food security also organised by CILSS/AGHRYMET.

**Table 12. Participants failing to graduate and drop outs**

		started online training	did not graduate from online training	could not attend face-to-face training in spite of graduating from online course	completed face-to-face training	completion rate (%)
<b>AFSIS</b>	Yr 1	32	5	2 from Myanmar not permitted to travel	25	78
	Yr 2	24	0	3 had a conflicting schedule 1 was moved to a different ministry	20	83
<b>CILSS/ECOWAS</b>	Yr 1	26	6	2 had a conflicting schedule	18	69
	Yr 2	29	3	3 had a conflicting schedule	23	79
<b>COMESA</b>	Yr 1	26	3	0	23	88
	Yr 2	33	3	1 had a conflicting schedule	29	88

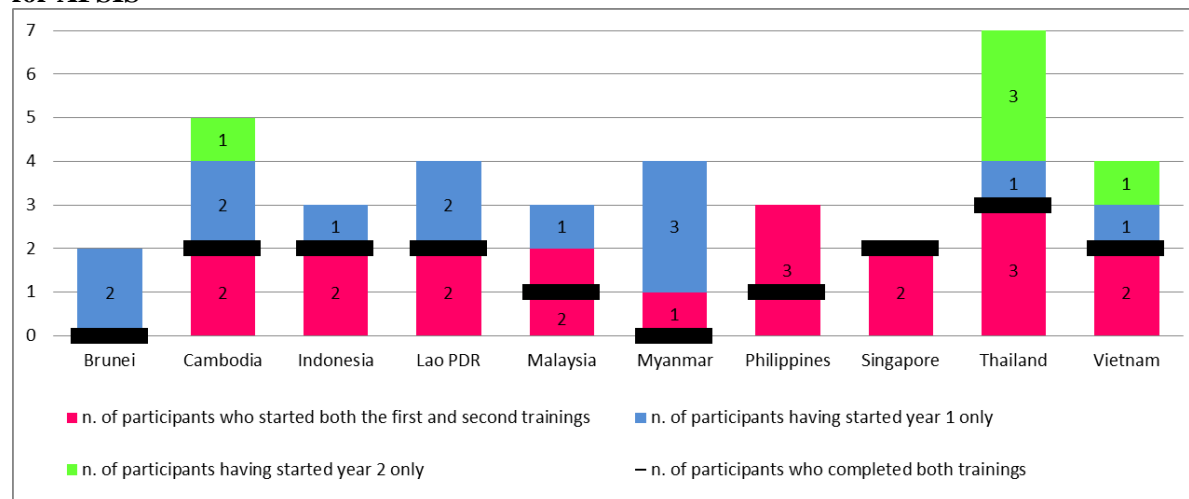
150. In ASEAN, although the intention of the project was to have a graduation mechanism between the online course and the face-to-face part of the training, there seems to have been a relatively high attrition rate due to other factors (authorisation to travel not given, shift to a new job etc.) which reduced the pool of trainees to be selected for the face-to-face training. Although the project was designed for the same participants to take part in both years, just over half (19 out of 37 participants) stayed on for the second year (Table 13). There are several reasons behind this: for example, in the case of Malaysia, while three people started

in Year 1, one did not graduate from the Year 1 online course and another was unable to join the second training since she was transferred to a different ministry. In the case of Myanmar, four people started in Year 1: one did not graduate from the online training, two did graduate but were not permitted to travel to the face-to-face training and the fourth, after attending the first course in its entirety and graduating from the second online training, could not attend the second face-to-face training as this conflicted with another engagement (see Figure 9). With 5 new participants joining in the second year, the number of online participants in Year 2 was 24 (19 who returned from Year 1 and 5 who joined in Year 2), a 25% drop from Year 1.

**Table 13. Participants having started the training in Year 1, Year 2 and both years, for AFSIS**

	n. of individuals	%
Started Year 1 only	13	35%
Started Year 2 only	5	14%
Started both Year 1 and 2 trainings	19	51%
<b>Individuals having started the programme either in Year 1 or 2</b>	<b>37</b>	<b>100%</b>

**Figure 9. Participants having started the training in year 1, year 2 and both years by country, for AFSIS**



151. The combination of not always having the appropriate professional profile as well as the relatively high rate of drop-outs from Year 1 to Year 2 limited the effectiveness of the project in ASEAN. Since five new participants joined in Year 2, some of the information had to be repeated during the learning programme which made it slightly repetitive for those who had already participated in Year 1 and less effective.

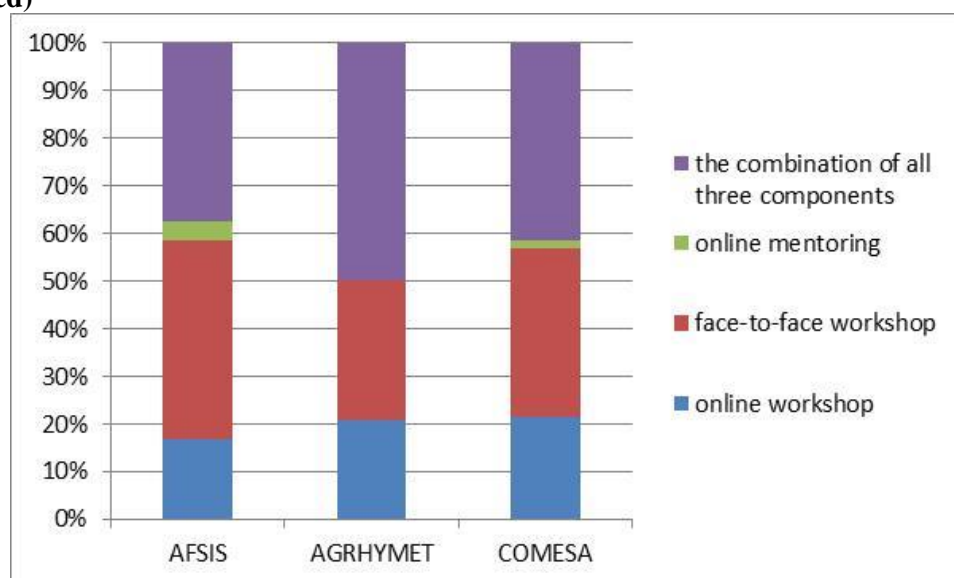
## Quality of Learning Programme

152. The blended learning approach combining online, face-to-face and mentoring has been discussed above in Paragraphs 74-83 and was evaluated of high quality in terms of process, content and expertise of facilitators and mentors.

153. Efforts were made to integrate some soft skills' training to the course by teaching participants to communicate their work to different audiences, but most of all, to policy makers. Thus, in the AFSIS trainings, in both Year 1 and 2, both the online and face-to-face trainings contained a module on communication. In addition to this, the face-to-face training included a module on how to write policy briefs. In the CILSS/ECOWAS Learning Programmes, communication skills were only covered in the face-to-face trainings while in the COMESA Learning Programmes, after being covered in both parts of the training in Year 1, communication was replaced by a nutrition module in the face-to-face training of Year 2. In addition to these specific modules, throughout the face-to-face training, participants were able to develop a range of soft skills, such as preparing presentations, leading and/or facilitating group work, and reporting back to the plenary, under the guidance of the workshop's facilitators.

154. From the participants' perspective, in terms of preference, the 'impact evaluation' showed that while in the African Learning Programmes, the majority of participants mostly appreciated the blended approach; in the Asian case, it was the face-to-face component that was most valued (Figure 10). In Africa, around a third of those responding also found the face-to-face workshop to be the most effective.

**Figure 10. Learning component(s) that was most effective? (more than one option may be selected)**



155. Finally, one specific activity – though seemingly minor - contributed significantly to the Project's effectiveness. The participation of Anglophone countries from CILSS/ECOWAS in the COMESA Learning Programmes and the reciprocal participation of Francophone COMESA countries in the CILSS/ECOWAS Learning Programmes enabled the

cross-pollination between the two sub-regions, made the face-to-face learning more effective because no interpretation was necessary and allowed participants to communicate with greater ease. Though it was expensive to fly participants across the African continent, all participants interviewed expressed their appreciation of this innovative approach. Finally, this reciprocal hosting of participants allowed both institutions - ECOWAS and COMESA - to “operationalize” a MoU they had jointly signed regarding collaboration.

#### 6.4 Sustainability

156. The sustainability of the Project is related to the extent to which the Regional Organisations are able to develop and deliver appropriate training and capacity development activities to enhance the effectiveness of staff and people concerned with food security issues at national level. Looking at the three Regional Organisations, the picture is a mixed one - with CILSS/AGHRYMET having the highest capacity to continue delivering such a Learning Programme.

157. The level of capacity development varied from one institution to another. For example, CILSS/AGHRYMET’s capacity was substantially developed and this was demonstrated by its ability to deliver independently an online workshop with EU funding to all CILSS/ECOWAS countries on communication and knowledge sharing. The development of the capacities of the two other regional organisations – COMESA and AFSIS – was less successful.

158. CILSS/AGHRYMET staff were keen to ensure sustainability and to become autonomous. During Year 2 of the Learning Programme, they were able to use their own learning platform to deliver training. The Project, responding to CILSS/AGHRYMET’s request, trained staff with different professional profiles and developed their skills in their particular domain. For example, CILSS/AGHRYMET staff gained skills in photo-documentation, online facilitation, online tutoring, technical training for managing the platform, and instructional design etc.

#### **Box 5. Elements of Success for Capacity Development of a Regional Organisation– the case of AGHRYMET/CILSS**

- ✓ **Capacity to select:** Choice of participants done by CILSS/AGHRYMET/ on the basis of lessons learnt in the Learning Programme of Year 1 was excellent.
- ✓ **Capacity to organise:** Organisation by CILSS/AGHRYMET team, logistics and the training venue were optimal.
- ✓ **Capacity to plan:** The CILSS/AGHRYMET/CILSS facilitators and expert trainers understood the necessity and the amount of work in the phase of course preparation.
- ✓ **Capacity to learn:** The coaching over two years was a very successful concept and allowed a real ‘appropriation’ of skills.
- ✓ **Capacity to apply newly-acquired skills:** The CILSS/AGHRYMET Facilitators led the Year 2 sessions and performed very well.
- ✓ **The secret ingredient - Inner motivation:** CILSS/AGHRYMET trainers were motivated to use the training methodologies used in the learning programme in other workshops organized by CILSS/AGHRYMET.

159. The methodology used by GIZ to train CILSS/AGHRYMET staff was a “learning by doing”, one which followed a gradual approach. During the first year, CILSS/AGHRYMET staff accompanied and observed the GIZ expert. During the second year, CILSS/AGHRYMET staff led the tutoring and was coached and accompanied by the GIZ

online tutor, and during the third workshop (funded by the EU), CILSS/AGHRYMET staff were able deliver the online tutoring completely on her own without any external assistance. Furthermore, CILSS/AGHRYMET was the only regional partner that took up the Project's offer to train its staff on photo-documentation. CILSS/AGHRYMET chose to train three staff in order to ensure sustainability. The staff trained are making use of their newly-gained skills and recently the photo-documentation specialist was able to apply his expertise to photo-document the meetings CILSS/AGHRYMET had with USAID.

160. Lastly, CILSS/AGRHYMET is convinced by the methodological approach of blending the online and the face-to-face courses and has the intention to develop and deliver learning events based on these methodological principles at various levels in the context of their continuing education training activities and in their Master's programme. CILSS/AGHRYMET will receive funding from the African Development Bank to further develop its institutional capacity (such as upgrade of buildings, equipment). They also plan to include in future donor-funded projects specific budget lines that would allow them to finance participation in similar training on food security in the region.

161. Sustainability is more questionable in the case of AFSIS and COMESA. AFSIS having excellent training facilities has the logistical possibility to continue delivering training. For example, in October 2013, AFSIS also delivered training to 10 ASEAN countries on communication and knowledge sharing with EU funding. Though the project exposed AFSIS staff to the concepts of food security and nutrition, however, AFSIS staff may require additional technical training to be able to continue delivering independently a learning programme on food security and nutrition issues. The project also enhanced their capacities to monitor food security situations in the region and to prepare technical briefs. They managed to improve their two AFSIS publications (ASEAN Agricultural Commodity Outlook and their ASEAN Early Warning Information reports) also thanks to the training.

162. As for COMESA, it neither has the dedicated staff to cover capacity development – a CAADP strategic pillar - nor does it have an affiliated training institution as in the case of CILSS and ASEAN. In the past, the University of Kwazulu-Natal was officially mandated by the African Union to be the institution to deliver food security training. However, the University's mandate expired in May 2010 and no other institution was granted a similar mandate. For this project, COMESA partnered with the University of Pretoria based on the personal relations established between COMESA, FAO's EU project and a professor at the University of Pretoria. The sustainability of this setup is at risk since the relationship is based on personal ties and not on formal institutional arrangements that enjoy political backing. Nevertheless, COMESA is the only Regional Organisation that has successfully maintained an online exchange among participants (e.g., continuous exchange of emails, documents, etc.) on the platform, partly due to the role that Professor Hendricks at the University of Pretoria plays in facilitating the exchange and responding to queries. In addition, COMESA staff are now in possession of the learning material and modules which they are able to use in training workshops that they themselves organize.

## **6.5      *Impact***

163. At the national level, the Project's envisioned impact is improved food security through improved analysis of food security information and subsequent improved planning and implementation of food security strategies and programmes. As mentioned in the



methodology, the so called ‘impact’ evaluation carried out yielded results that need to be treated with caution for the following reasons:

- The rate of response was limited and one may assume that it is mainly those participants who felt they gained the most from the training that would have responded, thus biasing the result.
- The results reflect the perceptions of the participants rather than any real impact.
- The responses are biased since only participants who completed the course completed the survey.

164. Nevertheless, bearing in mind these drawbacks, Figure 11 provides some of the main results of this exercise. Overall, the majority of respondents reported that their knowledge and understanding of food security and its causes have improved as a result of participating in the Learning Programme. Participants felt that their professional capacities and confidence in the area of food security have increased, albeit to a lesser extent in the AFSIS training. Participants recognised that the programme was well suited to those working on food security and, more specifically, on the ASEAN Integrated Food Security (AIFS) Framework and on the CAADP framework.

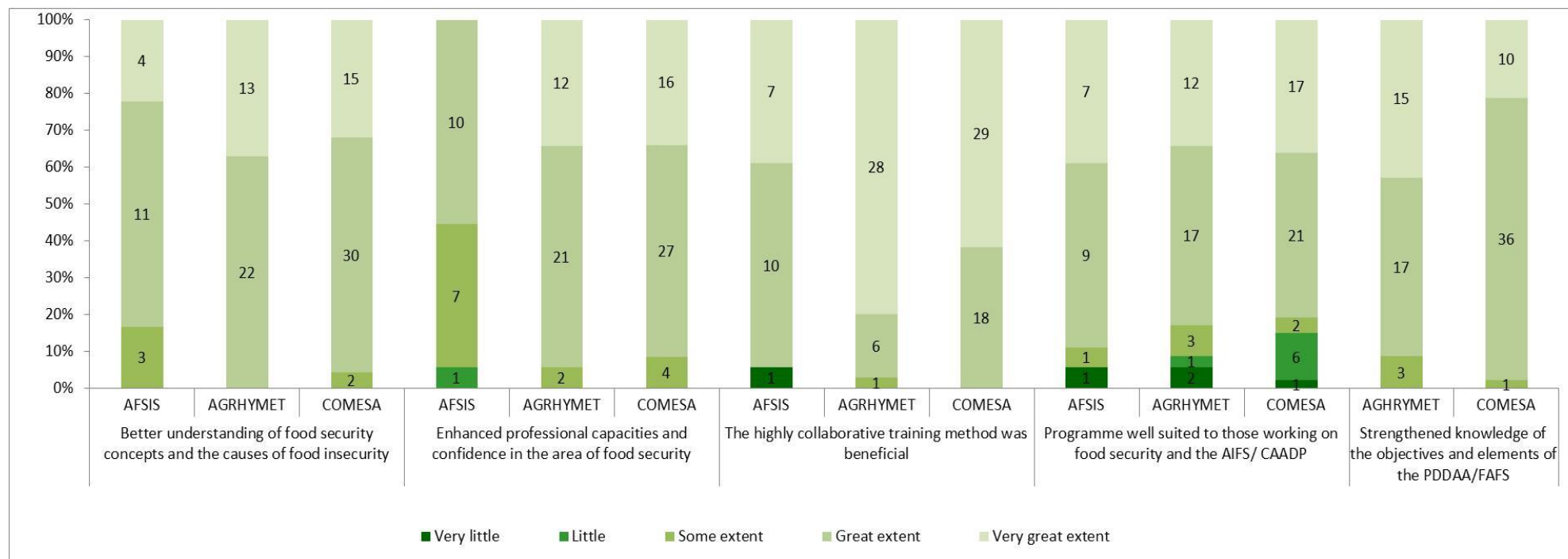
165. Box 6 provides the case study of Zimbabwe and what impact the participants were able to achieve as a result of the Learning Programme.

**Box 6. Zimbabwe: An example of impact achieved**

In Zimbabwe, participants noted that the Ministry of Agriculture was focussed on the production aspects without concentrating on the utilisation of food itself. After the Learning Programme, and with help from Year 1 participants, the Ministry now engages with other stakeholders especially from health who focus on nutrition. Senior officers have agreed to re-examine at the draft Investment Plan and realign it to reflect the importance of nutrition in food security initiatives. Meetings and workshops were organised for the endorsement of the Zimbabwe Agriculture Investment Plan and the signing of the CAADP Compact. One participant attended the workshops and meetings concerning the CAADP process on behalf of the Zimbabwe Farmers Union and arranged a workshop to which farmers would be invited and sensitised on CAADP. Participants are working together with the Ministry of Agriculture and some NGOs build further farmers’ awareness regarding food security and nutrition.



**Figure 11. Selected results from the ‘impact evaluation’**



**Notes:**

- For each region, results from both years have been added for convenience.
- Although the vertical axis is expressed in percentage of responses, the number of actual responses have been left on the actual graph.

166. To get a better idea of the possible impact the Project may have had, the evaluation team analysed the participants' contributions on the online platform. Box 7 provides concrete actions that participants reported that they undertook following and as a result of the training that are expected to have an impact on the food security situation in their own countries.

**Box 7. Select Examples of Impact at the National Level**

- ✓ In the Seychelles, the participants – as a result of the training - realised that they needed a nutrition expert on the CAADP team and requested to have one. One of the participants organised the validation of the draft investment programme, which was chaired by the Minister of Agriculture with involvement of Ministry of Health for Pillar III issues.
- ✓ Liberia did not have a CAADP team prior to the training. As a result of having a critical mass of participants trained on food security issues, the participants - upon their return to Liberia - were able to set up a four-member CAADP team.
- ✓ In Sudan, due to his level of seniority, the participant was instrumental in pushing the CAADP process forward and in having the CAADP compact signed by the government in 2013.
- ✓ Rwanda's team reported influencing the inclusion of dietary diversity in their national food basket measurement for poverty.
- ✓ Following their return to Swaziland, participants reported that they were successful in getting the CAADP process going again and were able to rekindle the enthusiasm, especially with the Principal Secretary at the Ministry of Agriculture. In addition, the country CAADP Team was reviewed with the idea of making it more inclusive and to tap from the different expertise even within the ministry.
- ✓ In the Philippines, following the training, the AFSIS focal point included one of the participants in two food security related projects: the Philippine Food Security Information System and the Integrated Food Security Phase Classification.
- ✓ In Togo, following the training, the Ministry of Agriculture elaborated a Technical Cooperation Project which FAO is financing on the Promotion of the Right to Food and Good Governance.

167. At the individual level, the Project had an impact on several participants. In some cases, participants were promoted to higher-level positions (e.g., in Burkina Faso, one participant became the Director of Sectoral Statistics and another the Director of Forecasting and Operational Planning of the Ministry of Agriculture and Food Security; in Mali, one participant was nominated as the National Director of Fisheries). In others, they were recruited by other organisations to work on food security (e.g., in Niger the participant was recruited by a NGO). At a more personal level, one participant reported that, as a result of the training, he is conscious of his own family's diet and has asked his wife to prepare more nutritious and diverse meals.

168. Finally, an unintended positive impact of the Project was that the information regarding nutrition presented by the participants as part of their country profiles was so rich and useful that FAO HQ nutrition staff requested that the information be compiled and shared with them.

## **7 Conclusions and Recommendations**

### Conclusions

169. Based on the evidence collected throughout the process, the evaluation drew a number of conclusions, which can be organised around the three key evaluation questions as follows.

#### **To what extent the theory of change and the design of the project are relevant, robust and realistic?**

170. Analysis of the Project design suggests that the Project was primarily conceived as a capacity development one to support Regional Organisations in designing, developing and delivering capacity development programmes on food security that address the staff development needs in both technical and cross-cutting skills at national level. The underlying principle of the Project was to "Build capacities to strengthen capacities" as stated by the World Bank.

171. Its theory of change is straightforward. By implementing a collaborative learning process with the Regional Organisations in which FAO and GIZ, with regional staff, undertake a (i) capacity development needs analysis; (ii) design appropriate training programmes; and (iii) jointly deliver a training programme using a "blended learning" combination of e-learning, online workshops, face-to-face workshops and a mentoring programme, the Regional Organisations' capacities would be developed.

172. The strategy of implementing a training programme with a dual objective of (i) using the design and implementation of the training programme to build the capacities of the Regional Organisations; and (ii) using the training programme to build the capacity of mid to senior level national staff working on food security is a valid one. However, in its implementation, the dual objective needed to be clearly defined, designed, implemented and monitored, thus a clearer logframe with two well-defined outcomes (one for each target audience), outputs and indicators would have generated a more streamlined and clearer results chain.

173. The Project was assessed as highly relevant to the policies of all the major stakeholders involved in its implementation, including FAO's Strategic Objective H "Improved food security and better nutrition" and Functional Objective X "Effective collaboration with member states and stakeholders" of the Strategic Framework 2010-19. The Project is also relevant to two regional food security frameworks: CAADP's Pillar III and the ASEAN Integrated Food Security Framework. The Project is distinguished by its flexibility to modify its original design to render it more relevant to the regional contexts and needs as well as by its ability to learn from the experience of the Year 1 learning programme to adapt the Year 2 programme to better fit the participants' needs. Both this flexibility to modify the original design as well as the capacity to learn and adapt from one year to another rendered the Project highly relevant.

#### **Is the implementation process efficient, effective and gender sensitive?**

174. The Project has enjoyed the support of several partnerships and alliances. One of the Project's strengths was its ability to set up alliances within FAO and outside with other

institutions and donors and to leverage financial and human resources to implement the planned activities.

175. Though the Project was successful in obtaining high level political support and in establishing excellent partnerships with the three Regional Organisations, these relationships were not formalised in MoUs which could have been frameworks for establishing long-term partnerships and for defining capacity development needs over a longer period of time. Additionally, informal capacity assessments of the three Regional Organisations and their affiliates were carried out early on and analysed mostly their logistical capacity to organise and deliver a learning programme as well as their capacities to obtain funding to support the participation of candidates from their member states, as required by the donor. However, the Project could have considered carrying out a more in-depth capacity needs assessment, looking at institutional, organizational, technical and human resources issues.

176. The project used a blended learning approach (online learning, face-to-face workshop and mentoring) to deliver the training programme. An innovative approach taken by the project was the brokering of an agreement for the hosting of participants from the Common Market for Eastern and Southern Africa (COMESA) Francophone countries by Economic Community of West African States (ECOWAS), and for the hosting of participants from ECOWAS Anglophone countries by COMESA, providing a learning opportunity for these staff in their official working languages.

177. The Project was led by a proactive and dedicated project management team. The project management and partners significantly contributed to fine tuning and adapting the Project design to the regional contexts in order to improve implementation. In addition, the Project efficiently leveraged staff and resources of other FAO programmes and made good use of previously developed e-learning and training materials to deliver the Learning Programme. Detailed six-month progress reports were produced. However, the monitoring system lacked baseline information and harmonised monitoring systems to capture all the Project's inputs and outputs. Though a formal monitoring system was not put in place, the Project still was able to capture lessons learnt from Year 1 of implementation to adjust and improve in Year 2. Finally, the "impact evaluation" was a misnomer. It was closer to a participants' feedback based on self-perception and did not measure "impact".

178. During implementation, the project benefited from the assistance of a pool of competent and motivated international staff and consultants with expertise in both food security issues and capacity building, facilitation and mentoring.

179. On the whole, financial delivery is excellent. The delivery rate is close to 99.7%. Two budget revisions, subsequently merged into one, and two no-cost extensions were made to reflect initial delays due to the need to mobilise resources to cover participants' travel to attend face-to-face workshops and to adapt the scheduling of the project to the availability of Regional Organisations' staff.

180. The activities implemented under this Project had several sources of funding. For example, FAO project management staff were almost fully funded from FAO's Regular Programme budget, except for three months of a Senior Capacity Development Officer. The General Services staff are unaccounted for in the Project's budget neither is the funding of the German APO. In addition, as mentioned earlier, there was extensive leveraging of two other FAO programmes in terms of funding and human resources. Finally, \$364,543 was

mobilised from other donors, often through the regional partners to fund participants. Though the Project successfully managed to mobilise the necessary resources to finance the participation of national food security officials in the face-to-face workshops, this was a substantial risk to the Project and failing to mobilise the funds would have further delayed implementation.

181. The evaluation team found it challenging to assess (i) the real cost of delivering the Project; (ii) the ratio of management/administrative to total project cost; and (iii) the unit cost per participant trained. Nevertheless, the Project was found to be efficient due to its ability to (i) leverage knowledge and contacts of other FAO projects; (ii) utilise e-learning and existing training materials developed by other programmes; (iii) take advantage of expertise and staff of other FAO projects; and (iv) mobilise resources from other donors to fund participants.

182. The level of effectiveness of the Project was mainly a function of three elements: the selection of participants, the completion of the Learning Programme by participants, and the quality of the Learning Programme. The CILSS/ECOWAS Region followed a competitive selection process whereas both AFSIS and COMESA relied on Member States to nominate participants. The competitive selection process resulted in a more appropriate and varied group of participants. The completion/success rate (ratio of participants who completed the face-to-face workshop to those who started the online training) was highest among COMESA participants at 88% for both Year 1 and 2. The quality of the Learning Programme was rated very favourably by most participants.

183. Gender was not specifically considered in the design, implementation and/or monitoring of this project. Gender balance was not a selection criteria nor were there specific modules related to gender and food security designed or offered. In addition, the monitoring tables compiled did not indicate the participants' gender.

### **What are the impact and sustainability prospects of the project?**

184. The Project's envisioned impact to improve food security at the national level though better analysis of food security information and subsequent improved planning and implementation of food security strategies and programmes was difficult to assess through the "impact evaluation" survey undertaken by the Project. However, analysis of participants' contributions on the online platform revealed that impact was achieved in certain countries through different activities, such as the inclusion of nutrition components in the investment plans, better coordination with other food security stakeholders, re-launching a stagnant CAADP process or establishing a national CAADP team where it did not exist.

185. The sustainability of the Project is related to the extent to which the Regional Organisations are able to develop and deliver appropriate training and capacity development activities to enhance the effectiveness of staff and people concerned with food security issues at national level. Looking at the three Regional Organisations, the picture is a mixed one - with CILSS/AGHRYMET having the highest capacity to continue delivering such a Learning Programme. AFSIS, though it has excellent facilities and logistical capacities, is weak on the technical aspects of food security and nutrition. COMESA lacks an institutional relationship with a training institution with which it can partner to deliver future Learning Programmes.

## Recommendations

186. The recommendations put forward by this final evaluation are forward looking and aim at providing guidance to future learning programmes designed and implemented by FAO, in general, and to the EU funded programme which is a continuation of this Project, in particular.

187. As discussed above in paras 46-47, the Project lacked a harmonised and systematic monitoring system. The inputs – financial and human resources – were provided by the Project itself, different FAO programmes as well as by external sources of funding. However, there was no consolidated budget which demonstrated all the financial inputs that were necessary to deliver the Learning Programme. Similarly, the human resources associated with the Project were leveraged from different projects. The availability of this information would have contributed towards better assessing the Project's efficiency.

188. At the output level, there was no harmonised list of applicants and participants to the Learning Programme and it was left up to the Regional Organisations to monitor the number of applicants, participants, dropouts and graduates which was done only by AGHRYMET. The evaluation team was able to manually analyse the number of participants, disaggregate them by gender and examine their institutional affiliations. This was possible due to the relatively low, and therefore manageable, number of participants. Such an exercise would not be possible with a larger Learning Programme.

189. At the outcome level, since the Project did not have a baseline nor did it implement a pre and post test, it was not possible to objectively assess the level of knowledge and skills acquisition that took place. The availability of this information would have contributed towards better assessing the Project's effectiveness.

190. Finally, by having a more rigorous and documented monitoring system, the institutional memory would be preserved and better learning from one year to another and from one project to another could be achieved.

### **Recommendation 1: To FAO Project Management Team on improving project monitoring**

The evaluation team recommends the setting up of a harmonised monitoring system which captures in a systematic manner the Project's inputs, outputs and outcomes.

191. In order to achieve the above, the following steps may be considered:

- Establish a baseline at the beginning of project activities which can be used to assess the level of achievement(s) at the outcome level.
- Compile and update a list of all (not only those directly funded by the Project and included in the Project Document's budget) the financial and human resources which are used as inputs to deliver the Learning Programme.
- Adopt a standardised monitoring approach to capture all the outputs in a harmonised way for comparative purposes across regions.
- Capture richness of learning achieved during online, face-to-face and mentoring activities in a systematic way (e.g., produce standardised end of training reports to be used by facilitators and mentors to assess knowledge and skills acquired).

192. The analysis at the outcome level showed that the capacity development of the Regional Organisations had mixed results. This was partly due to regional differences in the institutional setup and relations between the political organisation (CILSS, NEPAD/COMESA and ASEAN) and its training affiliate (AGHRYMET, University of Pretoria, and AFSIS). As discussed above in paras 156-162, in order to ensure greater sustainability and achieve the objective of having three Regional Organisations that - independently - are able to design and deliver Learning Programmes at the national level, the Regional Organisations' full capacities – at the institutional, organizational, and human resources level – need to be assessed and developed.

**Recommendation 2: To FAO Project Management Team and Regional Organisations on developing the capacities of Regional Organisations**

The evaluation recommends the development of the Regional Organisations' capacities to develop, implement and monitor food security training programmes at the institutional, organisational and human resource levels.

193. This may include among others the following activities, budget permitting:

- Sign official Letters of Agreement to institutionalise the relationship between FAO and the three Regional Organisations and to establish a long-term arrangement to build on from one project to another.
- Jointly carry out a capacity needs assessment for the Regional Organisations.
- Design a capacity development programme/plan specific to each Regional Organisation.
- Pay special attention to institutional set up issues and relations between the political institution and the training institute. For example, consider facilitating University of Pretoria to be officially mandated as a training institute for CAADP Pillar III.
- Identify monitoring and evaluation (M&E) indicators to monitor capacity development at the Regional Organisational level.
- Organise a specific training for CILSS, CAADP, and AFSIS focal points to follow up with participants once they complete the Learning Programme (e.g., follow up on country action plans).

194. Though the evaluation team was unable to accurately calculate the cost/trainee of this Project, it is safe to conclude that it was relatively high. In order to improve the Learning Programme's efficiency, it is necessary to increase the number of participants. Given the advantages of offering an online course prior to the face-to-face workshop discussed in paras 74-78 and also given the lower relative cost/trainee participating in the online sessions versus attending the face-to-face training, an increase in the number of online participants would be the most cost-effective to do so. In addition, based on the feedback from both the Asian and African participants, it seems that offering the same Learning Programme to a different set of participants is a better approach than offering a basic and more advanced on to the same participants. By adopting this approach, the total number of participants would be doubled and therefore, would also improve the Project's efficiency.

**Recommendation 3: To FAO Project Management Team on increasing the number participants in order to improve efficiency.**

The evaluation recommends an increase in the number of participants.

195. The following actions are recommended:

- Increase number of online participants to have a larger pool to select from for the face-to-face training and to be more cost-effective; this might possibly result in an increase in women's participation since it might be easier for them to participate in the online training since they would not have to travel.
- Consider having two online trainings (of approximately 40 participants) for each face-to-face training.
- Offer the same training to two different set of participants in order to have in total a greater number of food security staff trained.
- Ensure that around 30 to 35 participants attend the face-to-face training.

**Recommendation 4: To FAO Project Management Team on promoting gender equality and a human-rights based approach**

The evaluation recommends improving gender aspects in design, implementation, and monitoring and mainstreaming the Right to Food approach in the Learning Programme.
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196. In particular the following is recommended:

- Include gender equality as a selection criteria.
- Include a module on gender and food security in future Learning Programmes.
- Monitor and report outputs on a gender-disaggregated basis.
- Mainstream the Right to Food approach in future Learning Programmes.

197. As discussed in paras 143-147, the effectiveness of a Learning Programme is dependent on the appropriate selection of participants. As such, it is crucial that the programme is widely advertised and that the selection process is a fair and transparent one in order to obtain a larger pool of candidates from which to select participants. This is even more important when the Learning Programme is designed to establish a critical mass of professionals at the national level that can contribute to making an impact on improving the food security in their country and when the Learning Programme has a relatively high cost/participant.

**Recommendation 5: To FAO Project Management Team on improving the selection process of participants.**

The evaluation recommends the improvement of the selection process in order to increase effectiveness and to ensure that the appropriate participants who respond to the eligibility criteria are selected.
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198. In particular, the evaluation recommends the following:

- Advertise and publicise widely the training programme being offered, for example, through FAO Country Offices and other donors.
- Refine eligibility/selection criteria in order to ensure better gender representation and appropriate selection of participants (e.g., requirement for participants to be country nationals, in order to avoid cases such as Seychelles and Rwanda).
- Implement a competitively-based selection process, based on the pre-established criteria, in order to have a larger pool from which to choose.
- If selection process is based on a nomination basis, request a greater number of nominations than there are available posts in the training in order to select from the list of nominees the more appropriate participants.



199. As discussed in paras 66-68, the evaluation found that whereas the Project collaborated closely with two FAO Programmes, it had almost no relations with the FAO Country Offices where the Regional Organisations were based. Furthermore, the FAORs were unaware that FAO was building the capacities of government staff in their own countries. This resulted in a missed opportunity to establish linkages between this Project and other FAO programmes and in managing and improving institutional relations between FAO and the regional partners.

**Recommendation 6: To FAO Project Management Team on greater integration with FAO Representations**

The evaluation recommends greater integration and information-sharing of the capacity development activities with the FAO Representation.

200. To achieve this greater integration and improve leveraging of the Learning Programme, the following activities could be implemented:

- Inform FAO Country Offices of the project and use them to publicise and disseminate the project to have a wider pool of applicants.
- Share with the FAO Country Offices the list of all the participants who attended the training in order to better leverage the training received by government staff in other FAO programmes being implemented at the country level.
- Include in the briefing of newly-appointed FAO Representatives information about the Learning Programme.
- Create synergies among different FAO projects at the country level where possible.

201. The Project has successfully increased the knowledge and skills of a set of highly-motivated government staff working on food security. It is important to maintain the momentum that the Project has generated in some countries and build on the network of professionals that has been established.

**Recommendation 7: To FAO Senior Management and Regional Organisations on follow up to the Learning Programme**

The evaluation recommends that FAO and Regional Organisations undertake follow up steps to maintain the momentum created by the Learning Programme

202. FAO and the Regional Organisations may want to consider the following actions:

- Institutionalise FAO and Regional Organisations relationships as to have an enabling environment for the follow-up of the Learning Programme.
- Keep the online platform alive and maintain access for all participants so that they may continue their online exchanges and information sharing.
- Appoint a focal point within the Regional Organisation to follow up with the participants and monitor the online exchanges.
- Compile a list of FNS resource persons within each region based on the participants of the Learning Programme (Year 1 and Year 2), and share the list with the CAADP/AFSIS country focal points.
- Request that the CAADP/AFSIS country-level focal points follow up periodically with the participants who completed the Learning Programme and report on activities related to food security the participants have undertaken in their own countries.

203. Lastly, looking forward, now that FAO has successfully generated awareness and interest at the regional level and built the capacity of 124 professional staff – mostly from the ministries of agriculture – in 41 countries, FAO may want to consider, implementing a similar Learning Programme at the national level and widening the participation to include representatives from different sectors (e.g., different ministries' staff, the private sector, civil society organisations, and farmers' organizations). This shift from breadth to depth should also be accompanied by developing a specific course designed for senior management at the country level targeting Assistant Secretaries and Director Generals in order to ensure that there is high-level support and buy-in to implement multi-sectoral, multi-stakeholder food security interventions.

## 8 Lessons Learned

204. The Project - “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes” - provides an opportunity to draw some lessons that could be relevant to other FAO projects and programmes. They are the following:

- ✓ *Recognising that “No size fits all”*: The Project demonstrates the importance of adapting the design to the regional/country context and the flexibility that is required to tailor the project to the capacities of the implementing partners and the needs of the beneficiaries.
- ✓ *Adopting a “Learning by doing” approach*: The Project illustrates the need to continuously adapt implementation based on the experience acquired from previous years. For example, by modifying and adding certain modules to the training, the project was able to fine-tune implementation to better fit the needs of the beneficiaries.
- ✓ *Thinking “outside the box”*: Certain elements of the Project are an example of creative design (e.g., the participation of Anglophone ECOWAS participants in the COMESA training and vice versa the participation of Francophone COMESA participants in the CILSS/AGHRMET training) which was enabled by the availability of global funds that provided funding flexibility and allowed the implementation of this successful and innovative approach.
- ✓ *Planning early for what is next*: The Project confirms that it is never too early to plan for the future. By successfully, mobilising resources early on, the learning activities can continue to be offered and capacity development of regional partners be built under a different project. This has provided a seamless continuity of activities and to a certain degree a level sustainability.
- ✓ *Using a “blended learning” and “learning by doing” approaches*: The use of the two approaches: blended learning for the Learning Programme participants, and learning by doing for developing the capacities of the Regional Organisations, were innovative and effective and appreciated by both the participants as well as the Regional Organisations.

- ✓ *Balancing training with capacity development:* the Project demonstrates the importance of balancing training of professionals to achieve a certain impact at the national level with capacity development of Regional Organisations to ensure sustainability of learning programmes.

205. A last word: the Project is a good opportunity to reflect on the trade-offs between rigor and flexibility, top-down design and bottom-up adaptation, and creative leveraging of human and financial resources and ability to assess accurately project costs and administrative burden. It also demonstrates the limits of capacity development when an institutional framework is missing (e.g., COMESA) or where the technical mandate is lacking (e.g., AFSIS). It provides ample food-for-thought for the design and delivery of future FAO learning and capacity development programmes.

## **Annexes to the evaluation report**

### **Annex 1. Terms of Reference**



Food and Agriculture  
Organization of the United  
Nations

## Office of Evaluation

**Final evaluation of the project Improving the abilities of  
Regional Organizations to develop, implement and monitor  
food security training programmes, GCP/GLO/279/GER**

*Terms of Reference*

## **Background of the Project**

The German trust fund project entitled “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programmes” has the overall development goal of improving food security through improved analysis of food security information and subsequent improved planning and implementation of food security strategies and programmes. The key action of the project was to enable three regional organizations and their cooperating partners to design, develop and deliver learning programmes to improve food security analysis and response at national level through strengthened capacities of food security professionals in their member states. The target beneficiaries are a) staff at regional organizations responsible for training and capacity development; and b) food security professionals involved with the collection, management, analysis and reporting of food security information at national level.

The project started on the 1 February 2010 and it is expected to finish on the 30 April 2014. The original budget of 1,595,004 USD has been almost completely spent and the delivery to date is 1,426,587 USD. The residual funds will cover also some secondments still to be charged.

Funding partners and co-funding was obtained for the delivery of the learning programmes in the three regions. New funding from the EU will provide sustainability and continuation of the learning programmes, permitting the regional organizations to continue deliver of the learning programmes as well as design learning programmes in other areas.

## **Institutional set-up**

The Budget Holder and the Lead Technical Unit (LTU) of the project are within FAO Office for Partnerships, Advocacy and Capacity Development (OPC).

The three regional organizations involved in the project are as follows. The Centre Régional AGRHYMET and the Comité Inter-Etats pour la Lutte contre la Sécheresse au Sahel (CILSS) under the auspices of the Economic Community of West African States (ECOWAS) delivered a learning programme to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS) in the Economic Community Of West African States (ECOWAS). The learning programmes were delivered in French.

The ASEAN Food Security Information System (AFSIS) under the auspices of the Association of Southeast Asian Nations (ASEAN) Secretariat delivered a learning programme to support the professional development of food security professionals working in the ASEAN Integrated Food Security (AIFS) Framework. The learning programmes were delivered in English.

The University of Pretoria and the Common Market for Eastern and Southern Africa (COMESA) under the auspices of the New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency delivered a learning programme to support the implementation of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS) in COMESA Member States. The learning programmes were delivered in English.

The expected outputs of the project were as follows:

- Arrangements are formalized and implemented with three regional organizations to collaborate on capacity development activities and to undertake a joint training programme for food security.
- A series of materials and training workshops to guide the design, development and delivery of capacity development programmes in food security targeted for use by regional organization staff and technical affiliates, and a “training of trainers” programme are created.
- A food security training programme is designed in collaboration with the regional organizations to enhance the effectiveness of staff and people concerned with food security issues in member states.
- A major training programme for food security is implemented with the three regional organizations.
- The evaluation, documentation and dissemination of project findings (methodology, process and execution) and materials is developed.

The major expected outcomes of the project reflect on the two target audiences as follows:

- The regional organizations, in particular their related technical institutions/learning centres have increased capacity and knowhow to design, develop and deliver learning programmes, including online learning.
- Food Security actors working at national level in the Member Countries having participated in the learning programmes have improved their knowledge and understanding of food security, and have assessed the situation in their countries.

### **Capacity Needs Assessment workshops in the regions**

Key events:

- The Learning Programme for ASEAN Member States is based on the outcomes of a capacity needs Assessment undertaken as part of the Ninth Focal Point Meeting of the ASEAN Food Security Information System, in Da Nang, Vietnam on 20 January 2011.
- The Learning Programme for COMESA member states is based on the results of a capacity needs assessment workshop entitled “Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III – Framework for African Food Security”, Pretoria, South Africa on 28 February and 1 March 2011.
- The Learning Programme for ECOWAS Member States is based on the results of the “Atelier de conception d’un programme de formation : Développement des compétences des professionnels de la sécurité alimentaire”, held in Feldafing, Germany on 18 and 19 April 2011.

Each of these capacity needs assessment workshops were followed by curriculum design and planning sessions with experts from the regions. The workshop results allowed to tailor the learning programmes to the specific needs identified for each region and determine which of the learning topics would be more suitable to cover in an online or face-to-face workshop.

### **Learning programmes**

The learning programmes were based on a “blended learning” approach, a combination of online workshops, face-to-face workshops and an online mentoring programme. The

sustained nature of the blended learning approach allowed for guidance and mentoring to be provided to participants with a view to improving national systems.

		Online Workshop	Face-to-Face Workshop	Online Mentoring
<b>AGRYMET/CILSS</b>	<i>Year 1</i>	12 – 30 September 2011	7 – 18 November 2011 in Niamey, Niger	19 November 2011 – 28 February 2012
	<i>Year 2</i>	26 November – 14 December 2012	25 February – 8 March 2013 in Dakar, Senegal	9 March – 31 May 2013
<b>COMESA</b>	<i>Year 1</i>	20 February – 9 March 2012	16 – 26 April in Pretoria, South Africa	27 April – 31 July 2012
	<i>Year 2</i>	4 – 22 February 2013	4 – 15 March 2013 in Pretoria, South Africa	16 March – 15 June 2013
<b>AFSIS/ASEAN</b>	<i>Year 1</i>	26 September – 14 October 2011	14 – 23 February 2012 in Bangkok, Thailand	24 February – 31 July 2012
	<i>Year 2</i>	24 September – 12 October 2012	20 – 29 November 2012 in Bangkok, Thailand	30 November 2012 – 28 February 2013

## Target beneficiaries

The target beneficiaries are two distinct groups:

- The three regional organizations and/or related institutions which benefited from the project by improving their capacities to design and deliver learning programmes on food security to professionals in their member states. These are:
  - ASEAN - ASEAN Food Security Information and Training (AFSIT) Center in Bangkok, Thailand;
  - CILSS\ECOWAS - Centre Régional AGRHYMET, Niamey, Niger; and
  - COMESA - Continuing Education at University of Pretoria, South Africa (CE at UP).
- Food security professionals based in the member states of ECOWAS, COMESA and ASEAN who are concerned with food security issues and/or involved with the collection, management, analysis and reporting of food security information at national level. In addition to that, policy formulators, planners and programme managers who engage in interdisciplinary dialogue and the formulation of policies, intervention strategies and programmes related to food security.

## Issues to date

The Project document proposed that the curriculum design and work planning sessions be completed by end-2010. However, scheduling delays were encountered with each of the regional organizations. These delays would have impacted the proposed end-date of 31 January 2013, FAO therefore requested a one-year no-cost extension for the Project to 31 January 2014 which was approved by the donor. A later extension to 30 April 2014 was requested for the completion of a final evaluation.

## Purpose of the Evaluation

The evaluation, is a final evaluation that comes at the end of project activities, and was foreseen in the project document. It will mainly aim at identifying lessons on the results



achieved able to support the implementation of similar initiatives and the scaling up, such as the new funding from the EU which will provide continuation of the delivery of learning programmes as well as the design learning programmes in other areas.

The evaluation will also serve an accountability purpose towards the donor, the beneficiaries, the implementing partners and the project managers.

## **Evaluation framework**

### **Scope**

The evaluation will assess the project since its inception to its closure. For the geographical coverage, all three regions will be considered in which the project was undertaken, namely West Africa<sup>14</sup>, Eastern/ Southern Africa<sup>15</sup> and Southeast Asia<sup>16</sup>.

The evaluation will look at i) staff at regional organizations who improved their skills and knowledge in the design and delivery of learning programmes and ii) at national actors who participated in the food security learning programmes and improved their skills and knowledge in food security relevant activities under their regional food security framework.

The final evaluation will assess mainly the impact, effectiveness and relevance of the project in relation to its stated purpose, objectives, target groups, partners and other affected parties.

### **Evaluation criteria**

The project will be critically assessed through the internationally accepted evaluation criteria, i.e. relevance, efficiency, effectiveness, impact, and sustainability. In line with the new FAO project cycle, the evaluation will assess compliance with the following UN Common Country Programming Principles: Human Rights Based Approaches (HRBA)/ Right to Food/ Decent Work; Gender equality, Environmental sustainability, Capacity Development and Results Based Management.

### **Evaluation issues**

#### **I. Relevance of concept and design**

- a. Project relevance to national/regional development priorities and programmes; FAO Global Goals and Strategic Objectives/Core Functions;
- b. Extent to which the learning programmes have been based on capacity needs assessments, were correctly targeted and suited to the needs of the participants: Capacity needs assessments were undertaken in each region in collaboration with the regional partner and included input from representatives of the target audiences in Member States. These were the bases for detailed planning and design of each of the regional learning programmes;
- c. Robustness and realism of the theory of change underpinning the project;
- d. Clarity, coherence and realism of the Logical Framework<sup>17</sup> of the project and of its design, including:

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<sup>14</sup> Benin, Burkina Faso, Cape Verde, Chad, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo.

<sup>15</sup> Burundi, D R Congo, Djibouti, Ethiopia, Kenya, Madagascar, Malawi, Rwanda, Seychelles, Sudan, Swaziland, Uganda, Zambia, Zimbabwe.

<sup>16</sup> Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam.

- The causal relationship between inputs, activities, outputs, expected outcomes (immediate objectives) and impact (development objectives);
- Validity of indicators, assumptions and risks;
- Approach and methodology;
- Resources (human and financial) and duration;
- Stakeholder analysis and beneficiary identification in terms of suitability and level of impact: In most cases, mid to senior-level individuals directly involved in food security participated in the programme. Additionally, the programme allowed for the development of country teams and consolidated workplans, in particular in Africa where the focus was on CAADP;
- Institutional set-up and management arrangements.

## **II. Effectiveness of outputs and outcomes**

- e. Overall effectiveness of the project, actual or potential, in attaining its intermediate/specific objectives:
  - Description and analysis of the outputs produced, in terms of quantity, quality and timeliness, including:
    - The arrangements with the three regional organizations;
    - The design, development and delivery of training programmes;
    - The development of project documentation.
  - Description and analysis of the outcomes achieved, expected and unexpected, their robustness and expectations for further uptake and diffusion, including:
    - The applicability and usefulness of guides, manuals and learning materials made available for the learning programmes in the three regions: An e-learning guide was produced and published in English and French and made available as a global public good. In addition custom materials have been made available such as a trainers' facilitation guide, a special series of e-learning lessons on CAADP, and an updated version of the GIZ (InWEnt) Food Security Primer in French.
    - The delivery modes (blended learning), content and suitability of the learning programmes to meet the needs of food security professional in the member states: Three comprehensive multi-year blended learning programmes were delivered to a total of 138 food security professionals to a high degree of satisfaction. Follow-up reporting and monitoring have noted advancements vis-à-vis the job requirements in many countries.
    - The outcomes and likelihood of impact of the multi-year learning programmes on the regional partners and on their mandate vis-à-vis their member states in supporting the implementation of existing regional frameworks for food security (i.e. CAADP-FAFS).
    - To what extent the regional partners have improved capacities in designing and delivering learning programmes, including online learning at the end of the project.
    - To what extent the blended nature of the learning programmes, combining online, face-to-face workshops and mentoring provided a collaborative

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<sup>17</sup> The Logical Framework embodies the Results-Based Management approach in a project

- environment which enables peer-learning and sharing of experiences, resulted in a much enriching learning experience.
- To what extent the national actors from COMESA and ECOWAS member states have improved skills and knowledge to advance the CAADP FAFS in their country.
  - To what extent the national actors from ASEAN have improved skills and knowledge in food security that are relevant to the ASEAN Integrated Food Security Framework (AIFS);
  - To what extent national actors participating in the learning programmes make actual use of learning in their work.
- f. Use made by the project of FAO's normative and knowledge products and actual and potential contribution of the project to the normative and knowledge function of the Organization. This include:
- Use made of the e-learning materials on food security developed by FAO with funding from the EU for the online component of the learning programme.
  - FAO's e-learning methodologies captured in a guide made available as a global public good in English and French, with a Spanish version to follow. The guide has been produced with co-funding from the project and the EU.
  - FAO's methodology in delivering collaborative online learning, including instructional design and learning management system design and layout, used to develop and deliver the online portion of the learning programme.
  - The training and knowledge documentation methods used by GIZ (former InWEnt) used to deliver and document the face-to-face portions of the learning programmes. These methods have been documented in a guide, and have been further implemented by one of the regional partners.

### **III. Efficiency and effectiveness of project implementation process**

- g. Assessment of project management:
- Quality, realism and focus of work plans;
  - Assessment of delivery, causes and consequences of delays and of any remedial measure taken, if any;
  - Monitoring and feed-back loop into improved management and operations;
  - Staff management;
  - Development and implementation of an exit strategy;
- h. Institutional Setup:
- Administrative and technical support by FAO HQ, regional and country offices;
  - Institutional set-up, internal review processes, coordination and steering bodies;
  - Inputs and support by the Governments and resource partners.
- i. Assessment of financial resources management, including:
- Adequacy and realism of budget allocations to achieve intended results, including the learning cost per participant;
  - Adequacy and realism of Budget Revisions in matching implementation needs and project objectives;
  - Rate of delivery and budget balance at the time of the evaluation and in relation to work-plans.

#### **IV. Analysis of the application of the UN common country programming principles, cross-cutting themes, and of the Humanitarian Principles and Minimum Standards in the case of emergency projects**

- j. Analysis of gender mainstreaming for gender equality. This will include:
  - extent to which gender equality considerations were reflected in project objectives and design to address the needs, priorities and constraints of both women and men, and in the identification of beneficiaries;
  - extent to which gender equality considerations were taken into account in project implementation and management;
  - extent to which gender relations and equality have been or will be affected by the project.<sup>18</sup>
- k. Analysis of the Capacity Development dimension in the design, implementation and results of the project, at individual, organizational and enabling environment levels.<sup>19</sup> This will include CD on both technical and soft-skills, i.e. planning, budgeting, partnering and negotiating.
- l. Analysis of the adoption of the Human-Rights Based Approach, namely:
  - the integration of the Right to Food dimension and principles, in the design, implementation and results of the project;
  - the integration of decent rural employment concerns in the design, implementation and results of the project.
- m. Analysis of Partnerships and Alliances, namely:
  - how they were planned in the project design and developed through implementation;
  - their focus and strength; and
  - their effect on project results and sustainability.<sup>20</sup>
- n. Analysis of how environmental impacts were taken into consideration and addressed, following the steps and criteria contained in the FAO Environmental Impact Assessment guidelines.

#### **V. Impact**

- o. Overall impact of the project, actual or potential, positive and negative, produced directly or indirectly, intended or unintended; and
- p. Overall contribution of the project to FAO Country Programming Frameworks, Organizational Results and Strategic Objectives, as well as to the implementation of the corporate Core Functions.

#### **VI. Sustainability**

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<sup>18</sup> See: [http://typo3.fao.org/fileadmin/templates/gender/docs/FAO\\_FinalGender\\_Policy\\_2012.pdf](http://typo3.fao.org/fileadmin/templates/gender/docs/FAO_FinalGender_Policy_2012.pdf)

<sup>19</sup> See: <http://www.fao.org/capacitydevelopment/en/>

<sup>20</sup> See: <http://www.fao.org/partnerships/partners-home/en/>

- q. The prospects for sustaining and up-scaling the project's results by the beneficiaries and the host institutions after the termination of the project. The assessment of sustainability will include:
- Institutional, technical, social and economic sustainability of proposed technologies, innovations and/or processes;
  - Expectation of institutional uptake and mainstreaming of the newly acquired capacities, or diffusion beyond the beneficiaries or the project;
  - Environmental sustainability: the project's contribution to sustainable natural resource management, in terms of maintenance and/or regeneration of the natural resource base.

Based on the above analysis, the evaluation will draw specific conclusions and formulate recommendations for any necessary further action by Governments, FAO and implementing partners to ensure sustainable development, including any need for follow-up or up-scaling action. The evaluation will draw attention to specific good practices and lessons to be learned as they are of interest to other similar activities. Any proposal for further assistance should include specification of major objectives and outputs and indicative inputs required.

## **Evaluation methodology**

### **Approach and tools**

The evaluation will adhere to the UNEG Norms & Standards<sup>21</sup>.

The evaluation will adopt a consultative and transparent approach with internal and external stakeholders throughout the evaluation process. Triangulation of evidence and information gathered will underpin its validation and analysis and will support conclusions and recommendations.

The evaluation will make use of the following methods and tools: desk review of existing documents; semi-structured interviews with key informants, stakeholders and participants, supported by check lists and/or interview protocols; direct observation during field visits; surveys and questionnaires.

Particular attention will be devoted to ensure that women and other under-privileged groups will be consulted in adequate manner.

Extensive use will be made of evaluation data collected during the project including the following:

- Results of the learning needs assessments undertaken in advance of the design of the regional learning programmes which assessed key areas of responsibilities and related tasks of food security professionals in each region (i.e. implementing CAADP Pillar III) and the knowledge and skills required for those tasks.
- Assessments of the online portions of the learning programme undertaken immediately after delivery which included questions aimed at gauging the impact and relevance to the participants and their work. The surveys included questions whether the online workshop met their expectations, on how they could apply what

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<sup>21</sup> United Nations Evaluation Group, <http://www.uneval.org/normsandstandards>

they learnt in their work, whether the online learning activities were related to their professional context, and if they benefited from the experiences of, and collaboration with other participants.

- Assessments of the face-to-face workshops undertaken immediately after delivery to understand whether participants would be able to apply the knowledge and skills developed in workshop in their work, how they could pass on what they learnt to their colleagues, which elements were the most relevant and how they contributed to the implementation of food security frameworks (i.e. CAADP Pillar III). Furthermore, the surveys included items on whether the working and learning methods were appropriate to the job tasks, and whether the structure of the programme was suitable.
- A considerable amount of information was collected in the Post Workshop Online Mentoring discussions set up as a digital forum which provides details on how the action plans developed during the learning programmes were implemented by participants upon their return to the office.
- Surveys of learning programme participants undertaken 6 to 12 months after the completion of the learning programme, to gauge the impact of the learning programmes. The surveys sought to understand to what extent the learning programme contributed to their knowledge, skills and personal development related to the learning objectives in both the online and face-to-face components. Participants were asked whether the competencies and skills acquired through the programme enabled them to improve their contribution to/understanding of the food security frameworks in their countries. Furthermore, participants had the possibility to provide concrete examples on how the learning programme improved their way of working within their organizations. A follow-up on their action plans developed during the face-to-face workshop was also included in the surveys. The surveys also included items related to the design of the learning programme and whether the learning programme was well suited to people working under the different food security frameworks.

The Evaluation Team will further explore any gaps identified in the existing data through the development and application of appropriate evaluation tools.

The team will conduct one visit to Niamey to consult with CILSS Centre Régional AGRHYMET based in Niamey; one visit to Pretoria to consult with FAO Representation and the University of Pretoria; and one visit to Lusaka to consult with CAADP Unit at the COMESA Secretariat, as well as with the Zambia CAADP focal points and country team.

Phone calls will be organised to consult with the ASEAN Food Security Information and Training (AFSIT) Center in Bangkok and GIZ.

Phone calls will be organised to consult with training participants from various countries in the three regions that have participated in the programme to be determined as part of the desk study work.

### **Stakeholders and consultation process**

The evaluation consultations will include the regional organizations, the resource partners, FAO staff involved in the formulation of the project from other technical divisions, and other relevant actors. A list of stakeholders is proposed in the Annex 5.

The evaluation team will discuss in detail with the key stakeholders of the project and will take into account their perspectives and opinions. Key stakeholders will include:

- Project team members;
- Representatives from the partner organizations (GIZ, AGRHYMET, COMESA, CILSS, ASEAN);
- Learning programme participants;
- The resource partners (donors and co-funding);
- Select FAO representatives, staff and project focal points; and
- Non-state actors engaged in the learning programmes.

The evaluation team will maintain close liaison with: the FAO Office of Evaluation and FAO staff involved in project formulation and delivery at Headquarters and regional level. Although the mission is free to discuss with the authorities concerned anything relevant to its assignment, it is not authorized to make any commitment on behalf of the regional and international partners, the donor or FAO.

The team will present its preliminary findings, conclusions and recommendations to the project stakeholders in the visited countries and in HQ, to obtain their feedback at the end of the data-gathering phase. Insofar as possible, the team will involve regional and international partners involved in the delivery of the learning programmes in the debriefings.

The draft ToR will be circulated among key stakeholders for comments before finalisation; suggestions will be incorporated as deemed appropriate by OED. The draft evaluation report will also be circulated among key stakeholders for comments before finalisation; suggestions will be incorporated as deemed appropriate by the evaluation team.

## **Roles and responsibilities**

FAO Budget Holder (BH) and staff of the Lead Technical Unit (LTU) of the project are responsible for initiating the evaluation process, drafting the first version of the Terms of Reference, and supporting the evaluation team during its work. They are required to participate in meetings with the team, make available information and documentation as necessary, and comment on the draft final terms of reference and report. Involvement of different members of the project team will depend on respective roles and participation in the project.

The BH is also responsible for leading and coordinating the preparation of the FAO Management Response and the Follow-up Report to the evaluation, fully supported in this task by the LTU. OED guidelines for the Management Response and the Follow-up Report provide necessary details on this process.

FAO Office of Evaluation assists the BH and LTU in drafting the ToR, in the identification of the consultants and in the organization of the team's work; it is responsible for the finalization of the ToR and of the team composition;<sup>22</sup> it shall brief the evaluation team on the evaluation methodology and process and will review the final draft report for Quality Assurance purposes in terms of presentation, compliance with the ToR and timely delivery,

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<sup>22</sup> The responsibility for the administrative procedures for recruitment of the team, will be decided on a case-by-case basis.

quality, clarity and soundness of evidence provided and of the analysis supporting conclusions and recommendations.

The Office of Evaluation has also a responsibility in following up with the BH for the timely preparation of the Management Response and the Follow-up to the MR.

The Evaluation Team is responsible for conducting the evaluation, applying the methodology as appropriate and for producing the evaluation report. All team members, including the Team Leader, will participate in briefing and debriefing meetings, discussions, field visits, and will contribute to the evaluation with written inputs for the final draft and final report.

The Team Leader guides and coordinates the team members in their specific work, discusses their findings, conclusions and recommendations and prepares the final draft and the final report, consolidating the inputs from the team members with his/her own.

The Evaluation team will be free to expand the scope, criteria, questions and issues listed above, as well as develop its own evaluation tools and framework, within time and resources available.

The mission is fully responsible for its report which may not reflect the views of the regional and international partners or of FAO. An evaluation report is not subject to technical clearance by FAO although OED is responsible for Quality Assurance of all evaluation reports.

As a contribution to the OED Knowledge Management System:

- the Team Leader will be responsible for completing the OED quantitative project performance questionnaire, to be delivered at the same time with the final evaluation report;
- OED will ask all team members to complete an anonymous and confidential questionnaire to get their feedback on the evaluation process.

### **Evaluation team**

Mission members will have had no previous direct involvement in the formulation, implementation or backstopping of the project. They will sign the Declaration of Interest form of the FAO Office of Evaluation.

The evaluation team will comprise the best available mix of skills that are required to assess the project, and as a whole, will have expertise in all the following subject matters:

- Food and nutrition security (including knowledge of CAADP);
- Digital survey analysis;
- An understanding of capacity development and training methods;
- Gender equality and HRBA;
- Conduct of evaluations.

Furthermore, to the extent possible, the team will be able to work in both English and French and will be balanced in terms of geographical and gender representation to ensure diversity and complementarity of perspectives.



## Evaluation deliverables

The evaluation report will illustrate the evidence found that responds to the evaluation issues, questions and criteria listed in the ToR. It will include an executive summary. Supporting data and analysis should be annexed to the report when considered important to complement the main report.

The recommendations will be addressed to the different stakeholders and prioritized: they will be evidence-based, relevant, focused, clearly formulated and actionable.

The evaluation team will agree on the outline of the report early in the evaluation process, based on the template provided in Annex I of this ToR. The report will be prepared in English, with numbered paragraphs, following OED template for report writing. The executive summary will be translated in French.

The team leader bears responsibility for submitting the final draft report to OED within two weeks from the conclusion of the mission. OED will submit its comments to the team within three working days, to be integrated in two working days before circulating the draft report to OPC. This latter will send its comments within five days to the team, which will incorporate them as appropriate in the report within two working days.

Annexes to the evaluation report will include, though not limited to, the following as relevant:

- Terms of reference for the evaluation;
- Profile of team members;
- List of documents reviewed;
- List of institutions and stakeholders interviewed by the evaluation team;
- List of project outputs;
- Evaluation tools.

## Evaluation timetable

The evaluation is expected to take place in May 2014. The country visit phase is expected to last approximately two weeks. The timetable in the Table below shows a tentative programme of travel and work for the evaluation team.

**Table 1. Tentative timetable of the evaluation**

Task	Dates	Duration	Responsibility
ToR finalization	10.3 – 10.4.2014	24 days	OPC / OED
Team identification and recruitment	10.3 – 11.4.2014	25 days	OPC / OED
Mission organization	7 – 11.4.2014	4 days	OPC / OED
Reading background documentation	29 – 30.4.2014	1 day	Evaluation Team
Briefings at HQ	6 – 9.5.2014	4 days	Evaluation Team / OPC / OED
Phone calls with ASEAN and GIZ	9.5.2014	½ day	Evaluation Team
Mission to Niamey	12 – 13.5.2014	2 days	Team Leader
Mission to Pretoria	15.5.2014	1 day	Team Leader
Mission to Lusaka	16 – 20.5.2014	3 days	Team Leader
Debriefing at HQs	23.5.2014	1 day	Team Leader
Phone calls with training participants	12 – 23.5.2014	2 days	Team Member
Draft report	26.5 – 6.6.2014	14 days	Evaluation Team
OED comments on the draft report	9 – 11.6.2014	3 days	OED
OPC comments on the draft report	16 - 20.6.2014	5 days	OPC
Final report	23 – 24.6.2014	2 days	Evaluation Team

## **Annexes**

1. Project evaluation report outline
2. FAO Strategic Objectives, Results and core functions, 2010-2019
3. OED project performance questionnaire
4. Data to support the Evaluation
5. List of stakeholders
6. Evaluation Terms of Reference

## **Annex 2. Brief profile of evaluation team members**

*Rima Al-Azar*, Team Leader, has more than twenty years of experience in international development, including the design, implementation, supervision and evaluation of complex programs. She has worked in more than 50 countries as staff and/or consultant with FAO, IFAD, WFP, UNDP, UNICEF the World Bank, and the EU. She has designed and evaluated several capacity development programs related to food security and gender. Ms. Al-Azar has carried out institutional assessments and stakeholder consultations to better design, implement and evaluate programs. She is fluent in English, French and Arabic and has working knowledge of Spanish and Italian.

*Marie Jo A. Cortijo*, Team Member, is an economist with over fifteen years' experience in international development. She has worked in research but also contributed to the implementation of programmes and their evaluation in fields related to poverty, inequality, microfinance, and food security. She has extensive experience in public sector capacity building in the area of food policy and food security. Ms. Cortijo has worked with FAO, UNICEF, World Bank, BRAC, the Institute of Development Studies, DAI and ODI. She is fluent in English, French and Spanish and has a conversational proficiency of Bengali.

### **Annex 3. List of documents reviewed**

FAO Cadre de Programmation Pays Niger (2013 – 2016).

FAO Country Programming Framework for South Africa (2013-2017).

FAO Country Programming Framework for Zambia (2013-2015).

FAO Strategic Framework 2010-19, Rome, 18 – 23 November 2009.

FAO, “E-learning methodologies – A guide for designing and developing e-learning courses”

FAO, 2009. National Medium Term Priority Framework for Zambia, 2009 – 2013.

FAO, 2010. Plan cadre des priorités nationales à moyen terme de la FAO au Niger, Période 2010 -2013.

FAO, 2012. FAO Good Learning Practices for Effective Capacity Development, Learning Module 3.

FAO, Training of trainers for food security professionals – A Guide.

Fiche Signalétique, Programme Conjoint CILSS/FAO/GIZ sur le Développement des compétences des professionnels de la sécurité alimentaire, Deuxième édition.  
<http://www.fao.org/docrep/meeting/029/k5864e01.pdf>

Learning Programme for ASEAN Food Security Professionals, Workshop Application Form.

Learning Programme in support of the Comprehensive Africa Agriculture Development NEPAD, 2009. Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III, Framework for African Food Security (FAFS).

Programme (CAADP) Pillar III - Framework for African Food Security (FAFS), Application Form.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, January – June 2010.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, July – December 2010.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, January – June 2011.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, July – December 2011.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, January – June 2012.

Project Progress Report, Trust Fund Programme. “Improving the abilities of Regional Organizations to develop, implement and monitor food security training programs”, GCP /GLO/279/GER, July – December 2012.

White Paper - Proposed Learning Programme for Consultative Workshop “Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS)”.

Workshop Report: “Atelier de conception d’un programme de formation: Développement des Compétences des professionnels de la sécurité alimentaire”, held in Feldafing, Germany on 18 and 19 April 2011.

Workshop Report: “Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III – Framework for African Food Security”, held in Pretoria, South Africa on 28 February and 1 March 2011.

Workshop Report: “Training Needs Assessment – Ninth Focal Point Meeting of the ASEAN Food Security Information System”, held Da Nang, Vietnam on 20 January 2011.

#### **Annex 4. List of institutions and stakeholders met/contacted during the evaluation**

##### **FAO**

Andrew Nadeau, Senior Capacity Development Officer  
Cristina Petracchi, Capacity Development Officer  
Mehmet Korkmaz, Capacity Development Officer  
Beatrice Ghirardini, Instructional Designer  
Bruce Isaacson, Chief Technical Adviser  
Luca Russo, Senior Economist and Manager of the EC-FAO Programme for Food Security  
Tobias Takavarasha, FAO Representative, South Africa  
Amadou Saley, Assistant FAOR, Niger  
Moustapha Niasse, International Consultant, Niger  
Amadou Diop, National Consultant, Niger  
Mtendere Mphatso, Program Coordinator, Zambia

##### **GIZ**

Klaus Klennert, Senior Project Manager  
Ute Eberhardt, Training and Facilitation Expert  
Lioba Weingaertner, Training and Facilitation Expert  
Georg Bokeloh, Food Security Trainer

##### **AGHRYMET**

Etienne Sarr, Chef Département Formation et Recherche  
Maty Ba Diao, Chef Département Information et Recherche  
Sanoussi Atta, Responsable Division Formations de Base  
Elise Kaba, ICT Technical Officer  
Boubacar Mainassara Abdoul Aziz, Webmaster and Photodocumentalist

##### **University of Pretoria**

Sheryl Hendriks, Professor in Food Security, Director of the Institute for Food, Nutrition and Well-Being

##### **AFSIS**

Montol Jeamchareon, AFSIS Project Manager, Advisor of the Office of Agricultural Economics, Ministry of Agriculture and Cooperatives  
Sumanya Bo Ngandee, Computer Technical Officer, Ministry of Agriculture and Cooperatives, Thailand (also participant)

##### **COMESA**

Nalishebo Meebelo, Deputy Coordinator - IPPSD/CAADP Unit  
Stanley Mbagathi, CAADP Regional Process Facilitator  
William Dothi, CAADP Monitoring and Evaluation Expert  
Cephas Moonga, CAADP Communications Officer  
Mbosonge Mwenechanya, CAADP Country Process Facilitator

## **Participants**

### ***AFSIS training***

Sumanya Bo Ngandee, Computer Technical Officer, Ministry of Agriculture and Cooperatives, Thailand

Manuela Nalugon, Statistician, Bureau of Agricultural Statistics, Department of Agriculture, Philippines

### ***AGHYMET training***

Jeannine Kouassi Adjoua, Ingénieur Agro-Economiste, Ministère de l'agriculture, Côte d'Ivoire

Bacar Djassi Directeur de Service du Laboratoire National Vétérinaire, Ministère de l'Agriculture et du Développement Rural, Guinée Bissau

Doullaye Hamado, Chef de la division prospective, Haute Autorité à la Sécurité Alimentaire, Niger

Mawuli Amewuame N'tifafa A., Chargé du traitement des données de statistiques agricoles, Direction des Statistiques agricoles, de l'Informatique et de la Documentation, Ministère de l'Agriculture, Togo

Richard Guissou, Chef de Service de la prospective agricole et alimentaire, Direction de la promotion de l'économie rurale, Burkina Faso

Bouda Morou, Chargé du suivi et évaluation de la SAN, Direction Générale de la promotion de l'économie rurale, Burkina Faso

Emmanuel Guy Edoun, Secrétaire Permanent, PBSA (Plateforme Béninoise pour la Sécurité alimentaire), Bénin

Souleymane Tirogo, Nutritionniste médical, Direction de la Nutrition Ministère de la Santé, Burkina Faso

Mwana Yile Masudi, Expert/DEP, Ministère de l'Agriculture et Développement Rural, Congo

Tezike Madadozi, Chargé Suivi- Evaluation, Ministère de l'Agriculture, de l'Elevage et de la Pêche, Togo

### ***COMESA training***

Yapulani Chunga, Project Planning/Provincial Planner, Ministry of Agriculture and Livestock, Zambia

Nancy Sakala, Principal Food and Nutrition Officer, Ministry of Agriculture and Livestock, Zambia

Thomas Simfukwe, Senior Agricultural Economist, Ministry of Agriculture and Livestock, Zambia

Louis Chikopela, Principal Agricultural Officer (M&E), Ministry of Agriculture and Livestock, Zambia

Deroe E.A. Weeks, Executive Director, Food Security and Nutrition, Ministry of Agriculture, Liberia

Sunday Ekele Uhiene, Head of the CAADP Secretariat, Planning, Policy Analysis and Statistics, Federal Ministry of Agriculture, Nigeria

Foday Abdulai Sesay, Nutrition Officer, Food and Nutrition Unit, Ministry of Health and Sanitation, Sierra Leone

## Annex 5. Project Logframe

Objective	Indicators	Means of Verification	Assumptions
<b>Development Goal:</b> Improved food security through improved analysis of food security information and subsequent improved planning and implementation of food security strategies and programmes.	FS concerned people and decision makers make use of the newly acquired knowledge and skills leading to improved: <ul style="list-style-type: none"> <li>• national food security information system,</li> <li>• formulation of policies &amp; intervention strategies and</li> <li>• programs related to food security</li> </ul>	Findings by international, regional and national surveys noting: <ul style="list-style-type: none"> <li>• food security status of countries;</li> <li>• usage of FSIS derived information;</li> <li>• quality, depth of coverage and timeliness of FS information; and</li> <li>• coherence of FS reporting with other systems.</li> </ul> Level of usage of outputs of national food security information systems for developing FS policies and intervention planning.	FSIS information is used when made available for policy development and intervention planning.
<b>Outcome</b> Three regional organizations and their cooperating partners design, develop and deliver training programmes for food and nutrition security.	25 to 35 staff and people concerned with food security issues in each region, starting in Year 2 of project, are provided continuous learning opportunities to improve their knowledge and skills.	Evaluation and recommendations reports.  Workshop reports, including participants data.  Evaluations of workshops by participants.  Evaluations of participants.	EC FSTP funding is made available to regional organizations.  Appropriate linkages to national FSIS are established by regional organizations for participation in training programmes.
<b>Output 1:</b> Arrangements are formalized and implemented with three regional organizations to collaborate on capacity development activities and to undertake a joint training programme for food security.	Three regional organizations have agreements with FAO to undertake capacity development activities, and to design a food security training programme in Year 1.  The joint food security training programmes are promoted at regional organization fora with expression of interest received from national FSIS by end-Year 1.	Signed memorandums of understanding or similar between FAO and regional organizations committing staff resources and funding to deliver a joint training programme for food security to support member states.  Requests by national FSIS to participate in joint training programmes.	EC FSTP funding is made available to regional organizations.
<b>Output 2:</b> A series of materials and training	Peer-reviewed guides and materials are available	Guides available in English and French.	Guides will be developed



workshops to guide the design, development and delivery of capacity development programmes in food security targeted for use by regional organization staff and technical affiliates, and a “training of trainers” programme are created.	for use by regional organizations by mid-Year 1, covering: <ul style="list-style-type: none"> <li>• design and management of capacity development programmes in food security; and</li> <li>• training of trainers for food security professionals.</li> </ul>		based on existing materials developed by FAO and InWent with only adaptation to food security specific content required.
<b>Output 3:</b> A food security training programme is designed in collaboration with the regional organizations to enhance the effectiveness of staff and people concerned with food security issues in member states.	Three regional organizations have a food security training programme design and work plan developed in Year 1, including the following components: <ul style="list-style-type: none"> <li>• Basic Training Curriculum</li> <li>• Advanced Training Curriculum</li> <li>• Training of Trainers Curriculum; and</li> </ul> based on a capacity needs assessment for member states, and a resource requirements analysis for delivering the training programmes.	Joint training programme design documents and work plans.  Reports of capacity needs assessment for member states,  Reports of resource requirements analysis for delivering the training programmes.	EC FSTP funding is made available to regional organizations.  Regional organizations maintain their interest in developing CD programmes.
<b>Output 4:</b> A major training programme for food security is implemented with three regional organizations.	Three joint training programmes are delivered by regional organizations during years 2 and 3 of the project; with a basic FS component delivered in Year 2, and an advanced FS component delivered in Year 3.	Workshop reports  Evaluations of workshops by participants.  Evaluations of participants.  Activity levels monitored for online portions of the programme.	EC FSTP funding is made available to regional organizations.  Appropriate linkages to national FSIS are established by regional organizations for participation in training programmes.
<b>Output 5:</b> The evaluation, documentation and dissemination of project findings (methodology, process and execution) and materials developed.	Reports with Lessons Leant and Recommendations documented and disseminated.	Evaluation and recommendations reports.  Mission reports.	Regional organizations facilitated evaluation, in particular elements related to surveys in member states.

## Annex 6. Contributions from other funding sources

These were used to support the travel and DSA of participants not covered (as per design) under GCP /GLO/279/GER.

Activity (Event supported)	Amount	Source
<b>COMESA</b>		
Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 1): 16 to 27 April 2012 at the University of Pretoria, Pretoria, South Africa.	\$48,602	COMESA CAADP MDTF
Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 2): 04 to 15 March 2013 at the University of Pretoria, Pretoria, South Africa.	\$29,481	COMESA CAADP MDTF
Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 1): 19 to 29 March 2012 at the CILSS AGRHYMET Centre, Niamey, Niger.	\$26,264	COMESA USAID IPAA (Francophone COMESA to CILSS – Travel and DSA)
Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 2): 04 to 15 March 2013 at the University of Pretoria, Pretoria, South Africa.	\$18,560	EU-FAO Improved Global Governance for Hunger Reduction Programme (€12,400) (Anglophone ECOWAS to COMESA – DSA)
Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 2): 04 to 15 March 2013 at the University of Pretoria, Pretoria, South Africa.	\$21,489	EU-FAO Improved Global Governance for Hunger Reduction Programme (Anglophone ECOWAS to COMESA – Travel)
<b>CILSS/ECOWAS</b>		
Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 1): 19 to 29 March 2012 at the CILSS AGRHYMET Centre, Niamey, Niger.	\$42,836	EC/FAO Programme on Linking Information to Decision Making to Improve Food Security (€31425) (CILSS\ECOWAS participant costs)
Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 1): 16 to 27 April 2012 at the University of Pretoria, Pretoria, South Africa.	\$41,572	EC/FAO Programme on Linking Information to Decision Making to Improve Food Security (Anglophone ECOWAS to COMESA - Travel and DSA)

Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 2)	\$40,890	Agence Française pour le Développement (€30,000) (CILSS\ECOWAS participant costs)
Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 2)	\$16,904	EU-FAO Improved Global Governance for Hunger Reduction Programme (€12,400) (Francophone COMESA to ECOWAS - DSA)
Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 2)	\$13,858	EU-FAO Improved Global Governance for Hunger Reduction Programme (Francophone COMESA to ECOWAS – Travel)
<b>ASEAN</b>		
Learning Programme for ASEAN Food Security Professionals-Face-2-Face Workshop (Year1)	\$26,563	AFSIS Project funded by Japan MAFF (AFSIS participants)
Learning Programme for ASEAN Food Security Professionals-Face-2-Face Workshop (Year1)	\$6,219	EC/FAO Programme on Linking Information to Decision Making to Improve Food Security – SE Asia (Non-AFSIS participants)
Learning Programme for ASEAN Food Security Professionals-Face-2-Face Workshop (Year1)	\$2,632	EC/FAO Programme on Linking Information to Decision Making to Improve Food Security (Non-AFSIS participants)
Advanced Learning Programme for ASEAN Food Security Professionals-Face-2-Face Workshop (Year2)	\$24,761	AFSIS Project funded by Japan MAFF (AFSIS participants)
Advanced Learning Programme for ASEAN Food Security Professionals-Face-2-Face Workshop (Year2) - 2012	\$3,912	EU-FAO Improved Global Governance for Hunger Reduction Programme (Non-AFSIS participants)
	<b>\$364,543.00</b>	

## **Annex 7. List of project outputs<sup>23</sup>**

### **Meeting Summaries – Agreements with partners (Related to Output 1):**

- ✓ *Summary Report of the Ninth Focal Point Meeting of the ASEAN Food Security Information System (AFSIS) Project*, 19 January 2011, Danang, Vietnam. Please note that item 5 refers to the learning programmes to be delivered based on the training needs assessment. The Meeting adopted the Summary Report of the Ninth Focal Point Meeting of AFSIS Project, which was held on 19 January 2011 (Item 13).
- ✓ *Summary Report of the Consultative Workshop on the Proposed Learning Programme for Country Teams and Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS)* held in Pretoria 28 February and 1 March 2011. This is the statement of intent for COMESA, FAO, GIZ and UP to work together to develop a learning programme for CAADP.
- ✓ *Back to Office Report: C. A. Nadeau visit to CILSS (Comité permanent Inter-Etats de Lutte contre la Sécheresse dans le Sahel) AGRHYMET Regional Centre, Niamey, Niger from 27 to 29 June 2010*: The reporting officer (RO) met with senior staff of the AGRHYMET Regional Centre to discuss their participation in TF Project GCP /GLO/279/GER. The RO was accompanied by an adult education expert from GIZ.

### **Regional Organization Staff Training and Manuals (Related to Output 2):**

- ✓ Regional organization staff and affiliates from ASEAN (2), CILSS (2) and COMESA (1) were provided with *Online Facilitation Training* with a focus on supporting learning programmes and networks for food security professionals in their regions. The online course was offered by FAO from 21 November to 2 December 2011. All five participants were female.
- ✓ A comprehensive guide entitled “*E-learning methodologies – A guide for designing and developing e-learning courses*” was published. A French version of the guide entitled “*Méthodologies pour le développement de cours e-learning - Un guide pour concevoir et élaborer des cours d'apprentissage numérique*” was also produced. These are available on line as follows: English: <http://www.fao.org/docrep/015/i2516e/i2516e.pdf> and French: <http://www.fao.org/docrep/015/i2516f/i2516f.pdf>. A Spanish version of the guide is being finalized.
- ✓ The guide entitled “*Training of trainers for food security professionals*” is available in limited distribution.

### **Needs Assessment Workshops (Related to project Output 3):**

- ✓ “*Atelier de conception d'un programme de formation : Développement des compétences des professionnels de la sécurité alimentaire*”, held in Feldafing, Germany on 18 and 19 April 2011.
- ✓ “*Training Needs Assessment - Ninth Focal Point Meeting of the ASEAN Food Security Information System*”, held in Da Nang, Vietnam on 20 January 2011.
- ✓ “*Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III – Framework for African Food Security*”, held in Pretoria, South Africa on 28 February and 1 March 2011.

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<sup>23</sup> Prepared by the Project Team.

✓ Related: WHITE PAPER - Proposed Learning Programme (Version 22.02.2011) for Consultative Workshop “*Defining a Learning Programme for Country Food Security Thematic Working Group Members in support of the Comprehensive Africa Agriculture Development Programme (CAADP) Pillar III - Framework for African Food Security (FAFS)*”.

#### **Learning Programme Events (Related to Output 4):**

##### **ASEAN**

✓ (ONLINE) *Learning Programme for ASEAN Food Security Professionals (Year 1)*: The online portion of the ASEAN Learning Programme operated for a period of three weeks from 26 September to 14 October 2011. 32 participants (7 female) enrolled in the online portion of the ASEAN learning programme, with 27 successfully completing the required levels of study and work to qualify for the follow-up face-2-face event.

✓ (F2F) *Learning Programme for ASEAN Food Security Professionals – Face-2-Face Workshop (Year 1)*: Undertaken by GIZ and the ASEAN Food Security Information System (AFSIS) under the auspices of the Association of Southeast Asian Nations (ASEAN) Secretariat. The face-2-face workshop was held from 14 to 23 February 2012 and hosted at the ASEAN Food Security Information and Training (AFSIT) Center, Office of Agricultural Economics, Ministry of Agriculture and Cooperatives, Bangkok, Thailand. Twenty-five (25) participants (16 female) attended and all ten ASEAN countries were represented.

✓ (ONLINE) *Advanced Learning Programme for ASEAN Food Security Professionals – Online Workshop (Year 2)*: Delivered by experts from FAO and GIZ by a pedagogical team, composed of an online facilitator (GIZ) and an e-learning specialist (FAO). The online workshop was delivered from 24 September to 12 October. Twenty-four (24) participants (15 female) were enrolled and active in the online workshop.

✓ (F2F) *Advanced Learning Programme for ASEAN Food Security Professionals – Face-2-Face Workshop (Year 2)*: Undertaken by GIZ and the ASEAN Food Security Information System (AFSIS) under the auspices of the Association of Southeast Asian Nations (ASEAN) Secretariat. The face-2-face workshop was held from 20 to 29 November 2012 and hosted at the ASEAN Food Security Information and Training (AFSIT) Center, Office of Agricultural Economics, Ministry of Agriculture and Cooperatives, Bangkok, Thailand. Twenty participants (12 female) attended and nine ASEAN countries were represented.

##### **CILSS/ECOWAS**

✓ (ONLINE) *Développement des compétences des professionnels de la sécurité alimentaire – Online Workshop (Year 1)*: The online portion of the CILSS/ECOWAS learning programme operated for a period of three weeks from 12 to 30 September 2011. 31 participants (14 female) enrolled in the online portion of the CILSS\ASEAN learning programme, 22 participants successfully completed the required levels of study and work to qualify for the follow-up face-2-face event.

✓ (F2F) *Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 1)*: Undertaken by GIZ in cooperation with the Centre Régional AGRHYMET under the auspices of CILSS and the Economic Community of West African States (ECOWAS). The workshop was delivered from 19 to 29 March 2012 at the CILSS AGRHYMET Centre, Niamey, Niger. Twenty-one (21) participants (6 female) attended from 11 countries (8 CILSS/ECOWAS and 3 COMESA).

✓ (ONLINE) *Développement des compétences des professionnels de la sécurité alimentaire – Online Workshop (Year 2)*: Delivered by experts from FAO and GIZ in cooperation with the Centre Régional AGRHYMET composed of an online facilitator (GIZ),

two regional experts (CILSS) and an e-learning specialist (FAO). The online workshop was delivered from 26 to 14 December 2012. Thirty-one (31) participants (3 female) attended from 14 countries (10 CILSS\ECOWAS and 4 COMESA).

✓ (F2F) *Développement des compétences des professionnels de la sécurité alimentaire – Face-2-Face Workshop (Year 2)* : Undertaken by GIZ in cooperation with the Centre Régional AGRHYMET under the auspices of CILSS and the Economic Community of West African States (ECOWAS). The face-2-face workshop was held in Dakar, Senegal at the Campus Numérique de l'Agence Universitaire de la Francophonie from 25 February to 8 March 2013. The face-2-face workshop took place from 04 to 15 March 2013, at the Continuing Education (CE) of the University of Pretoria (UP), Pretoria, South Africa. Twenty-four (24) participants (2 female, 22 male) attended from 12 countries (16 CILSS\ECOWAS and 8 COMESA).

### COMESA

✓ (ONLINE) *Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Online Workshop (Year 1)*: Delivered by experts from FAO, GIZ and the University of Pretoria (UP) by a pedagogical team, composed of an online facilitator (GIZ), a CAADP Food Security Expert (UP) and an e-learning specialist (FAO). The online workshop was delivered from 20 February to 9 March 2012. Thirty (30) participants (11 female) were enrolled and active in the online workshop.

✓ (F2F) *Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 1)*: The face-2-face workshop was developed and facilitated by an expert team of Dr. Georg Bokeloh (GIZ) and Prof. Sheryl Hendriks (UP). The face-2-face workshop took place from 16 to 27 April 2012 and was hosted by the Continuing Education Faculty of the University of Pretoria. Twenty-three (23) participants (10 female) attended from 13 countries (8 COMESA and 5 CILSS\ECOWAS).

✓ (ONLINE) *Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Online Workshop (Year 2)*: Delivered by experts from FAO, GIZ and the University of Pretoria (UP) by a pedagogical team, composed of an online facilitator (GIZ), a CAADP Food Security Expert (UP) and an e-learning specialist (FAO). The online workshop took place from 04 to 22 February 2013. Twenty-eight (28) participants (14 female, 14 male) from 14 countries (10 COMESA and 4 CILSS\ECOWAS) successfully completed the online workshop.

✓ (F2F) *Learning Programme in support of the Comprehensive Africa Agriculture Development Programme Pillar III - Framework for African Food Security – Face-2-Face Workshop (Year 2)*: The face-2-face workshop was developed and facilitated by an expert team of Dr. Georg Bokeloh (GIZ) and Prof. Sheryl Hendriks (UP). The face-2-face workshop took place from 04 to 15 March 2013, at the Continuing Education (CE) of the University of Pretoria (UP), Pretoria, South Africa. Twenty-eight (28) participants (14 female, 14 male) attended from 14 countries (10 COMESA and 4 CILSS\ECOWAS) attended.

## Annex 8. Contents of each training, for both years

AFSIS	
Year 1	Year 2
<b>ONLINE COURSE</b>	
<p><b>Unit 1: What is Food Security; Food Security Concepts and Frameworks</b>  Interactive Lesson: What is Food Security?  Interactive Lesson: Food Security Analysis  Discussion Forum: What is Food Security? Have you undertaken a food security analysis in your country? If yes, which challenges did you face?</p> <p><b>Unit 2: Food Security Information Systems</b>  Interactive Lesson: Food Security Information Systems  Interactive Lesson: Institutional context  Assignment 1: Food security-related data and information  Discussion Forum: Food Security Information Systems</p> <p><b>Unit 3: Food Security Assessment and Monitoring</b>  Interactive Lesson: Introduction to Baseline and Action-oriented Assessments  Interactive Lesson: Monitoring changes in food security  Discussion Forum: Food Security Assessment and Monitoring  Discussion Forum: Feedback</p> <p><b>Unit 4: Food Security Indicators</b>  Interactive Lesson: Assessing Availability  Interactive Lesson: Availability Indicators  Assignment 2: Indicators  Interactive Lesson: Concepts related to Food Security  Interactive Lesson: Vulnerability Indicators  Assignment 3: Indicators  Interactive Lesson: Introduction to Livelihoods  Interactive Lesson: Livelihoods Indicators  Assignment 4: Indicators  Discussion Forum: Integrated Food Security Analysis</p> <p><b>Unit 5: Reporting Food Security Information</b>  Interactive Lesson: Understanding the User's Information Needs  Assignment 5: Planning your report  Interactive Lesson: Reporting Formats  Assignment 6: Develop an outline for your report</p>	<p><b>Unit 1: Information gaps</b>  Interactive Lesson: Nutritional Status and Food Security  Interactive Lesson: Nutritional Status Indicators  WIKI: Identify indicators  Discussion Forum: Indicators</p> <p><b>Unit 2: Data collection and information sources</b>  Interactive Lesson: Overview of Methods and Approaches  Interactive Lesson: Using Secondary Data  WIKI: Create your Venn Diagram  Discussion Forum: Data sharing</p> <p><b>Live Chat to introduce yourself to the group</b></p> <p><b>Unit 3: Policy mapping</b>  Interactive Lesson: Establishment of a Food Security Policy Framework  WIKI: List policies/ programmes related to Food Security  Go to your wiki and list all the policies and programmes related to Food Security under Assignment Discussion Forum: Policies and Programmes</p> <p><b>Unit 4: Communication - Reporting to policymakers</b>  Interactive Lesson: Presenting information to policymakers  Interactive Lesson: Preparing policy briefs  WIKI: Recommendation box for policy brief  Discussion Forum: Policy briefs</p> <p><b>Unit 5: Climate Change and Food Security</b>  Interactive Lesson: Overview  Impacts of Climate Change on Food Security  This lesson illustrates the potential impacts of climate change on food security and its relationship  Video: Why it matters: Economics of Climate Change in Southeast Asia by Climate Change Expert at United Nations University  Wiki: Climate change activities in your country  Discussion Forum: Climate Change</p>
<b>FACE TO FACE</b>	
<p>I: Opening and Introduction  II: The Context - AIFS Framework</p>	<p>I: Opening and Introduction  II: The context: AFSIS: trends and future</p>

<p>III: Concepts and Frameworks  IV: FSIS / FNSIS  V: Information for Action to Improve FNS  VI: Food and Nutrition Security Reports  VII: Transfer - Information for Action  VIII: Follow-Up, Evaluation and Closing</p>	<p>development  III. Concepts &amp; frameworks for food and nutrition security  IV. Information systems and networks of actors in FNS  V. Responding to participants' priorities and expectations related to FNS  VI. Presenting FNS framework and information to policy makers  VII. Writing a policy brief</p>
<b>MENTORING</b>	
Not taken up by participants	Not taken up by participants

AGHRYMET	
Year 1	Year 2
ONLINE COURSE	
<p><b>Unité 1: Concepts de base</b>  Leçon en ligne et travail en espace de pays sur les moyens d'existence dans vos pays  Forum de discussion sur les concepts de base de la sécurité alimentaire  Leçon en ligne: Etat nutritionnel et sécurité alimentaire -  Activité 1: Espace pays - Facteurs précaires menant à la malnutrition des enfants dans votre pays.  Leçon en ligne : Les concepts liés à la sécurité alimentaires  Leçon en ligne: Introduction aux moyens d'existence  Activité 2: Espace pays - Moyens d'existence d'un groupe particulièrement touché par l'insécurité alimentaire dans votre pays.</p> <p><b>Unité 2: Introduction au PDDAA – Pilier III : Cadre de la sécurité alimentaire en Afrique</b>  Leçon en ligne: PDDAA et sécurité alimentaire  Leçon en ligne: Les défis de l'insécurité alimentaire en Afrique  Exercice A: PDDAA/CSAA : Espace individuel - Que savons-nous sur le PDDAA et le CSAA ?  Forum de discussion sur le PDDAA et le Pilier III</p> <p><b>Unité 3: Analyse des sources d'information de la sécurité alimentaire</b>  Leçon en ligne : Le contexte institutionnel  Activité 3: Espace pays - Identification des Intervenants impliqués dans la collecte et analyse des informations de la sécurité alimentaire.  Forum de discussion sur les concepts de base de la sécurité alimentaire: Dans votre pays, peut-on parler d'une pratique d'analyse intégrée des données SA ?</p> <p><b>Unité 4 : Evaluation et indicateurs de la sécurité alimentaire</b>  Mini-leçon sur les caractéristiques des indicateurs de la sécurité alimentaire.</p>	<p><b>Unité 0: Activités préliminaires</b>  Leçon en ligne: Qu'est-ce que la sécurité alimentaire?</p> <p><b>Unité 1: Concepts de base</b>  Leçon en ligne: Etat nutritionnel et sécurité alimentaire  Leçon en ligne: Les concepts liés à la sécurité alimentaires  Leçon en ligne: Introduction aux moyens d'existence  Wiki : Espace pays - Caractérisation d'un ou plusieurs groupes particulièrement touchés par l'insécurité alimentaire et nutritionnelle dans chacun des pays.</p> <p><b>Unité 2: Introduction au PDDAA – Pilier III : Cadre de la sécurité alimentaire en Afrique</b>  Leçon en ligne: PDDAA et sécurité alimentaire  Leçon en ligne: Les défis de l'insécurité alimentaire en Afrique  Wiki: Espace pays - Que savons-nous sur le PDDAA et le CSAA ? Répondez aux questions formulées dans les termes de référence pour cette activité.  Forum de discussion sur le PDDAA et le Pilier III</p> <p><b>Unité 3: Analyse des sources d'information de la sécurité alimentaire et nutritionnelle (SAN)</b>  Leçon en ligne : Le contexte institutionnel  Wiki: Espace pays - Identification des Intervenants impliqués dans la collecte et analyse des informations sur la sécurité alimentaire.  Forum de discussion sur les concepts de base de la sécurité alimentaire: Dans votre pays, peut-on parler d'une pratique d'analyse intégrée des données sur la SAN?</p> <p><b>Unité 4: Analyse et indicateurs de la sécurité alimentaire</b>  Leçon en ligne : Evaluer la disponibilité alimentaire -  Leçon en ligne: Evaluation de l'état nutritionnel</p>



<p>Leçon en ligne sur les indicateurs de vulnérabilité Préparation d'une présentation sur les aspects genre et vulnérabilité dans vos pays Leçon en ligne : Evaluer la disponibilité alimentaire Leçon en ligne : Evaluation de l'état nutritionnel Leçon en ligne : Évaluation de la vulnérabilité Leçon en ligne : Evaluation des moyens d'existence Activité 4 : Espace pays - Les indicateurs de vulnérabilité les plus utilisés dans votre pays. Exercice B: Espace individuel : Genre et vulnérabilité- Préparation d'une présentation sur les aspects genre et vulnérabilité dans vos pays.</p> <p><b>Unité 5: Gestion du cycle de programme SA et son évaluation</b> Leçon en ligne : Introduction à l'évaluation d'impact. Leçon en ligne: Implications de différentes conceptions de programmes Leçon en ligne: Évaluation d'impact dans la conception des programmes Leçon en ligne: Vue d'ensemble des méthodes et approches Leçon en ligne : Sélection des méthodes et approches Activité 5 : Espace pays - Intégration de l'évaluation d'impact dans un programme de SA. Exercice C : Espace individuel: Travail individuel (volontaire) - Analysez les résultats des autres groupes et comparez-les avec votre résultat. Y-a-t-il des idées qui seraient intéressantes à intégrer dans vos propositions ?</p> <p><b>Unité 6: Politique nationale de sécurité alimentaire</b> Leçon en ligne: Élaborer un cadre politique pour la sécurité alimentaire Activité 6 : Espace pays - Instruments politiques ayant un rapport avec/une influence sur la SA dans votre pays Leçon en ligne : Cadre institutionnel des politiques de sécurité alimentaire Exercice D: Espace individuel : Sites internet SA - Recherche sur Internet des sites sur les institutions impliquées dans la SA. Activité 7: Espace pays - Les acteurs les plus importants responsables des politiques de SA dans vos pays. Activité 8 : Espace pays - Descriptif des acteurs les plus importants responsables des politiques de SA dans vos pays.</p> <p><b>Unité 7: Récapitulation et évaluation</b> Activité 9: Espace pays - Création d'un dossier «feuille de route» préparant la mise en oeuvre d'activités concrètes.</p>	<p>Leçon en ligne: Evaluation des moyens d'existence Mini-Leçon en ligne: Les caractéristiques des indicateurs de la sécurité alimentaire. Wiki: Espace pays - Donnez un aperçu sur l'analyse et les indicateurs de la SAN utilisés dans votre pays.</p> <p><b>Unité 5: Rapports sur la SAN</b> Leçon en ligne: Rapports sur la a sécurité alimentaire Wiki: Espace pays - Identification des rapports sur la situation alimentaire et nutritionnelle qui existent dans votre pays. Forum de discussion: Est-ce que vous avez personnellement la tâche d'écrire des rapports sur la SAN? Si oui, quelles sont les difficultés auxquelles vous êtes confrontés en les rédigeant ? En les diffusant ou présentant ?</p> <p><b>Unité 6: Politique nationale de sécurité alimentaire</b> Leçon en ligne: Élaborer un cadre politique pour la sécurité Leçon en ligne: Cadre institutionnel des politiques de sécurité Wiki: Espace pays - Quels instruments politiques (politiques régionales, accords signés par votre pays, programmes de SAN) influencent la SAN dans votre pays ? Forum de discussion: Comparez les programmes et politiques existants dans votre pays avec ceux des autres pays – quels sont les points communs, les différences ?</p> <p><b>Unité 7: Récapitulation et évaluation</b></p>
<b>FACE TO FACE</b>	
<p>Module I : Ouverture et Introductions Module II : PDDAA / CSSAA Module III : Concepts de base - récapitulation et approfondissement Module IV : Situation alimentaire et nutritionnelle dans les pays</p>	<p>Module I : Ouverture et Introductions Module II : PDDAA / CSAA Module III : Concepts de base Module IV : Situation alimentaire et nutritionnelle dans les pays Module V : Politiques et programmes SAN: CSAA et</p>

Module V : Politiques, stratégies et Programmes SAN Module VI : Identifications des défis Module VII : Communication et rapportage Module VIII : Ma contribution pour améliorer la situation dans mon Pays Module IX : Evaluation finale et clôture	PNIA Module VI : Communication et rapportage Module VII : Systèmes d'information SAN et approche ciblage Module VIII : Ma contribution pour améliorer la SAN dans mon pays Module IX : Evaluation finale et clôture
<b>MENTORING</b>	
No	Yes

<b>COMESA</b>	
<b>Year 1</b>	<b>Year 2</b>
<b>ONLINE COURSE</b>	
<b>Unit 1: Introduction</b> 1.1 Interactive Lesson: CAADP and Food Security 1.2 Interactive Lesson: Food Security Challenges in Africa Wiki: Context Mapping Exercise: characterization of populations vulnerable Discussion Forum: CAADP experiences in your country  <b>Unit 2: Institutions and stakeholders</b> 2. Interactive Lesson: Institutional Framework for Food Security Policies Wiki: Context Mapping Exercise: Institutions and Stakeholder Analysis Discussion Forum: Stakeholder Analysis and Institutional Analysis  <b>Unit 3: Information sources</b> 3.1 Interactive Lesson: FS Information Systems 3.2 Interactive Lesson: The Institutional Context Wiki: Context Mapping Exercise: Information Sources Discussion Forum: Food Security Data and Quality  <b>Unit 4: Policy mapping</b> 4. Interactive Lesson: Establishment of a Food Security Policy Framework Wiki: Context Mapping Exercise: Policy Mapping Discussion Forum: Policy Mapping Results  <b>Unit 5: Communication</b> 5.1 Interactive Lesson: Identify and analyse your audiences 5.2 Interactive Lesson: Define communication objectives and messages Discussion Forum: CAADP Implementation Process 5.3 Interactive Lesson: Selecting channels for presenting your information 5.4 Interactive Lesson: Plan and evaluate your communication activities 5.5 Interactive Lesson: Reporting formats for Food Security Wiki Context Mapping Exercise: Reporting for Action Discussion Forum: Raising public awareness on	<b>Unit 1: Introduction</b> Interactive Lesson: CAADP and Food Security Quiz: CAADP Discussion Forum: CAADP experiences in your country  <b>Unit 2: Introduction to CAADP Pillar III - FAFS</b> Interactive Lesson: Food Security Challenges in Africa Quiz: CAADP Pillar III and FAFS Discussion Forum: Food security situation in your country  <b>Unit 3: Institutions and stakeholders</b> Interactive Lesson: Institutional Framework for Food Security Policies Quiz: Institutions and stakeholders Wiki: Stakeholder Characterization Table  <b>Unit 4: Information sources</b> Interactive Lesson: The Institutional Context Quiz: Food Security Information Wiki: List of institutions Discussion Forum: Data  <b>Unit 5: Influencing policy making processes</b> 5.1 Interactive Lesson: Establishment of a Food Security Policy Framework Quiz: Food Security Policies Wiki: Policy mapping Discussion Forum: Mapping results 5.2 Interactive Lesson: Presenting information to policymakers Quiz Unit 5.2 Wiki: Upload policy briefs Discussion Forum: Communication activities 5.3 Interactive Lesson: Selecting channels for presenting your information Quiz Unit 5.3 Discussion Forum: Public awareness

CAADP	
<b>FACE TO FACE</b>	
Introduction Unit 6 Food Security Foundations Unit 7 Nutrition Unit 8 Livelihoods and Vulnerability Unit 9 Food Security Programmes Unit 10 Communicating Options and Information Unit 11 Action Plans and Outlook	Introduction Unit 6 Food Security Foundations Unit 7 Livelihoods and Vulnerability: <ul style="list-style-type: none"> <li>• LiPa-exercise</li> <li>• Right to food</li> <li>• Food Security Policy / Strategy / Programme</li> </ul> Unit 8 Nutrition Unit 9 Food Security Programmes Unit 10 Action Plan and Outlook
<b>MENTORING</b>	
Yes	Yes

## Annex 9. Examples of type of learning achieved by participants<sup>24</sup>

		AFSIS	AGHRYMET	COMESA
Knowledge Acquisition	Food security	<ul style="list-style-type: none"> <li>Used knowledge acquired on FSN to write a book chapter on Agricultural Economics and a research report on 'The Impacts of Rubber Tree Farmer's Livelihood Assessment in Lao PDR (Lao PDR)'</li> <li>Is now writing a 'Food security and nutrition bulletin' and a 'Food Security Policy Brief report' (Cambodia)</li> <li>Is now able to explain what food security is to colleagues (Philippines)</li> </ul>	<ul style="list-style-type: none"> <li>Following training, contributed to integrating FSN aspects in policies currently under development in the country (Togo)</li> <li>Clear improvement of ministry of agriculture reports with FSN aspects now taken into account (Mali)</li> <li>Was able to take all dimensions of FSN into account in the in the National Agricultural Investment Plan. For example, through the elaboration of a programme for the development of agricultural industry focusing on road infrastructure and access to markets and another focusing on food stocks (DRC)</li> <li>FSN valorised in agricultural projects and programmes (Cote d'Ivoire)</li> <li>Participated in preparatory activities and initiation of a campaign promoting the <i>Plateforme Béninoise pour la Sécurité Alimentaire</i> towards the adoption of the <i>Loi d'Orientation Agricole et de Sécurité Alimentaire et Nutritionnelle</i> (Benin)</li> </ul>	<ul style="list-style-type: none"> <li>Sensitised ministry of agriculture to the importance of FSN and FSN was included in MTEF planning and included in agricultural programmes (Kenya)</li> <li>Thanks to acquired knowledge, FSN features in the first aquaculture policy (Seychelles)</li> <li>Following the training, was involved in the production of the food security policy (Sudan)</li> <li>Issues included in training programme were included in the Food and Nutrition Security Policy that was developed (Zimbabwe)</li> <li>Drafted food and nutrition policy (Seychelles)</li> </ul>
	Nutrition			<ul style="list-style-type: none"> <li>Was able to convince superiors that Investment Plan had to be reviewed to reflect importance of nutrition (Zimbabwe)</li> <li>mainstreamed nutrition indicators into new strategy and M&amp;E (Rwanda)</li> <li>Has improved ability to collect nutrition related data (Sudan)</li> </ul>
	Vulnerability		<ul style="list-style-type: none"> <li>After training, was able to identify vulnerable population in a poverty reduction project concentrating on the north of the country, including data collection (Cote d'Ivoire)</li> <li>Was able to effectively contribute to the elaboration of the national protection on social protection (Chad)</li> </ul>	
	CAADP and international partnerships and		<ul style="list-style-type: none"> <li>Following the training, developed an action plan to integrate FSN matters in the CAADP process and in the National Agricultural Investment Plan more specifically (DRC)</li> </ul>	<ul style="list-style-type: none"> <li>Sensitisation to the importance of CAADP was done to political leaders and they are now all in support of the development of a National Agricultural Investment Plan (Zambia)</li> </ul>

<sup>24</sup> When a year is indicated rather than a country, it means that the information is derived from the anonymous evaluations.

		AFSIS	AGHRYMET	COMESA
	<b>agreements</b>			<ul style="list-style-type: none"> <li>• Agricultural development plans have been aligned to the CAADP (Zambia)</li> <li>• Is now able to respond to queries on CAADP (Nigeria)</li> <li>• After reporting to the Principal Secretary, the CAADP process has been revived. A new road map has been developed with the help of NEPAD and COMESA (Swaziland)</li> <li>• Managed to spot flaws in the elaboration of their CAADP following the training (Mali)</li> <li>• Now understands link between individual countries and the importance to the agreements that are already signed and under implementation (South Africa)</li> <li>• Was immediately integrated in the Country's Core CAADP Team and assisted in drafting a new list of CAADP Team Members (Swaziland)</li> <li>• Enhanced my capacity to discuss professionally issues related to CAADP Pillar 3 implementation and the way forward (Gambia)</li> </ul>
	<b>FSN information systems</b>	<ul style="list-style-type: none"> <li>• Better able to identify relevant data sources and stakeholders that contribute to food security information (Malaysia)</li> <li>• Better able to sustain FSN databases (Malaysia, Thailand)</li> <li>• Better able to collect/manage/analyse (Vietnam, Brunei)</li> </ul>	<ul style="list-style-type: none"> <li>• Following training, collected data for the report evaluating changes in malnutrition (Togo)</li> <li>• Participated in the identification of SMART indicators for the National Agricultural Investment Plan and to the updating of the data base of this programme (Burundi)</li> <li>• Has become active participant in Early Warning working group (Mali)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of food security data collection (Rwanda, Sierra Leone)</li> <li>• Able to hinge some of the policies with the FIVIMS framework (Singapore).</li> </ul>
<b>Applying new tools</b>	<b>Reporting/presenting</b>	<ul style="list-style-type: none"> <li>• Better reporting of food security situations (Philippines, Vietnam, Cambodia, Thailand)</li> </ul>		<ul style="list-style-type: none"> <li>• Improved a lot on presentations during meetings, conferences and trainings on nutrition and food security (Malawi)</li> </ul>
<b>Applying new approaches</b>	<b>Right to Food</b>		<ul style="list-style-type: none"> <li>• Following the training, elaborated a TCP project which FAO is financing on the Promotion of the right to food and good governance (Togo)</li> </ul>	<ul style="list-style-type: none"> <li>• Made many presentations especially on the right to food so people become aware of these issues (Sudan).</li> </ul>
	<b>Linkage between agriculture and nutrition</b>		<ul style="list-style-type: none"> <li>• Managed to introduce modules on FSN in training for health officials (Togo)</li> <li>• Was able to effectively contribute to the finalisation of the <i>Plan d'Investissement Détaillé pour la mise en œuvre du PNIA de la Côte d'Ivoire</i> and in the development of a</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan for the Transformation of Agriculture in Rwanda – Phase II was drafted and has component on nutrition (Rwanda)</li> <li>• Met with ministry of health to explain the need to work more closely on nutrition from the ministry of</li> </ul>

		AFSIS	AGHRYMET	COMESA
			<p>manual towards the evaluation of the National Agricultural Investment Plan. They were able to integrate aspects relating to nutrition in collaboration with the ministry of health (Cote d' d'Ivoire)</p>	<p>agriculture and this has been quite successful. They are now talking about including extension workers in the ministry of health Essential Nutrition Actions trainings (Liberia)</p> <ul style="list-style-type: none"> <li>• Now, all nutrition program implementers meet once a month, at the National Nutrition Coordination Committee Meeting and other sub groups have been formed form as such the taskforce based on the three component of the nutrition program (Integrated Management of Acute Malnutrition (IMAM), Essential Nutrition Actions (ENAs) and Micronutrient supplementation (Liberia)</li> <li>• Is now leading a multi-disciplinary working group to plan to collect and analyse data on nutrition indicators so as to integrate nutrition indicators into the Ghana Annual Surveys of Agriculture (Ghana)</li> <li>• Networking and collaboration ministry of health (Zimbabwe)</li> </ul>
	<b>Coordination with other institutions and stakeholders</b>	<ul style="list-style-type: none"> <li>• Shared outcomes of the training to the AFSIS focal country point (Malaysia, Philippines, Indonesia, Cambodia, Singapore, Vietnam).</li> <li>• Better able to coordinate with other institutions working on FSN in their country (Indonesia)</li> <li>• Shared new awareness of FSN issues with extension workers (Cambodia)</li> </ul>	<ul style="list-style-type: none"> <li>• Shared new knowledge and information on FSN with superiors and colleagues (Cote d'Ivoire, Burundi, DRC, Mali, Togo, Benin, Djibouti, Cape Verde) as well as with technical and financial partners of the ministry of agriculture and private sector (Cote d'Ivoire).</li> <li>• Now participating in weekly work sessions grouping officials from the ministry of agriculture, health, the national office for nutrition, ministry of planning, and of economy out of which has come the first proposal for an action plan for food security and nutrition (Madagascar)</li> </ul>	<ul style="list-style-type: none"> <li>• Reported back to CAADP focal point, ministers, superiors, other colleagues (Liberia, Rwanda, Nigeria, Zimbabwe, Swaziland, Kenya, Zimbabwe, Ethiopia, Malawi, Sudan, Gambia, Zambia), the nutrition country working group (Sierra Leone), the Agriculture Advisory Group (AAG) meeting (Sierra Leone), even down to subnational bodies (South Africa), the IPC group (Uganda), the CAADP focal point (Zambia, Rwanda)</li> <li>• Networking and collaboration with other FSN stakeholders improved (Zambia)</li> <li>• Coalition of NGOs on CAADP organises meeting with farmers' groups and participant goes to these meetings to talk about FSN (Nigeria, Zimbabwe)</li> <li>• Based on the training, identified and mapped FSN stakeholders in order to develop a multi-sectoral action plan for implementation (Liberia)</li> <li>• Able to participate in networks on food security (Benin)</li> <li>• Regional Food Security and Agricultural Information Association set up in Southern Province with stakeholders (Zambia)</li> <li>• As a way of involving high level stakeholders,</li> </ul>

		<b>AFSIS</b>	<b>AGHRYMET</b>	<b>COMESA</b>
				participants of the training were able to get the Vice President to launch the results of the 2012 Comprehensive Food Security and Nutrition Survey and this lead to a high level awareness creation since representatives from other sectors were also present (Liberia)
	<b>Learning from other countries</b>	<ul style="list-style-type: none"> <li>Training helped broaden their ASEAN network (Year 1)</li> </ul>	<ul style="list-style-type: none"> <li>Training helped create working networks with other participants (Niger, Cape Verde)</li> </ul>	<ul style="list-style-type: none"> <li>Experiences sharing was extremely appreciated (Year 1 and Year 2)</li> </ul>