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PRiME
Program in Rural M&E

Fundamentals of Monitoring and Evaluation 1

PARTICIPANT'S HANDBOOK

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1

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PRiME is a global training and certification program for monitoring and evaluation (M&E) in rural development, launched in 2017 by the Centers for Learning on Evaluation and Results (CLEAR) and the International Fund for Agricultural Development (IFAD).

PRiME is headquartered at the CLEAR Center for Latin America, based at Centro de Investigación y Docencia Económicas (CIDE), Mexico City.

Overall Project Objectives

The overall objective of PRiME is to establish a high quality, global training program in M&E for rural development, thus improving results measurement and fostering evidence-based decision-making.

The project aims to achieve the following objectives:

1) Increasing M&E capacity and setting high M&E standards in the rural development sector;
2) Developing a knowledge repository for rural-focused M&E training materials;
3) Establishing a recognized and sustainable training program with a global certification practice for M&E in rural development.

Training Format

PRiME is comprised of two courses leading to certification, which cover the following topics:

Fundamentals of M&E 1	Fundamentals of M&E 2
Introduction to M&E	Fundamentals of M&E 1 Recap
Theory of Change & Logical Framework	Data collection for M&E
Developing indicators	Data analysis and interpretation
Data collection	Communication and visualization of M&E results
M&E and project planning	M&E for decision-making

Each course consists of 5 days of in-person training and an online multi-format assessment. The courses are offered in English, French, and Spanish; they are workshop-based, including a combination of lectures, plenary exercises, and small-group exercises. After each course, participants take an online assessment for certification purposes.

For more information about PRiME, please visit our website: www.primetraining.global

About this Handbook

This handbook details the learning objectives and the 5-day agenda for Fundamentals of M&E 1 and includes the instructions and templates for the exercises that will be carried out throughout the course.

It has been designed for participants to take notes and answer the exercises; in this way, at the end of the course, each participant will have a complete, organized record of the topics that were reviewed, to be complemented with course presentations, which will be also made available.

Course Objectives

By the end of Fundamentals of Monitoring and Evaluation 1, you will be able to:

- Identify the main purpose of monitoring and evaluation (M&E).
- Understand fundamental M&E concepts and terminology.
- Develop Theories of Change and Logical Frameworks.
- Design indicators and apply common data collection methods.
- Understand how to effectively link M&E to project planning.

Course Agenda

Fundamentals of M&E 1 is a five-day in-person training. Sessions will begin at 9:00 am and finish by 6:00 pm, with a one-hour lunch break at 1:00 pm. The course agenda is structured as follows:

Modules	Learning objectives
Opening session	• Register and receive course materials. • Introduce yourself to the group and get to know group members. • Collectively set the expectations and group contract. • Understand training objectives, contents and format.
1. Introduction to M&E	• Understand the differences between monitoring and evaluation, and the specific roles they play in the project cycle. • Familiarize yourself with different evaluation foci and types through the project cycle.
2. Theory of Change & Logical Framework	• Learn how to develop a Theory of Change. • Learn how to translate a Theory of Change into a Logical Framework.
3. Indicators	• Understand what an indicator is. • Learn how to design M&E indicators. • Familiarize yourself with RIMS Core Indicators.
4. Data collection	• Understand what data to collect for M&E and how. • Learn commonly used quantitative and qualitative data collection methods. • Familiarize yourself with the most common sampling methods.
5. M&E and project planning	• Learn how to develop an actionable M&E plan. • Learn how to prepare an Annual Workplan and Budget.
Closing session	• Recap main course learnings and discuss how they can be applied to your daily work. • Verify compliance of group contract and expectations. • Understand the steps needed to complete the training.

Topic	Learning objectives	Exercises
Registration	Register and receive course materials.	--
Course opening and welcome	• Introduce yourself to the group and get to know group members. • Collectively set the expectations and group contract.	Introduction round Exercise 1. Icebreaker: Speed meeting Exercise 2. Expectations statement
Training overview	Understand training objectives, contents and format.	Exercise 3. What is your starting point?

Course Opening and Welcome

Exercise 1. Icebreaker: Speed meeting *Plenary*

1. Introduce yourself to a course participant that you do not know already and learn about her/him; conversation topics may include your job, IFAD project, home country, etc.
2. Every 2 minutes, move to another person.
3. Continue for 20 minutes.

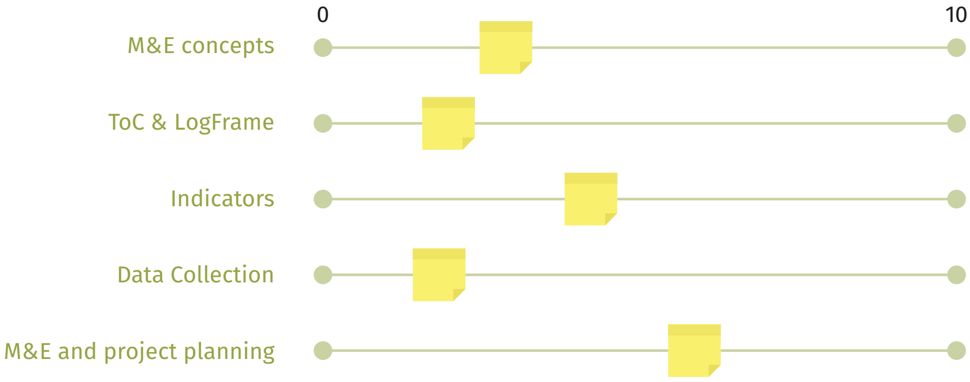
Exercise 2. Expectations statement *Plenary*

My expectations for this course are:

Training Overview

Exercise 3. What is your starting point? *Plenary*

Rate, on a scale from 0 to 10, your knowledge level on the main topics that will be covered in Fundamentals of M&E 1. Stick post-it notes on the sheet of paper previously taped on the wall by the facilitators, as showed in the example.



Topic	Learning objectives	Exercises
1.1 M&E in the Project Cycle	Understand the differences between monitoring and evaluation, and the specific roles they play in the project cycle.	Exercise 4. Discussion: Why is M&E important?
1.2 M&E Foci	Familiarize yourself with different M&E foci and types through the project cycle.	--

1.1 M&E in the Project Cycle

Exercise 4. Discussion: Why is M&E important? *Plenary*

- Why is M&E important?
- What role has M&E played in your project?
- What challenges have you faced in the M&E of your project?
- How can M&E be improved in your project?

Resources

OECD-DAC, 2002. *Glossary of key terms in evaluation and results-based management.* Paris, France: OECD. Retrieved from: http://www.oecd.org/dac/evaluation/publicationsanddocuments.htm (available in 15 languages).

Morra Imas, L. G., & Rist, R., 2009. *The road to results: Designing and conducting effective development evaluations.* Washington, D.C.: World Bank. Retrieved from: https://openknowledge.worldbank.org/handle/10986/2699 (available in 5 languages).

Zall Kusek, J., & Rist, R. C., 2004. *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington, D.C.: World Bank. Retrieved from: https://openknowledge.worldbank.org/handle/10986/14926 (available in 5 languages).

Topic	Learning objectives	Exercises
2.1 Theory of Change	• Learn the basic components of a Theory of Change. • Learn how to develop a Theory of Change. • Understand how a Theory of Change can be used as an M&E tool.	Exercise 5. Situation analysis Exercise 6. Develop a Theory of Change Closing (Day 1): Q&A session
2.2 Logical Framework	• Learn how to translate a Theory of Change into a Logical Framework. • Identify how a Logical Framework can be used as an M&E tool. • Identify the link between project Logframe and AWPB in the IFAD framework.	Exercise 7. Discussion: Project LogFrames Exercise 8. Develop a LogFrame

2.1 Theory of Change

Exercise 5. Situation analysis *Group work (case study)*

1. Read about the Afghanistan's Rural Microfinance and Livestock Support Program (Annex 1) and watch the video. You will be working on this case throughout the course.
2. Carry out a situation analysis for this project.
3. Report back to the plenary.

Exercise 6. Develop a Theory of Change *Group work (case study)*

1. Draw the Theory of Change of the Rural Microfinance & Livestock Support Program (Annex 1) on a flip chart.
2. Present the theory of change to the plenary.
3. Discuss: What were some of the challenges in developing the theory of change?

Closing (Day 1): Q&A session *Plenary*

What was your most significant learning experience today?

Which activity did you like the most?

What would you suggest in order to improve your learning tomorrow?

2.2 Logical Framework

Exercise 7. Discussion: Project LogFrames *Plenary*

- What are some of the challenges that you face with your project LogFrames?
- How have you addressed them?

Exercise 8. Develop a LogFrame *Group work (case study)*

1. Draw a LogFrame on a flip chart based on the template in Annex 2.
2. Fill out the "Summary/name" and "Assumptions" columns in the LogFrame, based on the Theory of Change previously developed.
3. Report back to the plenary.
4. Discuss: What were some challenges in converting the Theory of Change into a LogFrame?

Resources

Food and Agriculture Organization, 2014. “Module 2: Design”. In: *Results-based public management: Tools for the design and implementation of public rural development programs with a project cycle approach.* Santiago, Chile: FAO. Retrieved from: http://www.fao.org/americas/publicaciones-audio-video/gestionpublicaconbaseenresultados/en/ (available in English and Spanish).

Ortegón, E., Pacheco, J. F., & Prieto, A., 2005. *Metodología del marco lógico para la planificación, el seguimiento y la evaluación de proyectos y programas*. Santiago, Chile: CEPAL. Retrieved from: https://www.cepal.org/es/publicaciones/5607-metodologia-marco-logico-la-planificacion-seguimiento-la-evaluacion-proyectos (in Spanish only).

Rogers, P., 2014. *Theory of Change. Methodological Briefs – Impact Evaluation No. 2.* Florence, Italy: UNICEF Office of Research. Retrieved from: https://www.unicef-irc.org/publications/747-theory-of-change-methodological-briefs-impact-evaluation-no-2.html (available in English, French and Spanish).

Taplin, D. H., et al., 2013. *Theory of change: Technical papers.* New York, USA: ActKnowledge. Retrieved from: http://www.actknowledge.org/resources/documents/ToC-Tech-Papers.pdf (in English only).

W. K. Kellogg Foundation, 2004. *Logic model development guide*. Retrieved from: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide (available in English and Spanish).

Online resources

BetterEvaluation, 2017. *Using logic models and theories of change better in evaluation*. Retrieved from: https://www.betterevaluation.org/en/blog/Using-logic-models-and-theories-of-change-better-in-evaluation (in English only).

CLEAR Anglophone Africa. *Theory of Change for Development* [online course]. Available on: https://www.edx.org/course/theory-of-change-for-development (in English only).

Topic	Learning objectives	Exercises
3.1 What is an indicator	• Understand what an indicator is. • Learn how to ensure construct validity. • Understand the role of indicators in M&E.	Exercise 9. Construct validity
3.2 Designing indicators	• Learn how to design M&E indicators. • Learn the key components of a good indicator.	Exercise 10. LogFrame indicators
3.3 RIMS Core Indicators	Familiarize yourself with RIMS Core Indicators.	Closing (Day 2): Q&A session

3.1 What is an indicator

Exercise 9. Construct validity *Plenary*

What are potential indicators for “social cohesion”?

Consider that a cohesive society is one that:

- Works towards the well-being of all its members;
- Fights exclusion and marginalization;
- Creates a sense of belonging;
- Promotes trust; and
- Offers its members the opportunity for upward mobility.

3.2 Designing Indicators

Exercise 10. LogFrame indicators *Group work (case study)*

1. Each group will be assigned a component of the Rural Microfinance and Livestock Support Program (Annex 1).
2. Fill out the “Indicators” column in the Logframe for your assigned project component.
3. Report back to the plenary.

3.3 RIMS Core Indicators

Closing (Day 2): Q&A session *Plenary*

What was your most significant learning experience today?

Which activity did you like the most?

What would you suggest in order to improve your learning tomorrow?

Resources

Food and Agriculture Organization, 2014. “Module 2: Design”. In: *Results-based public management: Tools for the design and implementation of public rural development programs with a project cycle approach*. Santiago, Chile: FAO. Retrieved from: http://www.fao.org/americas/publicaciones-audio-video/gestionpublicaconbaseenresultados/en/ (available in English and Spanish).

Global Donor Platform for Rural Development, et al., 2008. *Tracking results in agriculture and rural development in less-than-ideal conditions: A sourcebook of indicators for monitoring and evaluation.* Bonn, Germany: Global Donor Platform for Rural Development. Retrieved from: https://openknowledge.worldbank.org/handle/10986/7852 (available in English and Spanish).

Zall Kusek, J., & Rist, R. C., 2004. *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. Washington, D.C.: World Bank. Retrieved from: https://openknowledge.worldbank.org/handle/10986/14926 (available in 5 languages).

Topic	Learning objectives	Exercises
4.1 Introduction to data collection	• Identify the role of data collection during the project cycle. • Understand the differences between primary and secondary data sources. • Understand data quality elements. • Familiarize yourself with data collection approaches.	Exercise 11. Discussion: Data collection
4.2 Primary data collection: quantitative	• Learn when and how to use two of the most used quantitative data collection methods: structured observation and surveys. • Familiarize yourself with different sampling designs. • Learn the most common methods of random sampling.	Exercise 12. Develop a survey Exercise 13. Random sampling Closing (Day 3): Q&A session
4.3 Primary data collection: qualitative	• Learn when and how to use three of the most used qualitative data collection methods: unstructured observation, interviews and focus groups. • List different sampling designs. • Learn the most common methods of non-random sampling.	Exercise 14. Develop an interview guide Exercise 15. Non-random sampling Exercise 16. Means of verification
4.4 ICT for data collection and management	Learn how IFAD is using technology for data collection and management.	Exercise 17. Discussion: ICT for data collection Exercise 18. Develop a data collection plan Closing (Day 4): Q&A session

4.1 Introduction to Data Collection

Exercise 11. Discussion: Data collection *Plenary*

- What is your role in data collection within your project?
- Who is involved in deciding what data will be collected for your project’s M&E?
- What challenges has your project faced in data collection?
- In your experience, what factors are key for successful data collection?

4.2 Primary Data Collection: Quantitative

Exercise 12. Develop a survey *Group work (case study)*

1. Design a household survey to collect information on the output and outcome level indicators you included in the LogFrame of the Rural Microfinance and Livestock Support Program. Develop 10-12 questions of different types (multiple-choice, open-ended, rating-scale, etc.); be careful of sequencing and wording.
2. Share with the plenary.

Exercise 13. Random sampling *Group work (case study)*

An M&E officer for the Rural Microfinance and Livestock Support Program wants to determine the benefits of the training provided under Component 3 through a survey. The training was implemented in communities A and B and the participants were 3,000 women. The M&E officer obtained permission from community A to select a sample of participants. The M&E officer selected 350 participants at random from community A.

- What method of sampling used the M&E officer?
- Is the sample size adequate?
- Will the M&E officer be able to make broad claims based on the results of the survey?

Closing (Day 3): Q&A session *Plenary*

What was your most significant learning experience today?

Which activity did you like the most?

What would you suggest in order to improve your learning tomorrow?

4.3 Primary Data Collection: Qualitative

Exercise 14. Develop an interview guide *Group work (case study)*

1. Develop an interview guide (max. 7 questions) to learn about beneficiary perception of your assigned project component.
2. Share with the plenary.

Exercise 15. Non-random sampling *Group work (case study)*

1. Discuss: What sampling method will you use to select respondents for the interview that you designed in Exercise 14?
2. Share with the plenary.

Exercise 16. Means of verification *Group work (case study)*

1. Fill out the “Means of verification” column of the LogFrame for your assigned project component. Consider the following:
    - Will you use secondary data sources (national statistics, international databases, etc.)?
    - If using primary data, which method will you use to collect the data?
2. Report back to the plenary.

4.4 ICT for Data Collection and Management

Exercise 17. Discussion: ICT for data collection *Plenary*

- Have you used ICT for M&E data collection?
- What are the advantages?
- What are the challenges?
- What opportunities exist in your project to use ICT for M&E data collection?

Exercise 18. Develop a data collection plan *Group work (case study)*

1. Develop a data collection plan for the outcome and output indicators identified in the previous sessions. Use the template in this handbook (Annex 3).
2. Report back to the plenary.

Closing (Day 4): Q&A session *Plenary*

What was your most significant learning experience today?

Which activity did you like the most?

What would you suggest in order to improve your learning tomorrow?

Resources

Belden, C., et al., 2013. *ICT for data collection and monitoring & evaluation: Opportunities and guidance on mobile applications for forest and agricultural sectors.* Washington, D.C.: World Bank Group. Retrieved from: http://documents.worldbank.org/curated/en/124251468339606709/ICT-for-data-collection-and-monitoring-and-evaluation-opportunities-and-guidance-on-mobile-applications-for-forest-and-agricultural-sectors (in English only).

McDonald, B., & Rogers, P., 2014. Interviewing. *Methodological Briefs – Impact Evaluation No. 12.* Florence, Italy: UNICEF Office of Research. Retrieved from: https://www.unicef-irc.org/publications/757-interviewing-methodological-briefs-impact-evaluation-no-12.html (available in English, French and Spanish).

Morra Imas, L. G., & Rist, R., 2009. The road to results: *Designing and conducting effective development evaluations.* Washington, D.C.: World Bank. Retrieved from: https://openknowledge.worldbank.org/handle/10986/2699 (available in 5 languages).

Peersman, G., 2014. Overview: *Data collection and analysis methods in impact evaluation. Methodological Briefs – Impact Evaluation No. 10*. Florence, Italy: UNICEF Office of Research. Retrieved from: https://www.unicef-irc.org/publications/755-overview-data-collection-and-analysis-methods-in-impact-evaluation-methodological.html (available in English, French and Spanish).

Online resources

Guest, G., 2017. *A pathway for sampling success.* Retrieved from: https://researchforevidence.fhi360.org/pathway-sampling-success (in English only).

IFAD, Independent Office of Evaluation, 2017. *ICT for Evaluation International Conference, June 2017* [Video playlist]. Retrieved from: https://www.youtube.com/playlist?list=PLeUKn8wB0-oMa2u4gYayoxe_YogqWILZQ (in English only).

Namey, E., 2017. *Riddle me this: How many interviews (or focus groups) are enough?* Retrieved from: https://researchforevidence.fhi360.org/riddle-me-this-how-many-interviews-or-focus-groups-are-enough (in English only).

Topic	Learning objectives	Exercises
5.1 M&E planning	Learn how to develop an actionable M&E plan.	Exercise 19. Discussion: M&E planning
5.2 Annual Workplan and Budget	Learn how to prepare an Annual Workplan and Budget.	Exercise 20. Discussion: Preparing and implementing AWPBs Exercise 21. Develop an AWPB

5.1 M&E Planning

Exercise 19. Discussion: M&E planning *Plenary*

- How do you plan M&E activities in your project?
- Who participates in M&E planning?
- What documents or tools do you use, if any?

5.2 Annual Workplan and Budget

Exercise 20. Discussion: Preparing and implementing AWPBs *Plenary*

- What are some challenges that you face when preparing and/or implementing an AWPB?
- Who is responsible, who is/should be involved?
- How do you ensure buy-in/inputs from stakeholders?

Exercise 21. Develop an AWPB *Group work (case study)*

1. Develop an Annual Workplan and Budget (AWPB) for each output, activity and input indicator identified in the previous sessions. Use the template in this handbook (Annex 4).
2. Report back to the plenary and discuss: what is the linkage between the logical framework and the AWPB?

Resources

Family Health International, 2004. “Core Module 3: Developing a monitoring and evaluation work plan”. In: *Monitoring HIV/AIDS programs: A facilitator’s training guide.* Retrieved from: https://www.fhi360.org/resource/monitoring-hivaids-programs (in English only).

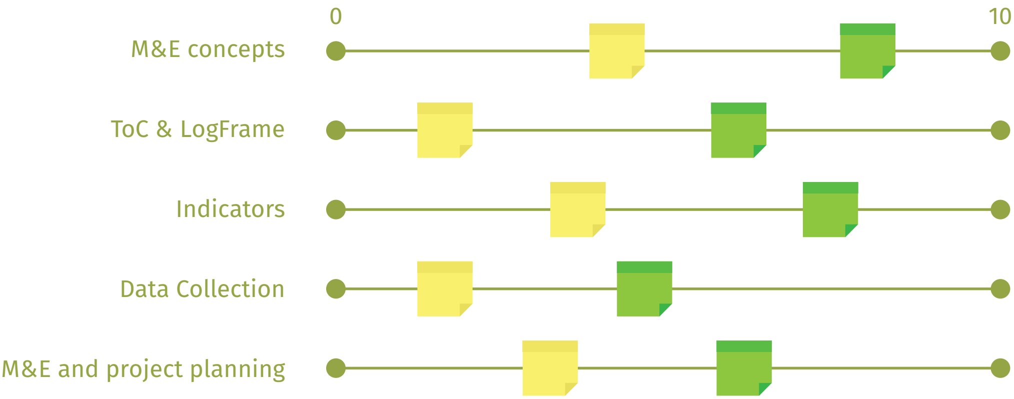
Markiewicz, A., & Patrick, I., 2015. “Full Appendix - Monitoring and Evaluation Framework Plan”. In: *Developing monitoring and evaluation frameworks*. SAGE Publications. Retrieved from: https://study.sagepub.com/node/23069/student-resources/monitoring-and-evaluation-framework-documents (in English only).

Topic	Learning objectives	Exercises
Recap	Recap main course learnings and discuss how they can be applied to your daily work.	Exercise 22. What have you learned?
Feedback & next steps	• Verify compliance of group contract and expectations. • Understand the steps needed to complete the training.	Exercise 23. How do you feel?

Recap

Exercise 22. What have you learned? *Plenary*

1. Repeat exercise 3, considering the knowledge acquired during the course. Stick post-it notes of a different color on the same sheet of paper, as in the example below.



2. After that, discuss:
   - What were your key learnings?
   - How you will use them in your daily work?

Next steps

Feedback

Exercise 23. How do you feel? *Plenary*

1. Write your answers to the following questions below on the cards provided by the facilitators:
   - How do you feel? Try to express it in one word.
   - Were your expectations satisfied?
   - How could this course improve?
   - Do you have any additional comments?

2. After that, stick the cards on the sheet of paper previously taped on the wall by the facilitators.

This is the case study that will be used for all of your group work throughout the course. The case study is a summary of an IFAD-funded project, which has been modified slightly for training purposes.

PROBLEM

Overall problem: High levels of poverty, concentrated in rural areas

Afghanistan is one of the poorest countries in the world, and has been facing political volatility, conflict and insecurity for nearly 40 years. About 39% of the population lives below the national poverty line.

Poverty is highly concentrated in rural areas, particularly among households dependent on livestock and agricultural activities. There are two major groups vulnerable to higher levels of poverty:

- Kuchis, a group of ethnic minority nomadic pastoralists (estimated 1.5 million people), who are heavily dependent on livestock and migration patterns for their livelihoods;
- Female-headed households, who are often subject to discrimination, as well as limited employment and entrepreneurship opportunities.

Contributing factor 1: Decline in livestock

- Over the last 20 years, livestock numbers throughout Afghanistan have reduced considerably.
- In addition, small poultry flocks, which were almost exclusively owned and managed by women, have almost disappeared.
- The reduction in livestock has been attributed to persistent droughts, on-going conflict, and the rise of disease. Additionally, rural households often do not have the means to provide adequate healthcare to livestock.

Contributing factor 2: Inability to access effective financial services

- In early 2002, the banking sector in Afghanistan had completely collapsed, and no formal financial service providers were operational.
- In late 2002, a national Microfinance Investment and Support Facility (MISFA) was launched to provide funds, technical assistance, and training to new financial intermediaries. MISFA's overall objective is to provide flexible and high-quality support to help establish a healthy microfinance sector.[1]
- However, the microfinance sector remains small and has not effectively engaged in the agricultural and livestock sectors.
- Furthermore, traditional microfinance products do not meet the needs of Afghanistan's rural poor. These include products that take into account local needs: Islamic modes of financing, flexible financing for nomadic communities, and innovative products that consider local political constraints.

[1] Microfinance consists in loans and other financial services offered to the poor and extremely poor, who usually have no access to traditional financial institutions.

PROJECT OVERVIEW

The Rural Microfinance & Livestock Support Program (RMLSP) aims to reduce the vulnerability and improve the livelihood means, incomes, food security and nutritional status of poor and vulnerable rural households in selected areas of Afghanistan.

The project consists of two interconnected interventions:

- Rural microfinance (components 1 and 2): it works towards increasing access to a wider range of microfinance products and services adapted to the specific needs in the livestock sector.

- Livestock support (components 3, 4 and 5): it works towards strengthening the livestock production systems of poor rural households, while developing their marketing opportunities and improving local livestock production, productivity, and incomes.

By providing both financial and livestock support services, the project works towards increasing the number and productivity of livestock-based enterprises in rural Afghanistan.

Target population:
- Smallholder farmers and livestock keepers

- Women and female-headed households
- Resettled and nomadic Kuchis

Implementing agencies:
- Afghanistan's Ministry of Finance

- Afghanistan's Ministry of Agriculture, Irrigation and Livestock

Duration: 7 years

Coverage: 10 provinces

Project Components

Component 1: Innovation Facility

The Innovation Facility provides a flexible source of funding for MISFA partner organizations to develop microfinance products that address the specific needs of potential rural clients.

This funding covers pilot-testing of the products, developing business models for their provision, and scaling-up in the target communities, including the costs for setting up new activities, ongoing operational costs, training and systems development, as well as initial funding for lending.

An initial group of participating organizations was pre-selected to pilot-test some promising microfinance products; however, MISFA plans to issue requests for proposals as additional opportunities may be identified by its partner organizations.

Service provider: MISFA.

Component 2: Financial graduation for the "poorest of the poor"

This component consists in pilot-testing and developing a methodology, appropriate for Afghanistan, to help in the financial graduation of the "poorest of the poor," who are generally not included in traditional microfinance programs, as they need non-credit support before they are in a position to make good use of loans or deposit services.

In an initial phase, beneficiaries receive a package of inputs, including livestock, animal husbandry and financial training, cash stipends and basic healthcare. Upon graduation, they are linked to financial service providers so that they may further expand their businesses or income-generating activity. The key to this graduation model is the careful sequencing of several development services to facilitate consumption stability and, subsequently, enterprise development.

Beneficiaries are identified through participatory rural appraisal (PRA) methodology, including social mapping, wealth ranking and interviews at the community level. Based on the PRA, the bottom 20% of households were identified, from which further selection was made to define the final target households.

Service provider: BRAC, a Non-Governmental Organization (NGO).

Component 3: Backyard poultry development

This component helps provide poor women and women heads of households with the skills, knowledge and initial inputs they require to engage in backyard poultry raising activities.
In each of the communities selected, a woman trainer, well-respected in the community, is identified and

trained. Afterwards, the trainers facilitate the provision of intensive training among beneficiaries and organize the supply of improved chickens, regular vaccination against Newcastle Disease, the improvement of chicken coops, the preparation of mixed feed, and the marketing of eggs. Producers' groups are also established to enable groups of village women to maintain input supply and arrange vaccinations.

Service provider: Food and Agriculture Organization (FAO).

Component 4: Dairy goat development

This component provides poor women and women heads of households with the skills, knowledge, and initial inputs they require to engage in small-scale dairy goat production.

Women are trained in goat production and milk processing and marketing, as well as provided with basic inputs, including live animals, equipment and animal health services. In order to facilitate access to inputs and feed, women are also organized into producers' groups.

Production of milk and dairy products are supported through the dissemination of improved and adapted dairy goat breeds, as well as successful technologies for improved productivity, milk collection and processing technologies.

For the implementation of this component, extension staff is trained in gender-sensitive participatory approaches, technical issues and organizational change.

Service provider: ICARDA, a NGO.

Component 5: Improved access to animal health services for nomadic Kuchis

This component consists in strengthening the provision of animal health services to nomadic Kuchis in the Northern Region of Afghanistan, so as to improve livestock production and productivity, and to help livestock owners retain greater value for their livestock products.

The nomadic Kuchis possess a considerable proportion of the sheep and goat population in Afghanistan and access to veterinary services is a key concern for them, especially to control highly contagious and potentially devastating diseases through vaccination. A network of Veterinary Field Units (VFUs) has been established in the Northern Region and is represented in most districts; however, there remain a considerable proportion of livestock owners who are either not aware of, have access to, or avail themselves of the district-based VFUs.

Under this component, 20 Kuchi Basic Veterinary Workers (BVWs) are trained; BVWs can move with their families and clans, carry a small stock of necessary veterinary supplies, and get re-supplied at various VFUs located along their migratory routes.

In addition, a pocket booklet -including VFU locations, staff names and cell phone numbers- is prepared and distributed through the Service Provider and the Council of Kuchis to as many Kuchis as possible, so that they can more easily locate and contact the nearest VFU along their migratory routes to obtain preventive and therapeutic services or to reequip their BVWs.

Service provider: Dutch Committee for Afghanistan (DCA), an NGO.

Potential threats and challenges

• Although women are usually more involved than men in livestock activities, livestock are usually either owned by the household (jointly between men and women) or by men. In previous micro-loans projects specifically targeting female clients, there have been reports of women handing over the loan to their husbands or other male family members.

• There is a potential that the men in the regions may prevent women from participating in project activities, particularly in more politically volatile regions.

• The country has unpredictable rainfall patterns, and often faces prolonged and severe droughts.

• The security situation of the country may not allow program implementation in certain areas.

• Religious standard-setting bodies often have trouble certifying Islamic-compliant microfinance products and services.

• The project, its actors, and donors may have difficulties in being socially accepted by the local population.

Sources

IFAD, Asia and the Pacific Division, Programme Management Department, 2017. *Islamic Republic of Afghanistan, Rural Microfinance and Livestock Support Programme: Project completion report.*

IFAD, Asia and the Pacific Division, Programme Management Department, 2009. *Islamic Republic of Afghanistan, Rural Microfinance and Livestock Support Programme: Appraisal report.*

World Bank & Islamic Republic of Afghanistan, Ministry of Economy, 2017. *Afghanistan Poverty Status Update 2017: Progress at Risk.* Washington, D.C.: The World Bank. Retrieved from: http://www.worldbank.org/en/country/afghanistan/publication/afghanistan-poverty-status-update-report-2017

For more information about the case study, watch the following videos:

IFAD, 2012, *Afghanistan: Stabilizing rural communities* (3:00 minutes, in English only): https://www.youtube.com/watch?v=sW4QsvI6GsY

Radio Free Europe/Radio Liberty, 2016. *Kuchi nomads: Struggling and stateless in war-torn lands* (2:43 minutes, in English only): https://www.rferl.org/a/afghanistan-pakistan-kuchis/27539195.html

	Summary/Name	Indicator	Means of Verification	Assumptions
Goal				
Outcomes				
Outputs				
Activities				
Inputs				

	Indicator	What are the data collection methods?	When and how often should collection occur?	Who is responsible for carrying out the collection?	Potential challenges in collecting the data
Outcome 1					
Outcome 2					
Output 1					
Output 2					

	Indicators					Verification			
	Indicator	Baseline	YR1	Mid-Term	End Target	Source	Freq.	Responsability	Assumptions
Outputs			Optional						
Activities									
Inputs									

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