6.1.3 Baseline (and periodic) surveys

Definition and purpose of baseline surveys

A baseline study or survey is a snapshot of initial conditions in a locality, site or sector prior to an intervention (public or private project or programme). A baseline study provides benchmarks against which change and progress can be measured and evaluated

Timing: before implementation

Changes can only be measured if there is some data for comparison with. Increases in employment, income, business start-ups, work quality, decision-making authority, etc. can only be measured if the 'base' is known.[70] Baseline data therefore allow the project to draw up a before-and-after picture that show changes resulting from specific interventions; it also makes it possible to subsequently monitor progress periodically with regard to outcome achievements. As a management instrument, this will allow the project manager to undertake strategic corrections if she/he realizes that a project is 'off track' in achieving its development targets.

It is therefore essential that baseline surveys be conducted before the implementation of interventions – i.e. immediately after value chain analysis and research and before drawing up an intervention framework. Ideally some information/data can be taken from the value chain research findings, thus saving time and money for a further survey.

A baseline survey does not need to be a time-consuming and costly activity (in fact it *should* not be). Smaller projects in particular lack the financial and human resources for conducting extensive surveys. This section outlines how an easy and simple baseline survey can be done using a step-by-step approach.

[70] ILO (2005): 37.

Step 1:

Designing a framework for monitoring

Designing a framework for the periodic monitoring of outcome indicators. A comprehensive and easy-to-use framework that captures baseline information and allows it to be compared with information collected later during the monitoring of interventions, is an essential prerequisite for any M&E system. Things are also much easier for the project manager if she/he is able to access all the information on one sheet.

The ILO's Zambian BDS project has developed a framework for baseline and monitoring of outcomes as part of a threefold system (appraisal, monitoring outputs, and monitoring outcomes). This framework can easily be replicated and is described below.

Monitoring information: quantitative data, qualitative information, sustainability check

The framework consists basically of three components (horizontal structure of the table):

- **Monitoring of quantitative data:** this is information that can be expressed in numerical terms, such as percentages (relative) or numbers (absolute).
- **Monitoring of qualitative information:** information that cannot be expressed in numerical terms, such as "endorsement of new policies by the government".
- **Sustainability check:** replication, local ownership and financial sustainability are important criteria for assessing the sustainability of an intervention.

For the baseline survey only columns 1 to 4 as need to be filled in well as the baseline data/information. Information is gathered for each intervention separately (i.e. *not* intervention areas or individual activities) – the above framework is therefore replicated for every intervention. This can easily be done in an Excel table format. The "interventions" and "expected outcomes" columns can be copied from the intervention framework (see *Table 1*).

Table 6.2: Outcome monitoring framework developed by the ILO's BDS project in Zambia

1	2	3	4	5					6
Intervention	Expected outcomes	Quantitative indicators/proxies	Data collection method/means of verification	Tracking change					Other external factors that possibly contribute to change
				Baseline	Period 1	Period 2	Period 3	Period 4	
Intervention 1									
	Qualitative indicators/proxies								
		Baseline	Period 1	Period 2		Period 3		Period 4	Other possible external factors
	Indicator A:								
	Indicator B:								
	Indicator C:								
	Sustainability check								
	Can other stakeholders use the output? (replication)		Who does it? (local ownership)			Who pays for it? (financial sustainability)			

Herr, M and Muzira, T. 2008. ILO BDS Zambia Project

6.1.4 Selecting indicators for monitoring Decent Work impact

Step 2:

Selection of indicators

Selection of indicators to be monitored. As mentioned before, the means by which progress and achievements towards specific outcome targets are measured is through indicators[71]. These are qualitative and quantitative factors or variables that provide a simple and reliable means of measuring achievement and reflecting the changes connected with an intervention. We would make a distinction between output indicators (such as the number of training sessions conducted or the type of publication) and outcome indicators (such as the percentage of farmers who say that they now receive better services). The choice of indicators is essentially dependent on the overall development objectives of the project.

[71] Indicators refer to … Proxies: e.g. business start-ups ➞ registration of businesses

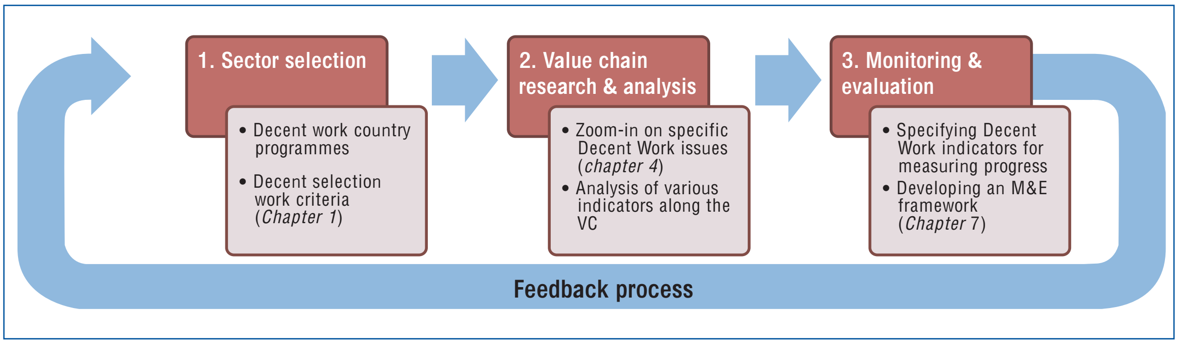
The selection of indicators for monitoring and evaluation is very closely connected with the Decent Work criteria that have been used to select a sector for a value chain initiative in the first place (see *Chapter 1*): employment creation potential, known Decent Work deficits (in terms of labour conditions), percentage of women involved (gender equity), industry growth perspectives and so on. Indicators therefore reflect the overall goals of the implementing organization – i.e. what are we trying to achieve through the intervention? *Decent Work Country Programmes* negotiated between the ILO and its contituents in a given country, for example, provide project managers with a guideline for deciding which sectors to select and which indicators need to be considered in order to achieve the target set in the programme.[72]

Selection of indicators goes back to *Decent Work* criteria for sector selection *(Chapter 1)*

Sector selection feeds into value chain research and analysis, in which the Decent Work criteria that have been used to select a sector are being looked at within the framework of a value chain. In other words, from a broader view of a sector we are zooming in on a specific subject within the value chain – for example labour productivity and conditions at different value chain levels, or the performance of business membership organizations as system integrators, or the level of worker participation in decision-making processes at different levels. This means that the choice of indicators for monitoring and evaluation is in fact a process that starts with sector selection and is then specified during the value chain research and analysis (see *Chapter 4* (*Section 4.2*) for information on specific topics to look at in value chain research).

Value chain research further specifies the choice of indicators

Box 4.7: evolution of Decent Work indicators for monitoring and evaluation



[72]Decent Work Country Programmes can be viewed at www.ilo.org/public/english/bureau/program/dwcp

Indicators for M&E feed back into sector selection

As the figure above (*Box 6*) also illustrates, indicators selected for monitoring and evaluation of Decent Work outcomes are also crucial in determining selection criteria for future value chain initiatives (see *Chapter 1*) or in facilitating a decision on whether the efforts in a selected sector should be scaled up. The following questions might be important in this context:

- **Relevance for Decent Work:** has the selected sector been relevant to the promotion of Decent Work targets (i.e. large number of poor, women, workers, etc.)?
- **Decent Work change potential:** has the selected sector shown signs of improving Decent Work outcomes during the intervention period (i.e. growth, market player incentives, etc.)?
- **Intervention potential:** have our interventions in the selected sector led to more Decent Work outcomes? Are there signs of crowding-in involving other market players?

The monitoring and evaluation of Decent Work indicators through out the implementation of value chain interventions provides useful information on whether value chain development targets are achieved. This again feeds into the overall process of continuous value chain upgrading and innovation – it becomes part of the learning process that leads to more competitiveness. Development agencies should therefore also devote critical thought to who will take over this market function (monitoring and evaluation) after project expiry (see *Chapter 6*).

Be "SMART" when selecting indicators

The challenge for monitoring and evaluation during the implementation of value chain interventions is to make indicators quantifiable and place them in a framework that allows the implementing organization to follow development towards the intended targets. From a practical aspect, the selection of indicators therefore should be SMART:[73]

- **Specific**, related to the conditions the project seeks to change
- **Measurable**, either numerically or in terms of ranking or preferences
- **Achievable**, within limited financial, human and technical resources
- **Relevant**, with regard to the objective concerned
- **Time-bound**, within a certain framework

The baseline and periodic monitoring surveys should not take up too much time or resources. It is therefore strongly recommended that only 3 to 5 indicators be selected per intervention. These indicators therefore need to have a strong message with regard to measuring outcomes, and it is important to note that indicators should not be added or changed during the monitoring of implementation. The project manager needs to be clear on final objectives from the start.

[73] ILO (2005): p. 40

Measurability problem (I): putting qualitative information into the M&E system

The measurability criteria is however sometimes difficult to apply to more qualitative indicators, such as "government endorsement", "media coverage" or "availability of information". One way to deal with this problem is to look for proxies, for example "number of bills passed in parliament", "number of articles" or "number of information sources". These, however, do often not give a precise picture and can be considerably influenced by other external factors. The M&E system developed in Zambia therefore allows the manager to note qualitative indicators separately, and instead of measuring their progress in numerical terms, she/he can add a sentence or a small paragraph instead – giving a short description of the progress made.

Examples of Decent Work indicators

The following box gives some examples for indicators that can be chosen for a monitoring and evaluation system.[74] The chosen quantitative indicators can then be put into column 3 of Table 2 above; qualitative indicators are put into column 2 under the heading "qualitative indicators/proxies".

Table 6.3: Examples for possible Decent Work indicators/proxies

Targeted Small Enterprises[75]	
Defect rate (rework (or scrap)	Proportion of units that do not conform to design standards and are subsequently reworked or scrapped
Order-to-delivery time	Total amount of time (hours or days) from receipt of order to delivery on the customer's premises
On-time delivery rate	Proportion of orders delivered to customer according to agreed schedule
Customer rejects	Proportion of items delivered to customers and subsequently rejected due to non-conformity
Capacity utilization	Proportion of available resources (e.g. plant and equipment) used in production
Labour productivity	Sales value of output produced during the period divided by direct labour hours used in production
Sales	Revenue derived from the sale of goods or services
Net profit	Operating profit (sales minus cost of goods sold) and other income less total expenses
Employment	Full- and part-time workers employed by companies or sole proprietorships as of a specific date or pay period – e.g. the week of March 12th

Targeted employment & income[76]	
Output	Sales value of goods and services produced and consumed in the economy
Personal income	Income received by households from employment, self-employment, investments and transfer payments
Income per capita	Personal income divided by the total population in the region
Income distribution	Proportion of total household money income received by households in particular groups – e.g. quintile income groups
Labour force participation rate	Proportion of the working age population that is employed or actively seeking work
Unemploy-ment rate	Number of persons without jobs who are available and seeking work divided by the number of persons in the total labour force
Poverty rate	Number of persons or households with incomes below a specific minimum level divided by total population or households
Human Poverty Index (HPI)	The HPI is a composite index introduced by the UNDP that takes three dimensions into account: life expectancy, illiteracy rate, and overall standard of living

[74] Adapted from Oldsmann and Hallberg (undated): Framework for evaluating the Impact of small enterprise initiatives, World Bank, Washington D.C.

[75] Adapted from Oldsmann and Hallberg (undated): pp.9-14

[76] Ibid

Targeted Government Reforms[77]	
Reporting requirements	Number of forms that small enterprises are required to file with government agencies and level of effort required to complete them
Regulatory compliance costs	Costs incurred by small enterprises to comply with government regulations
Business fees	Fees paid by small enterprises for registrations, permits and licenses
Bribes	Fees paid by small enterprises to government officials
Import tariffs and quota levels	Tariff rate and quotas on imported goods
Tax burden	Effective tax rate for small enterprises after accounting for exemptions, deductions and credits
Business registrations	Number of enterprises (of a particular sector) registering their business

Targeted BDS Providers and Market[78]	
Sales	Revenues derived from the sale of services (particularly sales to small enterprises or other sub-targets)
Net Profit	Operating profit (sales minus costs of goods sold) and other income less total expenses
Employment	Full and part-time workers employed by companies or sole proprietorships as of a specific date or pay period – e.g. the week of March 12th
Number of sellers	Number of companies offering a specific service in the defined market
Number of buyers	Number of small enterprises that purchased a specific service
Willingness to pay	Maximum price at which individual consumers would still want to buy a particular service
Market price	The current price established in the usual and ordinary course of trade between buyers and sellers for the same service
Volume of services	Quantity (value) of services sold in a specific market. For every sale there is a purchase.
Lerner price	A measure of market power defined as the weighted average of each firm's margin with weights given by the firms' market shares
Herfindahl Index	A measure of market concentration defined as the sum of market shares (squared) of each firm

Targeted government reforms (contd.)	

Targeted BDS providers and market (contd.)	
Consumer's surplus	Difference between the maximum prices that consumers are willing to pay and the actual price for all units purchased
Producer's surplus	Difference between revenue received and the variable costs for each unit sold. Represents a contribution to fixed costs and producer profits
Total surplus	Sum of consumer's and producer's surplus

[77] From Oldsmann and Hallberg (undated)

[78] Oldsmann and Halberg (undated): pp. 9-14

Targeted Value Chains	
Level of cooperation/ communication	Extent to which businesses in the chain communicate with each other
Order to delivery time	Total time a product needs to go through all value chain levels – e.g. from the farm to the consumer/market
Value chain governance	Five types of governance: market-based, modular, relational, captive, hierarchical relationships
Waste/rejects (value) along the chain	Total waste (value) caused by faulty handling and too many intermediaries along the chain (esp. important for perishable products)
Number of links	Number of businesses linked together in the value chain incl. intermediaries
Number of market choices	Number of buyers to which small enterprises can sell (or number of suppliers from which they can buy) – indication for type of VC governance
Customer satisfaction (Star diagram)	Proportion of buyers of products small enterprises that were satisfied with the quality of products (or other criteria)

General *Decent Work* Indexes[79]	
Freedom of association index	Freedom to establish trade unions as well as the protection of this right of association comprising several sub-indicators (reported number of violations vis-à-vis trade union members/leaders, government interference, legal limitations)
Freedom from gender discrimination index	Extent to which ILO conventions on gender are ratified: discrimination in employment and occupation, equal remuneration, maternity protection, night work, underground work, workers with family responsibilities, part time.
Freedom from child labour index	Looks at the extent to which ILO child labour conventions are violated, using a set of variables (violation by non-ratification, violation by lower minimum age)
Forced Labour index	Extent to which ILO conventions on forced labour are violated: slavery and abductions, compulsory participation in public works projects, coercive recruitment systems in agriculture and remote rural areas, certain forms of domestic work, bonded labour, forced conscription of both children and adults for non-military purposes, trafficking of labour under false pretences, certain types of prison labour and rehabilitation through work in prison.

[79] Cuyvers and Bulcke (2005). Although these indices might be difficult to calculate, the individual components (sub-indicators) orientation as to which indicators to look at (and how) in value chain initiatives focusing on one sector.

Targeted Social Dialogue[80]	
Trade Unions and membership	
No. of trade unions	Number of trade unions within a country or responsible for a selected sector
No. of trade union members	Number of workers who are members of a trade union – e.g. country-wise or sector-wise
Density of trade unions	Number of active members who are contributors in relation to total labour force
Collective bargaining	
Collective bargaining coverage rates	Ratio of employees actually covered by a collective agreement to the potential number who could be covered by the formal provision of bargaining rights (unadjusted rate)
Collective bargaining level	The level at which collective contracts are negotiated and formally set e.g. at N/S (National/ Sectoral level) and/or C (Company/plant level).
Collective bargaining coordination	The extent to which pay negotiations are coordinated across the economy (five levels are distinguished)
Strikes and lockouts	
No. of strikes or lockouts p.a.	Number of strikes/lockouts during a year – e.g. sector-wise or country-wise
No. of working days lost p.a.	Number of days not worked as the result of strikes/lockouts per year (e.g. industry-wide)
No. of workers in strikes/lockouts p.a.	Number of workers involved directly and indirectly in strikes/lockouts per year (e.g. sector-wise)
Indices relating to Social Dialogue	
FACB index	The Freedom of Association and Collective Bargaining index codes and assigns a numerical value to instances of violations based on the application of measures relating to freedom of association.
Voice representation security index	Measures the protection of collective voice in the labour market through independent trade unions and employer associations and other bodies (composed of 13 indicators)
Industrial (collective) relations law index	Examines government regulations on industrial relations through 3 sub-indices: a) collective bargaining; b) workers' participation in company management; and c) collective disputes (strikes and lockouts).
Cooperation in labour-employer relations indicator	Opinion on labour-employer relations on a scale from 1 (confrontational) to 7 (cooperative)

Other targeted Decent Work areas	
Occupational health and safety	
Labour inspectors	Inspectors per 100,000 employees (or less) – cross-sector
Occupational injury insurance cover	Percentage of employees covered by insurance
Excessive hours of work	Percentage of employed who work more than agreed between employers and unions or the industries' average working hours
Fatal injury rate	Numbers of injuries per 100,000 employees (or less – depending on the size of the sector and target region)
Gender	
Occupational segregation by sex	Percentage of non-agricultural employment in male-dominated and female-dominated occupations and index of dissimilarity
Female shares in management and administration	Female share of employment in managerial and administrative occupations (as a proportion of female share of non-agricultural employment)
Female share in non-agri wages	Percentage of women in non-agricultural wage employment
Wage-earning ratios	Female/male wage or earnings ratio in selected occupations
Employment rate	Employment rate for women with children under compulsory school age (as a proportion of the rate of all women aged 20-49)
Social protection	
Public security expenditure	Public social security expenditure (e.g. separate figures for health services, old-age pensions etc. as a percentage of GDP)
Public expenditure for income support	Public expenditure on needs-based cash income support (percentage of GDP)
Average monthly pension	Average monthly pension (percentage of median/minimum earnings)
Share of population receiving a pension	Share of population over 65 years receiving a pension
Contribution to pension funds	Share of economically active population contributing to a pension fund

[80] Taken from Chataignier, Anne: 2005

Measurability problem (II): Quantifying qualitative information such as preferences

There is no limit to indicators that could be chosen for a monitoring and evaluation system. The i ndicators mentioned in *Box 4* above will often be hard to measure for local/rural economies or particular sectors – also given the lack of data and record-keeping of government agencies in developing countries.

Multiple choice questions, however, offer an easy way to quantify qualitative indicators such as the perceptions and preferences of the target group, as the following example shows:

Question	No. of people that answered "yes"	No. of people that answered "no"
Do you feel that the government is aware of your needs?	6	14
Conclusion: "70 percent of the farmers interviewed said that they felt the government was not sufficiently aware of their needs"		

This can then be entered as one indicator into *Table 2* above, putting 70% into the baseline column and asking farmers the same question again after a certain period of implementation (monitoring outcomes, *Section 2.2*). *Decent Work* indicators in particular can be tested this way – e.g. "Do you perceive your working environment as comfortable?" These examples show that there is in fact no limit to indicators from which a project manager can choose – she/he just needs to choose them wisely.[81]

[81]Further information on how to choose the right indicators, is also provided by The Springfield Centre, 2007.

Step 3:

Data collection methods and scale

Data collection methods and scale of survey (means of verification). Once the project manager and her/his team have decided which indicators to monitor, they also need to decide on which methods to use to collect the relevant data and information and on what scale this should be done. It is very important at this point that the manager bear in mind the resources that are available to him/her. He/she must also remember that these surveys need to be carried out periodically – e.g. every three months. Data and information collection for monitoring and evaluation therefore needs to fulfil three criteria; it needs to be:

Baseline surveys: cost effective, simple and quick

1. **cost-effective,**
2. **simple, and**
3. **quick.**

Interviews: in order to provide quantitative information, the project team will have to conduct several interviews and/or focus group discussions with the target group (so that a conclusion such as "3 out of 15 farmers (20 percent) said that…" can be made). Since the outcome of this survey will, however, also generate a lot of information on qualitative indicators, short question guidelines need to be prepared in order to ensure that all interviewees are asked the same questions. Interviews require that the project team carry out field visits, spending perhaps two to three days in the target region.

Focus group discussions: using the VC steering group as a reference group for qualitative evaluation

Focus group discussions are useful for gathering qualitative information; for example, for finding out more about the group dynamics and perceptions of the target group. **Value chain steering groups,** by the way, can also be a very useful means of verification: members can be periodically asked to assess the progress of interventions according to the indicators selected. The group thereby also acts as a control group.

Box 6.4 : Focus Group Discussions

A focus group is not a group interview where a moderator asks the group questions and participants individually provide answers. The focus group relies on group discussion and is especially successful where the participants are able to talk to each other about the topic of interest. This is important as it gives the participants the opportunity to agree or disagree with each other. It can provide insight into what a group thinks about an issue, the range of opinions and ideas, and the inconsistencies and variation that exist in a particular community in terms of beliefs, experiences and practices.

As mentioned before, keep it short and easy. It is not helpful to design long questionnaires that take time and resources to evaluate and will be difficult to repeat periodically. The project team needs to focus on a few chosen indicators (*step 2*) and ask questions that help to fill in the information into the M&E system (Table 2).

The method of data collection (means of verification) is entered into column 4 of *Table 2* above. For example: "interviews with 15 randomly selected farmers every three months; semi-structured interview"; or "2 focus group discussions with selected farmers (control group) every 3 months"; or a combination of both…

Step 4:

Conducting a baseline survey

Bearing in mind the above, the findings of the baseline survey are then entered into the respective column of *Table 2*. An additional summary report can provide further details and is also a good source of information for the evaluators who will later be assessing the impact of a project.

6.2 Monitoring implementation

Definition of monitoring: current routine assessment

Monitoring is the routine collection and analysis of information to enable the assessment of a project's progress in the course of implementation (i.e. it is *current*).[82] Monitoring looks continuously at output as well as outcome indicators to enable informed decisions that keep the project "on track" in terms of output and outcome targets. A manager can make strategic corrections when he realizes that interventions are going the wrong way.

As a management tool, monitoring should focus on two sets of indicators: 1) see whether planned outputs are achieved, and 2) whether the implementation is strategically on track towards its development objectives (outcomes). Monitoring can therefore be structured along these lines, as described below.

[82] The Springfield Centre, 2007.

6.2.1 Monitoring outputs and the implementation activities involved

Outputs are products, goods & services that an intervention produces

As mentioned in the introduction to this chapter, outputs are the products, goods and services which result from a development intervention. They are the services or products the project is responsible for delivering – together with other local and development partners. A project manager has to see that the activities which are needed to produce a specific output are carried out within a given framework (time and resources), and that they lead to the desired result – the output. This is what is meant by 'monitoring outputs and their implementation activities'.

Monitoring outputs: what actually happened

Monitoring of outputs and activities is done continuously – i.e. as soon as a certain activity is carried out, it is entered into the M&E system. This is in fact like keeping a diary: tracking activities over a certain period of time until they lead to the desired result. This is particularly useful for the evaluation of a project later on, in that evaluators can then better understand *what actually happened* in order to implement interventions. The ILO BDS project in Zambia has designed a very simple format for this purpose, which is part of its M&E system:

Table 6.4: Continuous monitoring of activities and outcomes

1	2	3	4	5	6		7
Intervention	Output target *(incl. start and end date)*	Date	Persons/organizations involved	Brief description of activity	Report available		Results and next steps
					Yes	No	
Intervention 1							
	Final output						
	Type of output *(specify)*		completed by *(date)*	Availability	Remarks		

How to use Table 6.4:

Although the table is fairly self-explanatory, here a short description of how to use it:

- **'Intervention' and 'output target' columns copied from intervention framework**
- **Intervention (column 1):** the information for this can be copied from the intervention framework – see *Table 1* in *Section 1.1*. Note that this does not refer to 'Intervention Area' or specific 'Activities'.
- **Output target (column 2):** this can also be copied from the intervention framework, and describes the type of product that is expected as the result of several activities. Since projects often contract consultants or partner organizations, this column may also include information about the start and end date of such an assignment.

Using the monitoring table as a diary for activities

Once columns 1 and 2 have been filled out, activities are entered into the next columns and rows as they are implemented – i.e. continuously. As soon as one activity is completed, it is entered into the open space. This can be done either by the project manager him/herself, or by the team member responsible for the implementation of this particular intervention.

- **Date:** enter the date on which the activity took place.
- **Persons/organizations involved:** enter the persons involved in this particular activity and the names of their respective organizations; perhaps also indicate who was responsible for that activity.
- **Brief description of activity:** what was this activity about? For example: "Meeting with minister of livestock development to discuss…"
- **Report available:** if a meeting was important, most probably minutes have been taken; or a report on a conducted workshop is available; a survey document; etc. If further reports are available for a specific activity, it needs to be ensured that they are also filed systematically for later review.
- **Results and next steps:** what is the result of that particular activity? What decisions were taken at the meeting? What will happen next? Other conclusions? This column indicates whether the activities will eventually lead to the desired output.

Once the desired output has been achieved, the project manager (or team member) is given some space below to describe the output – i.e. what type of output (e.g. 'a training manual and 5 training sessions')? When was the output completed? From whom will it be available in future (or: who will be further responsible)?

Tracking activities helps to relate changes to specific activities (project ownership)

The combination of a diary (i.e. tracking of outputs and their activities) and the monitoring of outcome indicators (Section 1.3 and 2.2) gives the project a powerful tool that will enable it to relate changes more specifically to certain activities.

6.2.2 Monitoring outcomes (first signs of impact)

Definition of outcomes: short to medium-term effects of interventions

Outcomes have been described as the likely or achieved short and medium-term effects of an intervention's outputs. Outcomes serve the achievement of the project's long-term development objectives (impact), for example more jobs and higher incomes. 'Monitoring these outcomes' means keeping track of changes which are brought about by a certain intervention, and by doing so, being able later on to draw a line between intervention, outcome and impact.

Progress is monitored against baseline data

The basis for monitoring outcomes is set with the baseline survey, as described in *Section 1.3*. This means that the numerical variations in the previously selected indicators are recorded periodically (i.e. monthly, quarterly, half-yearly or annually) and are observed over the entire intervention period within the geographic boundaries of the target region. This shows how important it is to choose the right indicators from the beginning; they cannot be changed afterwards.

To monitor the change of indicators compared to the baseline – or the previous period, the project team again will have to spend 2-3 days in the field collecting relevant information from the target stakeholders. The same questions are asked as in the previous period to see whether changes have taken place. The extent of the survey should be limited, selecting only a small sample from the target group within a certain area.

The findings of the monitoring survey are again entered by the project manager or a team member into one of the 'period' columns in *Table 2* (*Section 1.3*) above. It is recommended that information be kept as brief as possible so as to maintain the overview nature of the format. Further and more detailed information on findings can be provided in a separate short survey report.

Box 6.6: Hypothetical example

Indicator	Jan 2008 (baseline)	April 2008	July 2008	October 2008	Jan 2009
Farmers awareness and use of new sources of technical information (Variation 1)	10%	12%	18%	35%	61%
Farmers awareness and use of new sources of technical information (Variation 2)	10%	11.5%	10.4%	10.8%	11.0%
Farmers awareness and use of new sources of technical information (Variation 3)	10%	9.8%	9.2%	8.5%	7.7%

Example: Using monitoring as a management tool

To illustrate the benefit of outcome monitoring, consider the example above: A project has developed a training and information package for local supply retailers who sell various inputs (fertilizers, seeds, pesticides, tools, machines, etc.) to farmers. The purpose is to improve the availability of the knowledge and information provided for farmers by delivering better input retailer customer services. The project is monitoring, whether farmers are now becoming aware of this new source of information (the indicator: awareness).[83]

Outcome monitoring allows early learning and correction of mistakes

Three possible variations have been considered in the table above, which pose different **strategic options** to the project manager:

- **Variation 1:** awareness in this example is increasing almost exponentially. There is therefore no need for the manager to correct the direction of the intervention. It is successful.

[83] A question like "Are you aware of the new information services provided by local supply retailers?" could be asked – depending on where exactly the intervention took place. The percentage of "yes" answers is then entered into the table.

- **Variation 2:** after an implementation period of 6 months ('July 2008') there is still no progress to be seen. There can be various reasons – for example: a) the supply retailers are not implementing their new skills; b) there is no marketing or publicity for the new services; c) the contents of the training might not have met the target beneficiaries' needs; etc. Whatever the reasons, the manager needs to find them out and take corrective measures.
- **Variation 3:** awareness is not only stagnating, but it is even declining. The reason could be that the intervention has lead to market distortions – e.g. it has driven other sources of information out of the market but has replaced them with an inadequate source. This requires immediate action by the project manager.

6.2.3 Sustainability check

Assessing the sustainability of interventions

Although there are many indicators for assessing whether an intervention has been sustainable or not, the ILO BDS project in Zambia has concluded that in fact only three really matter:

Can others replicate the outputs?

- **Replication (technological and environmental factors):** can other stakeholders use the outputs delivered by the project, or is access limited to only a few organizations? And can stakeholders further develop the outputs by themselves? In this context, a project manager should also think about whether his learning experiences with the intervention and outputs are available to other development partners and organizations – not only within his own region/country.

Who is responsible? Who pays?

- **Local ownership (partner country priorities, level of participation, consideration of local institutional and cultural factors, and exit strategy):** have local organizations and partners taken responsibility for an intervention? And will they continue after the project has expired? Has the project managed to keep out of the core business, or has it taken over market functions in the value chain?

Sustainability check as part of a M&E system

- **Management, organization and financial sustainability:** is the solution commercially viable or will stakeholders always depend on outside donors? Who exactly pays for the intervention? Have local resources been mobilized to ensure long-term sustainability?

Table 2 (outcome monitoring, as shown in *Section 1.3*) of the M&E system developed by the BDS project includes some space that allows the project manager to assess the sustainability of an intervention by using the above criteria. Although they come at the end of the table, they are actually meant as guiding questions throughout the implementation of an intervention: who does it? Who is paying? Can others also make use of it? The space below the questions gives the manager an opportunity to provide some information for evaluators.

6.3 Evaluating VC outcomes and impact[84]

Definition of evaluation: retrospective assess-ment of interventions

Evaluation is the assessment of a project's performance conducted after a period of implementation (i.e. it is *retrospective*).[85] The monitoring of outputs and outcomes supports the evaluation of a project and provides useful information for the evaluators. Evaluation often is not done by the project manager, but by an external organization (sometimes directly contracted by the donor or head office).

Intervention reports: focus on immediate outcomes

Evaluation can be done after a relatively short period of time (e.g. after one year) through small **intervention reports**. They therefore focus more on short to medium-term outcomes, rather than long-term impacts which often cannot be measured within the project's limited time frame and are usually dealt with in more detailed impact assessments (see *Box 8* for further references). Intervention reports are ideally written by an external consultant but can also be done by a team member, who has the advantage that she/he does not need to gather background information on the project first.

The ILO Enter-Growth project in Sri Lanka adopted a very simple and easy-to-read format for intervention reports that it adapted from a multi-donor project in Bangladesh.[86] The structure is standardized, which also makes it easier for local stakeholders to follow the projects' activities (transparency!). The reports usually do not consist of more than eight pages – long study reports are read only by a small audience; short and easy-to-read reports also arouse a great deal of interest amongst local target stakeholders. Once finished – it takes about 2 to 3 weeks altogether – the reports are published on the project's website.

Structure of intervention reports

The structure of the intervention reports is simple, and you will notice that the M&E system described in this chapter already covers a lot of information required:

Background

1. **Background:** provides some basic information and data about the target-sector (e.g. significance regarding income and employment contribution); describes shortly why the sector has been selected[87]; and gives a summary of the main problems.

[84] IFAD has a good M&E guide that can also be applied to VCD projects to a large extent: http://www.ifad.org/evaluation/guide/index.htm

[85] The Springfield Centre, 2007.

[86] Developed by The Springfield Centre

[87] The Enter-Growth uses three 'Pro-Poor growth' criteria for selection: a) Is the sector pro-poor? b) Pro-poor growth potential, c) Intervention potential (resources, feasibility, objectives, etc.).

Action and plan

2. **Project action and plan:** this chapter describes the project's intervention strategy and how it got to this strategy; the projects' approach towards the development issue can be mentioned; and a summary of proposals and interventions should be given.

Activities for implementation

3. **What actually happened:** This chapter is about the activities that have taken place to implement certain interventions. It should not only focus on the projects' own activities, but also on what local stakeholders and partners have done as a result of the projects' intervention. *Table 3* (*Section 2.1*), where the project manager has tracked all of the important outputs and their relevant activities, will provide useful information for this chapter.

Outcomes

4. **First signs of impact (outcomes):** the intervention report is written after a relatively short time. It is therefore unlikely that interventions have already achieved wider impact (e.g. more jobs and higher incomes). However, it should be possible to observe some outcomes that result from an intervention; these are described in this chapter. Information can be taken from *Table 2* – in addition, a local facilitator/consultant can also be asked to conduct a couple of interviews to gather more qualitative information.

Learning experiences

5. **Learning, conclusion and next steps:** what has the project learnt from this intervention? What will it do differently next time? What can it recommend to other development partners? What will happen next? The intervention report is supposed to be a *useful* document. It should therefore not only describe success stories, but also look at things that went wrong and that provide a useful lesson for future interventions.

6.4 Further reading

This chapter has described how monitoring and evaluation can be implemented in a simple and cost effective way that does not take up much of the project manager's time. Readers who wish to further develop their knowledge, or who wish to obtain further details are recommended to look at the following literature:

Further reading on indicators, monitoring, evaluation and impact assessment

Decent Work Country Programmes: www.ilo.org/public/english/bureau/program/dwcp

- **Anker, Richard et al. (2002):** Measuring Decent Work with statistical indicators, International Labour Office, Policy Integration Department, Working Paper No.2, Geneva.
- **Chataignier, Anne (2005):** Statistical indicators relating to Social Dialogue – A compilation of multiple country databases, International Labour Office, Policy Integration Department, Working Paper No.56, Geneva.
- **Cuyvers, Ludo and Van den Bulcke, Daniel (2005):** The quantification of respect for core labour standards – towards a social development index?, International Labour Office, Policy Integration Department, Working Paper No.71, Geneva.
- **DFID/SDC (2008):** The M4P operational guide, available from www.m4pnetwork.org – see section 3E.
- **ILO (2005):** A Handbook for Planning Impact Assessment, EMP/ENTERPRISE, Geneva.
- **ILO (2006):** Evaluation Guidance - Planning and managing project evaluations
- **ILO (2006):** From pilot to Decent Work pilot programme – lessons from the Decent Work pilot programme, Policy Integration Department, Geneva.
- **Kenworthy, Lane and Kittel, Bernhard (2003):** Indicators of Social Dialogue – concepts and measurement, International Labour Office, Policy Integration Department, Working Paper No.5, Geneva.
- **Mujeri, Mustafa K. (2004):** Bangladesh Decent Work statistical indicators – a fact-finding study, International Labour Office, Geneva.
- **Oldsmann and Hallberg (undated):** Framework for evaluating the impact of small enterprise initiatives, World Bank, Washington D.C.
- **SIDA (2004):** Looking back, moving forward – SIDA evaluation manual, Stockholm
- **Springer-Heinze, Andreas (2007):** ValueLinks Manual – The methodology of value chain promotion, German Technical Cooperation Agency (GTZ), first edition, Eschborn (Germany). Available from www.value-links.org – see especially the following modules:
    - **Module 11:** Monitoring and managing impact
- **The Springfield Centre (2007):** Making Markets Work, Assessing market level change, Durham (UK).
- **Zarka-Martres, Monique and Guichard-Kelly, Monique (2005):** Decent Work, standards and indicators, International Labour Office, Policy Integration Department, Working Paper No.58, Geneva.

Annex

A1: Format for an RVCD Floriculture start-up workshop

The start-up event sets an official starting point to the value chain initiative. The main purposes are:

- to inform all stakeholders that "something is happening" in their sector;
- to win their support; to verify the initial value chain map and information collected in the build-up phase;
- to initially assess opportunities and constraints for the overall sector plus supporting functions, rules and regulations;
- and finally to inform stakeholders about the planned steering group, forthcoming activities (interviews and focus group discussions) and expected outcomes.

Participants: Stakeholders from all value chain levels and districts, plus supporting functions and organizations. Total number: 50-70.

Time frame: 3 ½ hours in total. Strict time management is essential in order not to waste people's time. Make sure in particular that card exercises are done as quickly as possible (limit the number of cards to 2-3 per person, for example).

Equipment: Different coloured cards (about 300 per colour), brown wall paper, markers, pins, boards, masking tape, flipchart and board, projector and laptop.

Handouts: agenda, MSE forum brochures from all four districts, value chain map, presentations

Time	Activity	Who?
	1. Introduction	
5 mins	**1.1 Short welcome address**	
5 mins	**1.2 Introduction of participants** Participants are asked to briefly introduce themselves and say what they expect of the start-up event.	
	2. Presentation of the project objectives and approach	
15 mins	**2.1 Project organization and approach** *Explain what Enter-Growth is and what we do – also introduce EDB and the partner organizations of the facilitators. Then explain what value chain development is and the project approach.*	
	2.2 Project objective: Floriculture value chain development *Explain the objectives of the floriculture value chain project (Slides nr. …)*	

Time	Activity	Who?
	3. Address of support	
15 mins	**3.1 Address of support by chief guest** *The address should not exceed 10 minutes (no speech or political statements, please). The chief guest should say something about the importance of floriculture development for job and income creation and express his/her support for the initiative.*	
	4. The floriculture sector: a brief introduction	
10 mins	*This short presentation will give a brief overview of the sector. Matthias will prepare slides (No) and a "inception document" – coordinate with Shyamalei. The presentation will be done by the EDB (Mrs. Malani). Participants will be given a handout of the presentation (inception document). Team members are expected to send information on above subjects by Friday 9th.* *The presentation would cover the following topics:* a) The market: demand for floriculture products (main markets, market development, market requirements, etc.) b) Supply: the situation of floriculture in Sri Lanka c) Supporting functions for the dairy sector	
	5. Mapping the value chain	
10 mins	**5.1 Validation of the core value chain** *First the core value chain will be presented – participants will receive a handout. They are asked to comment and/or suggest changes or additions. They can also make these comments on the handout and return it to the team. Matthias will prepare the value chain map slide and handout (Slide nr.).*	
	6. Assessing opportunities & constraints	
75 mins	**Card exercise: whole sector** *Start by explaining the purpose of this exercise and how to use the cards. The participants are then asked to write down opportunities and constraints on the cards (blue/green for opportunities and red for constraints). It is important that you explain what opportunities and constraints are.* *a) What are the opportunities for the floriculture sector?* *b) What are the constraints to realizing these opportunities?* *c) Discussion: what are the reasons for the identified constraints?*	

Time	Activity	Who?
	5.2 Card exercise: supporting functions (Slide no…) *A chart will be prepared that shows the value chain in the middle.* *a) Cards: the participants are asked to name supporting functions. They need to be as specific as possible. The information given is written into the chart by a facilitator. (slide nr. ..)* *b) Cards: what are the issues regarding supporting functions?* *c) Discussion: what are the reasons for these issues?*	
	5.3 Rules and regulations (Slide no…) *a) Using the same chart as above (5.2), participants are asked to mention all the rules and regulations (R&R) they know which are relevant for the floriculture sector. Point to the value chain map – not only R&R concerning growing, but also R&R concerning exports, for example. They need to be as specific as possible. (slide nr. 17)* *b) Cards: what are the issues regarding R&R?* *c) Discussion: what are the reasons for these issues?*	
7. Identifying possible solutions		
15 mins	**Card exercise** *Ask the participants what they think are the most urgent needs. What kind of solution would they propose to the problems identified in the previous session? How can the floriculture sector in NWP/NCP deliver better results? Answers are written on to cards and pinned to the board.*	
8. Steering group, next steps and closing		
10 mins	**9.1 Value chain steering group** *The value chain steering group will become important when implementing the proposals. It is a round-table of relevant private and public sector stakeholders from the district, provincial and national level that will meet every 1-2 months for a period of 1-2 years. It will not replace any existing organizations!* *The participants are asked what they think about this idea, and who they suggest should be in this group. The names of the persons and organizations concerned should be written down. These people will also become focus persons during the research period (help making contacts, etc.). The members of the steering group could also attend a team meeting to give us their advice.*	
4 mins	**9.2 What next?** *After the steering group introduction, Shyamalee will give a short explanation of the next steps and already draw attention to the results presentation on ….*	
1 mins	**9.3 Closing** *"Thanks for coming, lunch is ready, and good-bye".*	

A2: Example of interview guidelines (Floriculture sector, Sri Lanka)

Guidelines for interviewing producers and exporters of coir-based products

Objectives: There is much to learn from (large) producers about SMEs, since they source preliminary products and raw materials from such companies. As buyers they can therefore tell us a lot about the problems in dealing with SMEs. A weak supply basis also affects their competitiveness, and they are therefore bound to be interested in a solution to help SMEs integrate into value chains more effectively.

Most large producers also export themselves and therefore also have good knowledge of the market.

We can also learn a lot about how large producers develop new products and the kind of embedded services they provide for suppliers and buyers (customer services). They are also often well connected with provincial or even national-level political decision makers and organizations.

No.	Questions & answers
	Market
1	What kind of products does your company export? And which of these products do your customers order most (perhaps as a percentage of total sale)?
2	What are the countries to which your company exports? And to which of these countries do you export most? (perhaps as a percentage of total sales)
3	Do you sell some of your products on the local market? How much (total share of sales in percent)? What are these products?
4	What are the five most important criteria that foreign buyers have? (for example in terms of quality, delivery time, price, etc.)
5	Do your customers require compliance with international standards? (for example ISO 9000)
6	Do your customers provide you with designs and information for new products? Or does your company also carry out research and development itself?
7	Does your company participate at international exhibitions and trade fairs?
8	What recent development do you observe on the market? (for example new products, competitors, price, etc.)
9	What are the main constraints in taking advantage of new market opportunities?
	Sourcing
10	Do you also buy processed (value-added) coir products from other (smaller) enterprises or do you just sell your own products?
11	Where do you obtain your coir fibre supplies? Do you source anything from Kurunegala and Puttalam Districts?
12	What particular problem do you face when sourcing from SMEs (for example millers or small coir manufacturers)?
13	How do you interact with your suppliers? Have you signed formal contracts with them?
14	How important are the following criteria for you? (1 = not important at all, 2 = not important, 3 = indifferent, 4 =

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No.	Questions & answers					
	How important are the following requirements with regard to your raw material suppliers? Please rank them on a scale from 1 (least important) to 5 (most important).					
	Criteria:	1	2	3	4	5
	• High quality of coir fibre (dust free and long)					
	• Low price for coir fibre					
	• Reliability in fibre supply					
	• Flexibility in changing orders					
	• Short delivery times					
	• New innovations to improve fibre quality					
15	Do you get the necessary quantity of fibre for your production? How do you ensure that you have the necessary quantity?					
16	Do you have your own collection centres for fibre in different districts?					
17	Do you have your own mills? And do you have your own coconut plantations from which you source the husk/fibre?					
18	What are the main opportunities with regard to fibre supply?					
19	If you would have to evaluate the performance of your suppliers in Puttalam and Kurunegala district, what mark would you give them? (1 = very poor, 2 = poor, 3 = indifferent, 4 = good, 5 = very good)					
	Criteria:	1	2	3	4	5
	• Quality					
	• Price (very cheap = 5, very expensive = 1)					
	• Reliability					
	• Flexibility					
	• Delivery time					
	• Product innovation					
20	Do you provide any services for your suppliers? (for example training, loans, equipment, new technology, market information, product design, etc.)					
21	What are the main constraints in sourcing the quantity and quality of fibre that you need for your production/export?					
22	How do you suggest solving the problems? Who should solve them?					

Guidelines for interviewing producers and exporters of coir-based products

Objectives: There is much to learn from (large) producers about SMEs, since they source preliminary products and raw materials from such companies. As buyers they can therefore tell us a lot about the problems in dealing with SMEs. A weak supply basis also affects their competitiveness, and they are therefore bound to be interested in a solution to help SMEs integrate into value chains more effectively.

Most large producers also export themselves and therefore also have good knowledge of the market.

We can also learn a lot about how large producers develop new products and the kind of embedded services they provide for suppliers and buyers (customer services). They are also often well connected with provincial or even national-level political decision makers and organizations.

No.	Questions & answers
	Production & labour
23	Where are your factories located? Do you have factories in the Kurunegala and Puttalam districts?
24	Are you planning to invest in further production sites? If so, are you considering also Puttalam and Kurunegala Districts as venues?
25	If you have a production site in Kurunegala or Puttalam district (or if you are planning to set one up there), have you encountered any problems in doing so?
26	How high is your demand for coir fibre per month? Do you have problems getting this quantity from millers?
27	What are the 5 highest production cost factors? What about labour costs?
28	What kind of skills do workers need in your production? Do you have to train them yourself or are skilled workers readily available?
29	Is there a vocational training centre for your industry from which you recruit workers?
30	Are there any health risks for workers? If there are, how do you deal with them?
31	Do you find it difficult to purchase new machines? Where would you buy them from?
32	What certifications or licenses do you have for your factory? For example ISO 9000?
	Business environment
33	With regard to the legal and regulatory framework for the coir sector, have you experience any difficulties?
34	Have you experienced any difficulties when setting up your factory (registration, loans, licensing, land, etc)?
35	Have you experienced any difficulties when importing machines and input supply and exporting your products? (Customs regulations)
36	What kind of services do you receive from the government? Are you satisfied with these services? (for example IDB, BOI, EDB, Lankaputra Bank, etc.)
37	Are you member of any private sector business association? Are you satisfied with the services you receive there? Does the association face any problems?
	Conclusion
38	What are the biggest opportunities in the coir sector
39	What are the main constraints to taking advantage of these opportunities?
40	What kind of solutions would you propose and who should implement them?
Other information you received during the interview and observations:	

A3: Example of a focus group discussion format (Floriculture sector Sri Lanka)

Format for focus group discussion with growers

A focus group is not a group interview where a moderator asks the group questions and participants individually provide answers. The focus group relies on group discussion and is particularly successful where the participants are able to talk to one another about the topic of interest. This is important as it allows the participants the opportunity to disagree or agree with each other. It can provide insight into what a group thinks about an issue, the range of opinions and ideas, and the inconsistencies and variation that exist in a particular community in terms of beliefs, experiences and practices.

Objectives: To find out about the problems that are affecting the supply of floriculture products from growers in general (weak supply affects the competitiveness of all other stakeholders in the floriculture sector); the level of support that small growers receive; the solutions that growers themselves regard as important and feasible.

Participants: about 15 growers from the district (maximum 20)

Time frame: maximum 140 min. Try to keep the time as proposed below, otherwise you will waste peoples' time. In the card exercises try to making the collection and reading-out of cards as quick as possible. Be careful with discussions: it is very important to let people speak, but just as important to cut them short if they hold forth at length (ask them to get to the point).

Documentation: One person should always take notes during the workshop. If possible the notes should be taken directly in English to save translation time later. It is particularly important to document the discussions between the card exercises (could also be done on a flipchart by the second person – the other moderates the discussion). After the workshop (same day), please sit down together with the other facilitators and write up the cards and findings in a short summary report (half to one page). Send the report to ...

Equipment: cards, brown wall paper, markers, pins, boards, masking tape, (small stickers for voting), flipchart and board.

Time	Activity	Who?
	1. Introduction (max 10 mins)	
4 mins	**Welcome address & purpose of this workshop** • Welcome the participants. • Briefly explain our objectives (as described above).	
4 mins	**Introduction round** • Ask the participants to introduce themselves briefly.	
2 mins	**Workshop procedure and methodology** • Give a brief overview of the agenda and time frame so that participants know what to expect • Explain how to use the cards	
	Input supply (max 30 min)	
10 mins	**Card exercise** Ask the participants to write down opportunities and constraints regarding input supply for their floriculture cultivation on the cards (i.e. availability of seeds, fertilizer, organic	

Time	Activity	Who?
	inputs, pesticides, netting, other equipment). Ask: “What are the opportunities with regard to better input supply and what are the constraints in realizing these opportunities?” • Put a “+” for opportunities and “-” for constraints • Collect the cards, read them out load, pin them to the board (try to keep this as short as possible) *Note: It is sometimes difficult to explain what “opportunities” are. If this is the case, you can also use the terminology “positive” and “negative” (instead of “opportunities” and “constraints”).* ***But <u>only</u> if participants have difficulty understanding!***	
10 mins	**Discussion (I): reasons for opportunities and constraints** It is important to give participants the opportunity to express their thoughts and opinions. As a facilitator you need to guide the discussion by asking some lead questions. Also let the participants discuss amongst themselves. Make sure that someone takes notes. • Start with the opportunities: take a look at the cards and ask the participants to give further details on specific opportunities. Also ask whether local resources are available for realizing this opportunity. • Look at individual opportunities and then ask: What are the bottlenecks for / constraints to realizing this opportunity? Why has no one yet taken advantage of this opportunity? • Then ask the reasons for the constraints: why is there a specific problem? **You can also use the questions in the “interview questionnaire for floriculture growers” as a lead for the discussion (section: input supply). You can also use some issues identified at the start-up event and discuss and verify them in this workshop. Make sure the discussion is well documented (this can be done by a second facilitator using a flipchart).**	
10 mins	**Discussion (II): solutions** What solutions do the participants themselves propose? What are the most urgent needs for addressing the problems in input supply? And especially: *who* should implement the solutions? • Ask the growers this question while referring to the opportunities and constraints identified above. • Let them discuss the solutions and present their ideas. • Make sure that someone takes down notes.	
	Cultivation (max 30 mins)	
10 mins	**Card exercise** Ask the participants to write down opportunities and constraints concerning their own nurseries on the cards (i.e. what opportunities are there in floriculture cultivation and what are the constraints to realizing these opportunities?). • Put a “+” for opportunities and “-” for constraints. • Collect the cards, read them out load, pin them to the board (try to keep this as short as possible). *Note: It is sometimes difficult to explain what “opportunities” are. If this is the case, you*	

<table>
<tr><th>Time</th><th>Activity</th><th>Who?</th></tr>
<tr><td></td><td>can also use the terminology “positive” and “negative” (instead of “opportunities” and “constraints”). But <u>only</u> if participants have difficulty understanding!</td><td></td></tr>
<tr><td>10 mins</td><td>Discussion (I): reasons for opportunities and constraints
It is important to give participants the opportunity to express their thoughts and opinions. As a facilitator you need to guide the discussion by asking some lead questions. Also let the participants discuss amongst themselves. Make sure that someone takes notes.

• Start with the opportunities: take a look at the cards and ask the participants to give further details on specific opportunities. Also ask whether local resources are available for realizing these opportunities.
• Look at individual opportunities and then ask: what are the bottlenecks for / constraints to realizing this opportunity? Why has no one yet taken advantage of this opportunity?
• Then ask the reasons for the constraints: why is there a specific problem?

You can also use the questions in the “interview questionnaire for floriculture growers” as a lead for the discussion (section: Cultivation). You can also use some issues identified at the start-up event and discuss and verify them in this mini-workshop. Make sure the discussion is well documented (this can be done by a second facilitator using a flipchart).</td><td></td></tr>
<tr><td>10 mins</td><td>Discussion (II): solutions
What solutions do the participants themselves propose? What are the most urgent needs for addressing the problems in the cultivation of floriculture products? And especially: who should implement the solutions?
• Ask the participants this question while referring to the identified opportunities and constraints above.
• Let them discuss the solutions and present their ideas.
• Make sure that someone takes notes.</td><td></td></tr>
<tr><td colspan="3">Market (max 30 mins)</td></tr>
<tr><td>10 mins</td><td>Card exercise
Ask the participants to write down opportunities and constraints of their markets (means: What kind of market opportunities are there and what are the constraints in realizing these opportunities (e.g. market access)?) on to cards.

• Put a “+” for opportunities and “-” for constraints
• Gather cards, read them out load, pin them to the board (try to keep this as short as possible)

Note: It is sometimes difficult to explain what “opportunities” are. If this is the case, you can also use the terminology “positive” and “negative” (instead of “opportunities” and “constraints”). But <u>only</u> if participants have difficulty to understand!</td><td></td></tr>
<tr><td>10 mins</td><td>Discussion (I): reasons for opportunities and constraints
It is important to give participants the opportunity to express their thoughts and opinions. As a facilitator you need to guide the discussion by asking some lead questions. Also let the participants discuss amongst themselves. Make sure that someone takes notes.</td><td></td></tr>
</table>

Time	Activity	Who?
	• Start with the opportunities: take a look at the cards and ask the participants to give further details on specific opportunities. Also ask whether local resources are available for realizing those opportunities. • Look at individual opportunities and then ask: what are the bottlenecks for / constraints to realizing this opportunity? Why has no one yet taken advantage of this opportunity? • Then ask the reasons for the constraint: why is there a specific problem? **You can also use the questions in the "interview questionnaire for floriculture growers" as a lead for the discussion (section: Market). You can also use some issues identified at the start-up event and discuss and verify them in this mini-workshop. Make sure that the discussion is well documented (this can be done by a second facilitator using a flipchart).**	
10 mins	**Discussion (II): solutions** What solutions do the participants themselves propose? What are the most urgent needs for addressing the market problems? And especially: *Who* should implement the solutions? • Ask the participants this question while referring to the opportunities and constraints identified. • Let them discuss the solutions and present their ideas. • Make sure that someone takes down notes.	
	Business environment (max 30 mins)	
5 mins	**Brainstorming exercise: rules and regulations** • Explain what rules and regulations are. Give examples such as "taxes, ISO norms, registration, licenses, customs, accounting standards, etc". • Ask the participants for all the rules and regulations that affect floriculture. • Write these down on a flipchart.	
10 mins	**Discussion: constraints in applying rules & regulations** It is now important to identify the problems regarding rules and regulations. Since this is a difficult topic, it *cannot* be done simply by using cards. As the facilitator you need to moderate the discussion. Look at the flipchart with rules and regulations and ask: • Which of these regulations is a constraint? • What is the reason for this constraint? Please try to be very specific about the reasons. • Ask the participants whether they are aware of international quality standards (such as GAP and ISO). If so, do they apply them? What are the issues? • Also find out what the specific problems are in applying these regulations to SMEs. **Make sure that this discussion is well documented (this can be done by a second facilitator using a flipchart – the other moderates the discussion).**	
5 mins	**Brainstorming exercise: supporting organizations/functions** • Explain what supporting organizations are. Give examples: extension services, training centres, research institutes, BDS providers, government authorities, ministries, business associations. • Ask the participants to name all the supporting organizations that are important for business – or organizations that they have already used. • Write these down on a flipchart.	

<table>
<tr><th>Time</th><th>Activity</th><th>Who?</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>10 mins</td><td>Discussion: opportunities/constraints of supporting organizations
Look again at the organizations listed on your flipchart. Now ask your participants:
• What experiences have the farmers made with these organizations?
• Which organizations are useful, which are not?
• Why is a specific organization not useful? What are the reasons for poor services?

Make sure that this discussion is well documented (this can be done by a second facilitator using a flipchart – the other moderates the discussion).</td><td></td></tr>
<tr><td colspan="3">Conclusion & next steps (max 10 mins)</td></tr>
<tr><td>10 mins</td><td>Closing discussion
Ask the participants what they think should be the next steps. Ask them also about their own commitment: are they willing to support our initiative?
• Can some of the opportunities identified already be realized immediately? Who can do this? (Consider MSE forums' help in case of regulatory issues, for example.)
• Inform them about what we are doing next (results workshop and presentation).
• Tell them about the planned steering group. Ask them whether they think this is useful and whether one or two of them would be interested in participating in the steering group.</td><td></td></tr>
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A4: Example of an evaluation workshop format

Objective: to bring together the findings of the value chain research (interviews and focus group discussions); to analyse the findings with a view to finding opportunities and the constraints that are preventing stakeholders from taking advantage of them; to formulate proposals and specific activities that address opportunities and constraints; and to prepare the results presentation event.

Participants: All team members who have conducted interviews and focus group discussions, plus additional project staff who can provide useful inputs (e.g. an expert on the regulatory environment or a sector expert) – altogether 10 to 15 persons.

Equipment: cards, brown wall paper, markers, pins, boards, masking tape, (small stickers for voting), flipchart and board.

Duration: 1½ to 2 days.

Time	Activity	Materials
	Introduction (about 30 mins)	
5 mins	**Welcome & agenda**	
5 mins	**Collection of research material** Facilitators are expected to bring the following: • Summary report of interviews with attached filled-out questionnaire • Summary report and write-up of mini-workshops The material will be collected and classed according to VC category. Someone will be sent to make copies for everyone.	
15 mins	**Mapping main sub-chains (refining initial maps)** Different chains in the sector provide different strategic opportunities for small producers. The generic and simple VC has already been identified. Now we will divide this chain into sub-chains that are organized according to their degree of VC governance (or control) and product category.	Cards, boards, pins (alternatively, flipchart)
15 mins	**Mapping supporting functions (refining initial maps)** Mapping supporting functions will include: • Public sector organizations • Private sector organizations • Other relevant BDS providers In the next section we will also look at exactly what services these organizations **provide for the coir industry.**	Cards, boards, pins (alternatively, flipchart)
15 mins	**Mapping rules and regulations (refining initial map)** • Formal and informal rules • Government regulations • Private sector rules (e.g. quality standards, codes of conduct etc.) • International trade agreements and standards • etc.	Cards, boards, pins (alternatively, flipchart)
	Export/delivery (estimated time: 100 mins)	
	Study time	

<table>
<tr><th>Time</th><th>Activity</th><th>Materials</th></tr>
<tr><td></td><td>
Everyone is given print-outs of summary reports and copies of the filled-out questionnaires. Sit together in pairs and study the materials for exporters, EDB and producers/millers (“market” section).
Think about the following questions (note down on a flipchart):

With regard to export markets, what are the feasible opportunities for small producers?
What kind of embedded services do Exporters offer to their suppliers? And do small producers know about these services?
What kind of relationship do exporters and small producers/ millers have?
What kind of problems do exporters face with regard to their supply?
What organizations and BDS providers are there for supporting exports, and what kind of services do they provide? Are exporters happy with these services?

</td><td></td></tr>
<tr><td></td><td>
Briefing – knowledge sharing
Prepare a wall paper with the following categories:
<table>
<tr><td>Coir export</td><td>Supporting functions</td><td>Rules & regulations</td></tr>
</table>
This section is only about collecting information – not yet about opportunities and constraints. From the information collected so far from stakeholders, what do we know about…?

Coir export: main markets, market requirements, export products, market development, embedded services
Supporting functions: transaction services, public services, education & training facilities, government authorities
Rules & regulations: relevant laws, standards (e.g. quality and management), regulations & procedures, etc.

This should be done in the form of a discussion. One facilitator notes down the answers on cards and pins them into the relevant category.
Ask whether apart from the issues above there is any other useful information for SMEs to consider.
</td><td></td></tr>
<tr><td></td><td>
Card exercise: opportunities
Bearing in mind the above information and also the interviews and mini-workshops conducted, what are the opportunities with regard to the export/delivery value chain level? It is important to explain the difference between opportunities and strengths - examples:
<table>
<tr><td>Strength
Good climatic conditions
Clustering of coconut cultivation</td><td>Opportunities:
Financial support (leasing of machines) offered to producers by exporters
EDB export directory helping to find exporters and foreign buyers</td></tr>
</table>
Write the opportunities down on cards, collect the cards, and pin them to the board. Ask two facilitators to cluster them. Discuss the opportunities – if necessary
</td><td></td></tr>
</table>

<table>
<tr><th>Time</th><th>Activity</th><th>Materials</th></tr>
<tr><td></td><td>add cards or specify. Note the discussion down on a separate flipchart.

Use a voting system to prioritize the opportunities.</td><td></td></tr>
<tr><td></td><td>Card exercise: constraints
Looking at the prioritized opportunities, what are the constraints for SMEs in taking advantage of them? Explain the difference between constraints and weaknesses – example:

<table>
<tr><th>Weaknesses</th><th>Constraints</th></tr>
<tr><td>• Lack of financial support
• No knowledge about available exporters and foreign markets</td><td>• SMEs lack the necessary qualifications to apply for the financial support that exporters provide
• SMEs lack computer access to make use of the EDB directory on CD-ROM</td></tr>
</table>

Constraints emphasize more the underlying reasons for weaknesses.

Also mention specifically constraints concerning rules and regulations as well as supporting functions (business environment) that affect export/delivery.

Have the participants write the opportunities down on cards, collect the cards, and pin them to the board. Ask two facilitators to cluster them. Discuss the opportunities – if necessary, add cards or specify. Note the discussion down on a separate flipchart.

We are mainly looking for constraints directly related to the prioritized opportunities, but if there are any further constraints to be added, this can be done.

If a large number of constraints have been identified, use the voting system to prioritize them.</td><td></td></tr>
<tr><td></td><td>Action plan matrix
Prepare a large action plan matrix with the following columns:

<table>
<tr><td>VC</td><td>Opportunities</td><td>Constraints</td><td>Proposals</td><td>Activities</td><td>Expected outcomes</td></tr>
</table>

Write down the prioritized opportunities and the respective constraints for the Export/delivery VC level and stick them on to the action plan matrix.</td><td></td></tr>
<tr><td></td><td>Proposals, activities & expected outcome
Look at the individual opportunities and their related constraints on your action plan matrix. Use a flipchart for this purpose to begin with.

1. Proposal: together in the team, discuss and formulate one or two proposals relating to a specific opportunity/constraint.

The proposal would be more general – example: “Improve SME access to EDB export directory”, or “Promote exporters’ embedded financial services for SMEs”.</td><td></td></tr>
</table>

<table>
<tr><th>Time</th><th>Activity</th><th>Materials</th></tr>
<tr><td></td><td>
2. Activities: look at the proposal and ask which kind of specific activities are necessary for implementing this proposal. One proposal can have several activities.

The activities would be more specific – example: “Discuss with company X, Y and Z to share information about embedded financial support for SME association on a monthly basis; set up a database on available embedded services for SMEs which is managed by SME association…”

3. Expected outcome: look at the expected proposal and its activities, and ask what the expected outcome is. Example: “SMEs in rural areas will find it easier to get contact information on exporters and foreign buyers, and, as a result, export linkages will improve.”
</td><td></td></tr>
<tr><td></td><td>
Feasibility check
• Prepare three small cards for every participant with numbers 1, 2 and 3 written on them.
• Look at the activities and vote on them, by holding up the appropriate numbered card.
• The criteria to vote on (for every activity) are: 1. Feasibility, 2. Quick win, 3. Fast implementation.

Note the results down on a flipchart:
<table>
<tr><td>Activity</td><td>Feasibility</td><td>Quick win</td><td>Fast imple-mentation</td><td>Total marks</td></tr>
</table>
The proposals and activities are finally inserted into the action plan matrix.
</td><td></td></tr>
<tr><td colspan="3">Production (estimated time: 100 mins)</td></tr>
<tr><td></td><td>This section follows the same pattern as the above section on export/delivery.</td><td></td></tr>
<tr><td colspan="3">Sourcing (estimated time: 100 mins)</td></tr>
<tr><td></td><td>This section follows the same pattern as the above section on export/delivery.</td><td></td></tr>
<tr><td colspan="3">Business environment</td></tr>
<tr><td></td><td>Rules and regulations as well as supporting functions should be dealt with under the specific value chain level. However, some issues may have been identified during interviews and mini-workshops that have so far not been mentioned.</td><td></td></tr>
<tr><td></td><td>
Study time
Sit together in pairs and look at the summary reports and filled-out questionnaires (“Business environment” section). Try to answer the following questions:

1. Rules and regulations
</td><td></td></tr>
</table>

<table>
<tr><th>Time</th><th>Activity</th><th>Materials</th></tr>
<tr><td></td><td>

Which particular rule or regulation poses a constraint to the development of SMEs in the coir industry?
Why is this rule/regulation a constraint?
Which authority/organization is responsible for this rule/regulation?

2. Supporting functions:

Which organization do stakeholders find particularly useful – and which not?
Why not?

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Card exercise: constraints
Divide the wall paper into two parts:
<table>
<tr><td>Supporting functions</td><td>Rules & regulations</td></tr>
</table>
Based on their studies and the knowledge gained from interviews and mini-workshops, what are the particular issues with regard to rules and regulations and supporting functions?
Collect the cards, pin them to the board, cluster them, discuss and clarify if necessary.
</td><td></td></tr>
<tr><td></td><td>
Proposals, activities and expected outcome
Look at individual opportunities and the respective constraints on your action plan matrix. Use a flipchart for this purpose to begin with.
4. Proposal: together in the team, discuss and formulate one or two proposals relating to a specific constraint.
5. Activities: Look at the proposal and ask which kind of specific activities are necessary in order to implement this proposal. One proposal can have several activities.
6. Expected outcome: Look at the proposal and its activities and ask what the expected outcome is. Example: “SMEs in rural areas will find it easier to get contact information on exporters and foreign buyers, and, as a result, export linkages will improve.”
</td><td></td></tr>
<tr><td></td><td>
Action plan matrix
Prepare a separate action plan matrix for rules & regulations and supporting functions:
<table>
<tr><td>Rule/ Organi -zation</td><td>Opportunities</td><td>Constraints</td><td>Proposals</td><td>Activities</td><td>Expected outcomes</td></tr>
</table>
</td><td></td></tr>
<tr><td colspan="3">Preparation for results presentation</td></tr>
<tr><td></td><td>
The following needs to be prepared for the results presentation:

Report: this summarizes the findings of the value chain analysis and also gives an overview of proposals and activities (action plan). It should be no more than

</td><td></td></tr>
<tr><td></td><td>
10 pages long and easy to read.

PowerPoint presentation: this summarizes the findings of the value chain analysis and also gives an overview of proposals and activities (action plan). It should be no more than 10 pages long and easy to read.
Agenda and specific activities and responsibilities
Logistics: hotel, lunch, equipment, invitations to stakeholders, etc.

</td><td></td></tr>
<tr><td></td><td>Make out a work plan that clearly indicates responsibilities.</td><td></td></tr>
</table>

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