

STEP 5

Monitoring, feedback and learning



8.1 Purpose

To keep track of the results, impacts and outcomes of the PSP process on livelihood, development decisions, plans and actions and generate learning to inform revisions of the process. To enable Meteorological and other sector services to know who is using which information in which ways and what new information needs are emerging as a result.



8.2 Expected Outcomes

- Continuous feedback into the PSP process in response to new and changing climate information needs and demands at various stages of the process to increase the value of use of climate information and enable innovation in climate services provision and new climate product development by meteorological services responding to new needs.
- Generating evidence on the value of using climate information and the PSP process to promote its integration/mainstreaming in planning processes, so that there is scaling and collaborative investment in user responsive climate information services.
- Continuous two-way communication and feedback between producers and users of climate information. Making it more tailored for use in particular contexts, while providing feedback loops to inform actors and functions across the chain
- Shared learning - cross-sectorial, cross-institutional and cross-organizational – in order to build climate smart institutions. Learning that is reflective, participatory, iterative, and flexible to respond to the situation's context and demands



8.3 Duration

As a key step in improving the PSP process, monitoring, feedback and learning take place throughout each step of the PSP process – from the initial design step to the communication of advisories. This way feedback and learning is also incorporated as soon as possible.



8.4 Budget

To ensure effective and quality PSP monitoring and evaluation, set aside adequate financial resources right from the start when planning for the PSP process (Step 1: Initiating and designing the PSP process). Consider the required financial resources for PSP M&E within the overall costs of delivering the PSP objectives, and not as additional costs, to reduce the risk of running out of resources for M&E.

Key issues considered in costing PSP monitoring and evaluation include:

- The duration and scope of M&E – this is drawn from the M&E plan (see details in section 4.4.3)
- Monitoring methods and systems - this includes those already existing and functioning
- Requirements for consultations with stakeholders
- Availability and accessibility of primary and secondary information
- The need for evaluation consultants and expert advisory members
- Travel requirements and supplies needed
- Communication costs
- Publication and dissemination of M&E results

Total costs to be incurred during the M&E process is context specific, depending on realities in each area of implementation. It is important that partners consider the resources needed for PSP M&E and agree on a practical arrangement to finance the associated activities. Such arrangements should be documented at the beginning of the PSP process to enable partners to transfer necessary funds in accordance with their institutional procedures.

8.5 Feedback and learning of the PSP process



8.5.1 Key Concepts

Though presented as Step 5, monitoring, learning, evaluation (MEL) and feedback is embedded in the other four steps, and is important to bring this out explicitly throughout the PSP process so as to avoid it being assumed, forgotten or become an afterthought. Feedback from all actors involved in all steps of PSP, and particularly feedback from users of seasonal forecasts serves several important purposes, for example:

- Feedback to inform iterative learning through learning loops, design and delivery of relevant climate services
- Generate evidence of value and benefit of climate services – e.g. impacts on building adaptive capacity, increased yield etc.
- Integrate feedback in existing monitoring systems

Climate change adaptation and climate resilient development requires a faster, more fluid path from research to application, from science to humanitarian and development use, and from data to decisions (GFCS, 2014). Creating feedback loops is an essential component for continued development and provision of innovative climate information services that meet evolving user needs in a changing climate. In this recognition, feedback needs to go beyond assessing the impact of climate and how climate information was used to learning through:

- a) users having better knowledge of available climate information as technologies and science progress, how to use climate information in decision making as well as the value, benefits and costs of inaction from using the information;
- b) NMHS getting guidance on the areas of greatest need for new and improved climate information products and services to meet diverse and changing needs; and
- c) Having a common understanding of what is needed to improve service development, delivery and use and an ongoing system to support continued communication among concerned actors.

Effort is being made to obtain feedback from users through NMHS, agricultural research and extension services, Disaster Risk Reduction (DRR) and adaptation projects/ programmes, but where feedback is sought, the process is not regular or systematic. The User Interface Platform (UIP) under GFCS provides a framework for developing systemic feedback and learning on climate information services. These systems need to be defined, established and institutionalised, which requires knowledge of the actors involved and identification and engagement of appropriate institutions/ organisations with the right skill-sets. The ability to take advantage of appropriate policy windows will be key in expanding the role of the various actors to support feedback and learning on climate information services.



8.5.2 How to Develop an M&E framework

I. DEVELOP AN M&E FRAMEWORK THAT WILL DESCRIBE THE:

- Purpose and principles that will guide M&E of the PSP process
- Outcomes of M&E of the PSP process (related to relevance, efficiency, effectiveness, impact and sustainability)

As part of the framework, develop an M&E system which will link information obtained from the various monitoring activities. While M&E of climate information and processes may be new, some of the M&E outputs and indicators may not be entirely new. The M&E team should therefore explore the use of existing and available M&E systems in government, different organizations as well as records kept by local actors (see examples in useful resources for M&E). A combination of parts of existing systems will enable the development of an efficient and cost-effective way of monitoring and evaluating the PSP process. Adapt the existing systems to suit the context and add in new methods and tools to suit the

M&E indicators, outputs and outcomes. For example, use of the Dagu system in Ethiopia which is an already functioning communication channel and the NDMA in Kenya which conducts monthly monitoring in different counties.

To manage feedback, learning and generate evidence for improvement of the process, the M&E plan is divided into four sections to enable coordination and detailing out of the needed indicators and activities in the different timescales.

- Before PSP workshop
- During PSP workshop
- After PSP workshop
- PSP evaluation and learning

II. BEFORE PSP WORKSHOP: PSP REVIEW AND REFLECTION MEETINGS

This timescale covers step 1 and 2 of the PSP process and is guided by principle 1 and 2 for those doing PSP for the first time (see chapter 3 for principles). After PSP has been adopted in an area, it is implemented on a regular basis, it is important to take time to review and reflect on the PSP process. This is in recognition that PSP is an iterative learning process for all stakeholders, taking into account the differences in climate from one season to another, the changes in stakeholders' capacity to generate, access and use climate information, and the dynamic nature of climate risks, livelihoods and broader development.

PSP review and reflection meetings provide an opportunity for partners to sit together and critically assess PSP implementation on a regular basis. This will clarify:

- collective assessment of the progress in implementing PSP in the local area
- successes and challenges experienced and lessons learned by the different partners
- changes that have been made to the process during implementation, with reasons for the changes
- adjustments needed to make PSP more relevant locally (e.g. revisiting context and stakeholder analysis, bringing more partners on board, revising of partner roles and responsibilities, etc.)
- emerging opportunities for PSP, especially related to the sustainability of implementing the approach in the area (see discussion on sustainability).

Information from the PSP reflection and review meeting informs the quality of the PSP process as implemented in different contexts, to ensure that the integrity of the process is not lost during adoption and replication. The information is then used for improving the PSP process in the following season, recognising that PSP is an iterative learning process that takes into consideration broader changes and dynamics in different contexts, but at the same time ensuring achievement of PSP purpose and objectives.

HOW TO CONDUCT PSP REVIEW AND REFLECTION MEETINGS

- a) The lead facilitating partner – agreed during discussion on partner roles and responsibilities – sends invitations to the PSP review and reflection meeting. Participants at the meeting are partners implementing PSP in the local area, but also may include those implementing PSP in neighbouring areas or areas with similar contexts so as to share learning from different experiences to enrich the local process. The meeting should be scheduled well in advance of the next season (see Figure 15 on PSP road map) and may take one to two days.
- b) With the support of other partners, the lead facilitating partner develops an agenda for the meeting. Focus the meeting discussions to answer questions such as:
 - What were the differences between PSP plans and what actually happened, and why the differences? Consider the local area covered, stakeholders involved and how the PSP process was conducted.

- What worked well when facilitating the different steps of the PSP process, what did not work well and why?
 - What unexpected things happened and what was the impact?
 - What are different stakeholders doing differently because of PSP?
 - What are the results and benefits of PSP, and for whom? Is there convincing evidence to support those results and benefits?
 - What are some of the recommendations for improving the PSP process in the local area?
 - What are partners learning from discussions on the above questions to inform decisions on what needs to be done differently to ensure PSP is more effective in the coming season?
- c) Partners prepare the necessary inputs for the meeting; this includes findings from PSP feedback, monitoring and evaluation reports (Step 5), and actor recommendations from PSP workshops (Step 3) and communications (Step 4).
- d) Agree on who will facilitate discussions at the meeting. Use participatory facilitation methods to encourage sharing of experiences by all those in attendance and to have meaningful discussions and outcomes.
- e) Based on discussions and outcomes from the meeting, develop a revised plan for implementing the entire PSP process in the coming season, with agreement on:
- the local area covered by PSP and stakeholders involved, taking into account emerging opportunities for sustainability of PSP in the area, such as through ‘new’ stakeholders interested in supporting PSP, upcoming or ongoing projects in the area, policy and planning processes, etc.
 - partner roles and responsibilities.
 - activities for all the steps in the PSP process, with clear timelines.
 - PSP budget and financing contributions.

III. DURING PSP WORKSHOP

Also conducted by the core group, this timescale covers step 3 and 4 of the PSP process (See chapters 6 and 7) and is guided by principle 3, 4, 5 and 6 for those doing PSP (see chapter 3 for principles). This should include evaluation of:

- Active participation of all participants.
- Inclusiveness of all available knowledge to inform advisory development

The findings from this section that are not in line with the guiding principles should be rectified e.g. if some participants are not contributing to the discussions, the organisers should find a way to have their voices heard.

IV. AFTER PSP WORKSHOP

Guided by the core group this part of M&E covers the whole duration of the season, from advisory communication to end of season during which it is important to include the community (see PMERL (2014)) on community involvement in M&E. The timescale covers step 4 and 5 of the PSP process (See chapters 8) and is guided by principle 7 for those doing PSP (see chapter 3 for principles). This should include monitoring and recording of:

- Number of people reached – men and women
- Communicated advisories are understood
- Challenges experienced in communication and use of information
- Use and impact of communicated advisories for the different targeted users
- Mechanisms for monitored information to feedback to all stakeholders through future PSPs and the meteorological services

8.5.3 PSP evaluation and learning

Evaluation of the PSP process enables stakeholders to get feedback on, and learn from, what they are doing and how they are doing it. This is done through impact studies that focus on relevance, efficiency, effectiveness, impact and sustainability of the process while reviewing seasonal M&E reports to evaluate changes from the first PSP season to the current season. The evaluation should also review PSP capacity and quality delivery to ensure the continued integrity of the process.

I. RELEVANCE

It assesses the extent to which the PSP process is suited to the priorities, needs and demands of the local stakeholders. It is useful to consider the following questions:

- To what extent are the objectives of the PSP process still valid?
- Are the activities and outputs of the PSP process consistent with the overall purpose and the attainment of its objectives?
- Are the activities and outputs of the PSP process consistent with the intended impacts and effects?

This enables revision of the process to meet the changing needs and demands for climate information, taking into account changes in:

- Capacity to access, communicate and use climate information as actors continue to engage with the PSP process;
- Meteorological services capacity to generate and communicate more relevant information, and improvements in climate science;
- Risks, vulnerabilities, capacities and opportunities as the climate continues to vary and change;
- Livelihoods, environments and agricultural development pathways in the context of climate change and wider social and economic changes

II. EFFECTIVENESS

This measures the extent to which the PSP process attains its objectives. In evaluating the effectiveness of the PSP process, it is useful to consider the following questions:

- To what extent were the PSP objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

Evaluating effectiveness of the PSP process encourages reflection, learning and improvement of the process so as to reach desired outcomes. For example, evaluation results may point to the need to involve new stakeholders, redefinition of actors' roles and responsibilities, or learning by meteorological services on how to better package and present climate information etc.

III. EFFICIENCY

This measures the outputs – qualitative and quantitative – of the PSP process in relation to the inputs. It is an economic term which seeks to assess if the process uses the least costly resources possible in order to achieve the desired results.

This generally requires comparing alternative approaches that could have been taken in conducting the PSP process to achieve the same outputs, to see whether the most efficient process has been used. Useful questions to consider when evaluating the efficiency of the PSP process include:

- Were activities in the different PSP steps cost-efficient? Thinking of costs in the broader sense including human, financial, time and other resources.
- Were PSP objectives achieved on time?
- Was the PSP process implemented in the most efficient way compared to alternatives?

Results from evaluating efficiency of the PSP process can generate evidence for leveraging more investment in climate information services by local actors (in terms of their time and resources) and through budgets assigned for the process at different government levels. The results could be used to inform planning and policy for replication and up-scaling.

IV. IMPACT

The objective here is to evaluate the positive and negative changes that come about directly or indirectly, intended or unintended due to the PSP process and resultant climate information. This involves getting feedback on the main impacts and effects resulting from the PSP process on the local social, economic, environmental and other development indicators. When evaluating the impact of the PSP process, it is useful to consider the following questions:

- What has happened as a result of the PSP process?
- What real difference has the PSP process made to the beneficiaries, how and why? Note that beneficiaries considered should include different groups, organizations, institutions and levels of governments.
- What changes in knowledge, attitudes and practices have occurred due to the PSP process?
- What are the changes in climate risk, adaptive capacity and organization capacity?
- What are the drivers of observed changes?
- Are there unintended impacts and effects?

Evaluation of impact generates evidence on the value of the PSP process and climate information, which can be used to leverage more support and investment. This can also provide evidence for adoption, replication, mainstreaming and scaling of the process and the use of climate information in agriculture and other climate sensitive sectors.

8.6 Who will do the monitoring

This is designed by the core PSP planning team which should be multi-sectoral and multi-disciplinary and include the community members. The multi-sectoral nature of the team will enable the linkage to existing early warning or DRR systems, vulnerability and food security monitoring, extension systems among other existing structures. The adequate number of persons is dependent on the size of the area covered. Agree on the stakeholders that need to be included on the M&E team right at the beginning of the PSP process. This is revised over time by the core PSP planning team to include new stakeholders or as needed (Step 1: Initiate and design the PSP process) considering the desired outcomes of the process. Participants (drawn from community representatives, project staff, other stakeholders – partners, government etc other stakeholders such as partners and donors who are interested in the process can also be represented. The M&E team should be trained to ensure that useful and needed information is collected, that the methods used enable learning with and from the target beneficiaries, as well as agree on a clear process for sharing the information generated. Methods used may differ from one sub-national area to another and can include questionnaires, focus group discussions, transect walks, key informants interviews or a combination as needed.

I. INDICATORS: WHAT WILL BE MONITORED TO DELIVER THE DECIDED OUTPUTS?

Decide and agree on indicators that will provide a simple yet reliable means of monitoring the agreed outputs and outcomes of PSP M&E. Anticipating the ideal results and impacts of the PSP process can help at arriving at the right indicators. The indicators should provide a means of capturing and verifying information at result to impact level from ward or lower levels through to national levels; for example:

- A result level indicator – which can also be an indicator for ward or lower level – can be the number of actors accessing the seasonal climate forecasts (monitored through e.g. who – male/female, type of agricultural activities they are engaged in etc.) and the number of actors reporting improvement in agricultural decision making as a result of climate information from PSP.
- A related impact level indicator – also serving as a county or higher-level indicator – can be changes in food security attributable to climate information communication (monitored through e.g. nutritional diversity, reduced malnutrition, number of meals per day, number of food scarce months in a year, reduction in agricultural losses due to climatic hazards such as floods and droughts etc.).

Where indicators exist in government, institutional and/or organizational M&E systems (see section 4.4.1), adopt and adapt them to the context and where they do not exist, the monitoring teams should agree on new indicators. Consider setting baselines for the chosen indicators and targets towards reaching the M&E outcomes and PSP objectives.

II. WHAT WILL BE THE M&E ACTIVITIES AND TIMINGS FOR THOSE ACTIVITIES?

Carry out some of the decided M&E activities as part of Steps 1 to 3; for example, discussions during user engagement in Step 1 (see Table 2) bring out some of the results and impacts that arose from the previous PSP workshop and the dissemination of advisories. M&E activities can also be a separate activity at Step 4 – happening before or after Steps 1 to 3 – seeking additional details that may not come out of the other steps. For example, impact assessments targeting generation of evidence on one or more of the key M&E focus areas (i.e. relevance, efficiency, effectiveness, impact and sustainability of the PSP process) and explicitly bringing out learning on the use of climate information and the PSP process.

III. EVALUATION AND REPORTING ON M&E OF THE PSP PROCESS

Agree among the M&E team:

- The process and timings for reporting monitoring results
- Who will evaluate the information collected and how it will be done?
- Structure of the M&E report and the level of detail needed, with a focus on areas such as:
 - An assessment of progress, performance, successes, challenges, impacts and results.
 - Consolidating learning for improving the PSP process as well as evidence for adoption, replication, mainstreaming and scaling.
- Who will write the report?
- What will be the process for review and approval of the report?
- Who is the target audience for the M&E report and how will the report be used?
- For example:
 - The NHMS to use in developing improved climate information products
 - The local government to enable support provision for the communities
 - The PSP core organising team to improve on lacking areas in the PSP process
- When, where and how will dissemination of the final report be done?
- Plan for periodic review of the M&E system and plan to keep improving it.

See sample report for monitoring, evaluation and feedback for Elgeyo Marakwet (Annex 6).

BOX 8 ASDSP M&E TEMPLATE

COUNTY M&E TOOL FOR PARTICIPATORY SCENARIO PLANNING

SEASON..... YEAR20...

1. ADVISORIES

- a) Date when the PSP Workshop was held
- b) Number of people who attended, specify men and women, which departments/ sectors, community groups did they represent and were the traditional forecasters present?
- c) What can you report on the co-generation of the forecast?
- d) Were there any challenges in understanding the seasonal forecast presented by KMD? Were there any information gaps related to meeting user information needs?
- e) Were advisories developed?
- f) Were the advisories translated into the local language?
- g) Number of Information, Education and Communication (IEC) materials containing advisories printed
- h) How was the printing firm procured?

2. DISEMMINATION

- a) Media coverage –

Electronic media (radio and television) - (air time given, who paid for the broadcast, time of broadcast)

Print media (give name of paper, date and page of the news article, website or link to the news item if any)

- b) Dissemination to sub counties

- Were sub seasonal updates disseminated?
- Who was involved in the dissemination?
- How many Barazas, gatherings were held in each sub county?
- What were the original target numbers?
- Estimated number of people reached through Barazas, religious gatherings and other networks?
- Estimated number of people reached through mass media?

3. IMPACTS

Have the value chain stakeholders started using the advisories?

- What information was the most appreciated?
- How was the information used?
- Reported number of people who have used the PSP advisories and what they have done with it. Include institutions and individuals who are using the PSP advisories and what they are doing with the information.
- What observable changes were noticed as a result of the advisories? Please provide as many examples as possible
- Was there any significant change in agricultural productivity of the county during the season?

Case Study 15

MONITORING, EVALUATION AND FEEDBACK ON ADVISORIES IN HOMA BAY COUNTY

Changes in seasonal rainfall patterns and more unpredictable, severe and frequent extreme events like floods and droughts are already being observed in Kanyada, Rachuonyo South, and Gwasi in Suba areas of Homa Bay County, threatening livelihoods and putting additional pressures on already vulnerable populations. With this in mind, the communication plan developed during the county's MAM 2014 PSP workshop included plans for getting feedback so as to monitor and evaluate (M&E) the extent of communication, use and impact of advisories on livelihoods in the county.

The feedback and M&E exercise was conducted by the ASDSP Homa Bay climate change and natural resource management thematic working group. Terms of reference for the exercise were developed detailing key questions for discussion. Records were taken during communication of advisories; field visits, questionnaire-led interviews with local actors and observation were the methods used in getting the required information. In each of the six sub-counties 10 respondents who had received advisories were purposely sampled to get their feedback and generate information that is relevant to questions under investigation. A further 20 respondents were randomly sampled in each sub-county so as to reduce bias in the complete set of information received.

Table 13. A selection of feedback and M&E questions

FEEDBACK AND M&E QUESTIONS
<ul style="list-style-type: none">• What is the number or percentage of local actors who have benefited from advisories?
<ul style="list-style-type: none">• Do you think the MAM seasonal forecast was usable?• Were the advisories well understood?• Do you think the advisories provided useful information for taking appropriate action?
<ul style="list-style-type: none">• Was the content of advisories that were presented at barazas and in brochures and posters relevant and adequate for decision making and action?
<ul style="list-style-type: none">• What other relevant information should be included in advisories for the coming short rains season?• What channels were used and which ones had the maximum reach?• What is the preferred language for communicating advisories in subsequent seasons?

To get a sense of differences between respondents (male and female, different actors in a value chain) and areas within Homa Bay County, ratings were assigned to get information on levels of:

- Understanding the advisories; from no understanding = 0 to very good understanding = 4.
- Usefulness of the advisories communicated in making informed decisions; from not useful = 0 to very useful = 4.
- Impact of advisories based on understanding and usefulness for taking appropriate actions; from not useful = 0 to very useful = 4.

Some of the results of the M&E exercise are presented in Figures 29-32. An example of cross analysis of these results shows that in five out of the six sub-counties, women were the majority of actors who found the early warning advisories useful for taking appropriate actions to manage floods. Further, producers of fish, poultry and sorghum appreciated advisories better than input suppliers, marketers and processors. Recommendations included:

- Most of the information communicated in the advisories was based on production. Actors recommended that advisories should also consider information needs related to input, processing and trading.
- Development of advisories did not take in the point of view of all local actors involved in different livelihoods.

- Communication of the seasonal forecast and advisories was not timely.
- Some actors suggested that advisories needed to be simplified and if possible translated into Suba language.

Benefits realized from the use of the MAM 2014 seasonal advisories include different actors being able to better anticipate when and how much rain was likely to fall so that they can plant their crops appropriately. Additionally, actors have brought out a number of factors that determine effective disaster risk response, which were not previously recognized within risk communication. Analysis results and recommendations drawn from the feedback and M&E exercise are useful for improving the design and facilitation of the next PSP process in Homa Bay County.

Figure 29. Extent of MAM 2014 seasonal advisory reception to actors in Homa Bay County

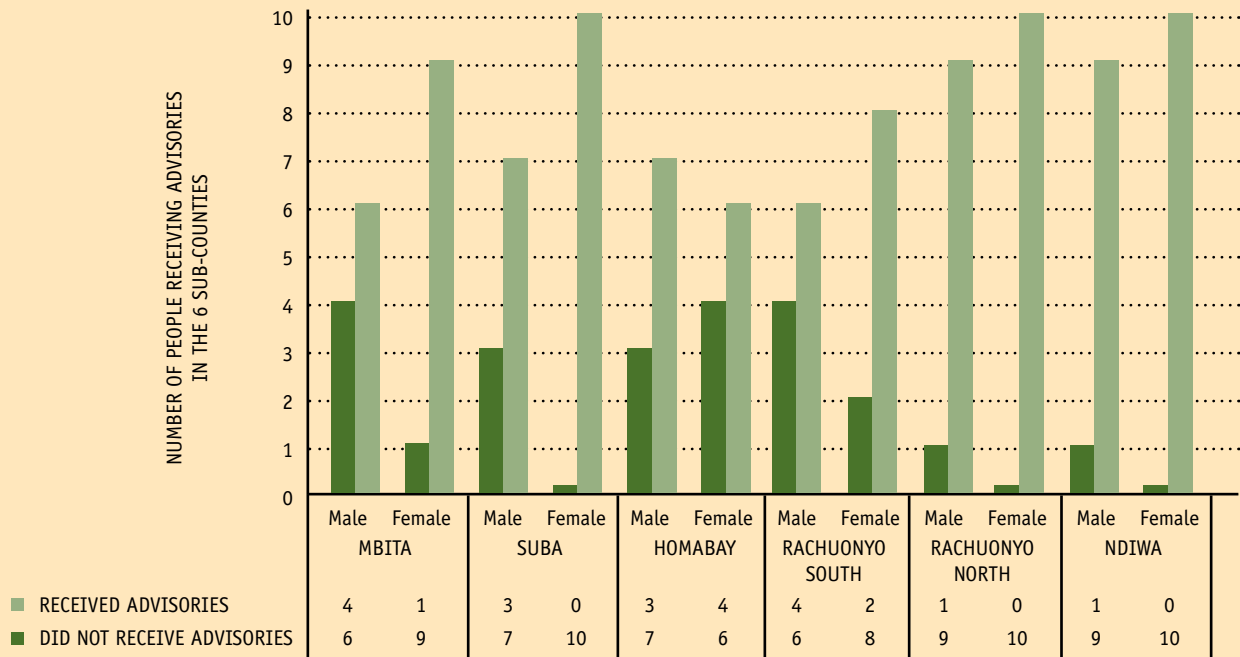


Figure 30: Level of usefulness of early warning system and advisories for taking appropriate risk management actions in Homa Bay County

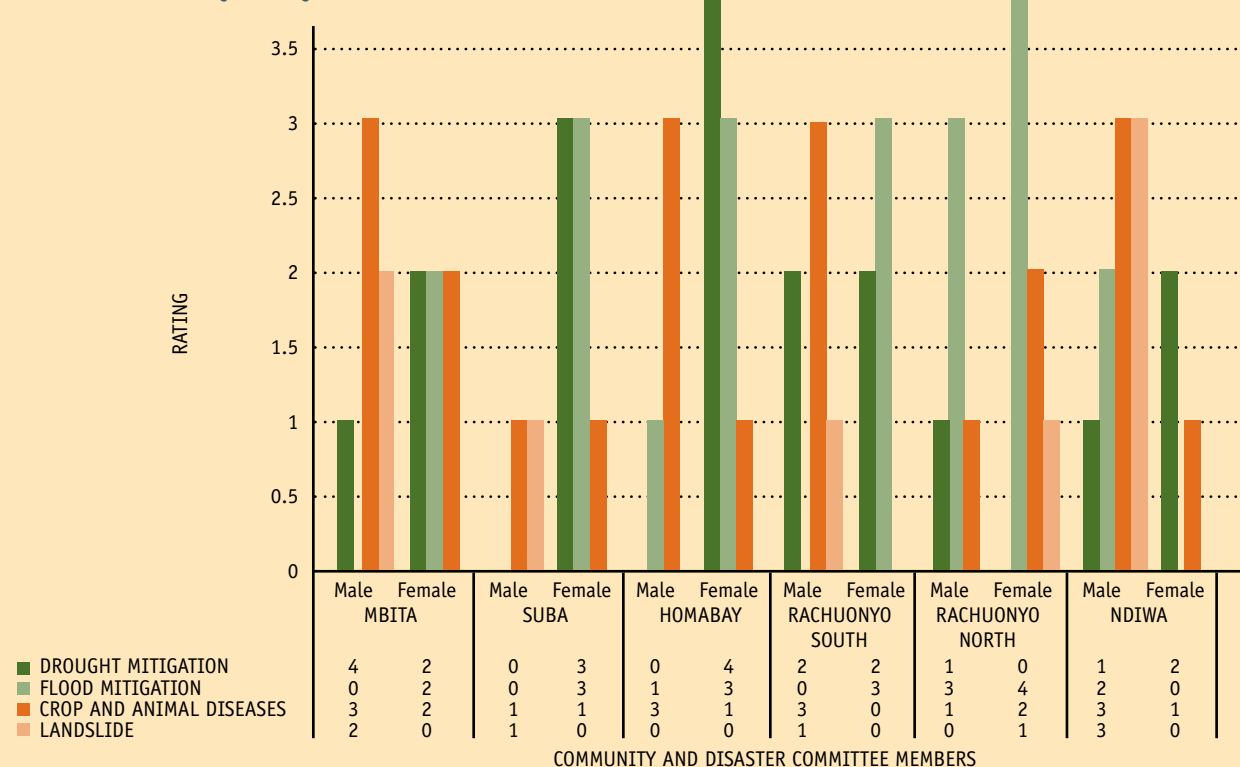


Figure 31. Level of understanding of MAM 2014 seasonal advisories by poultry value chain actors in Homa Bay County

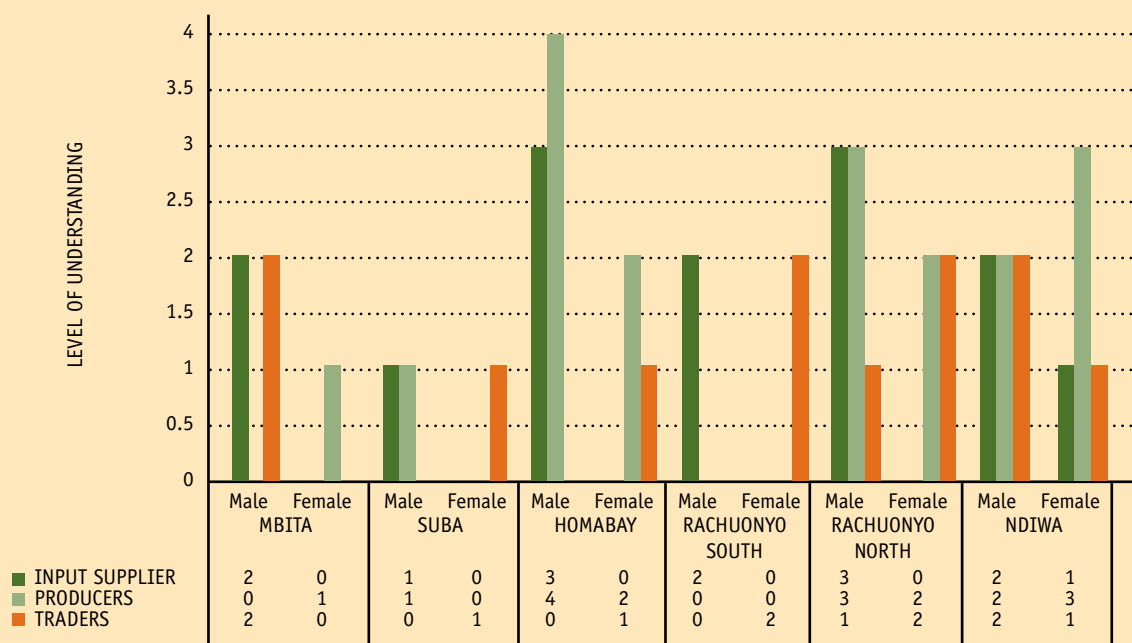
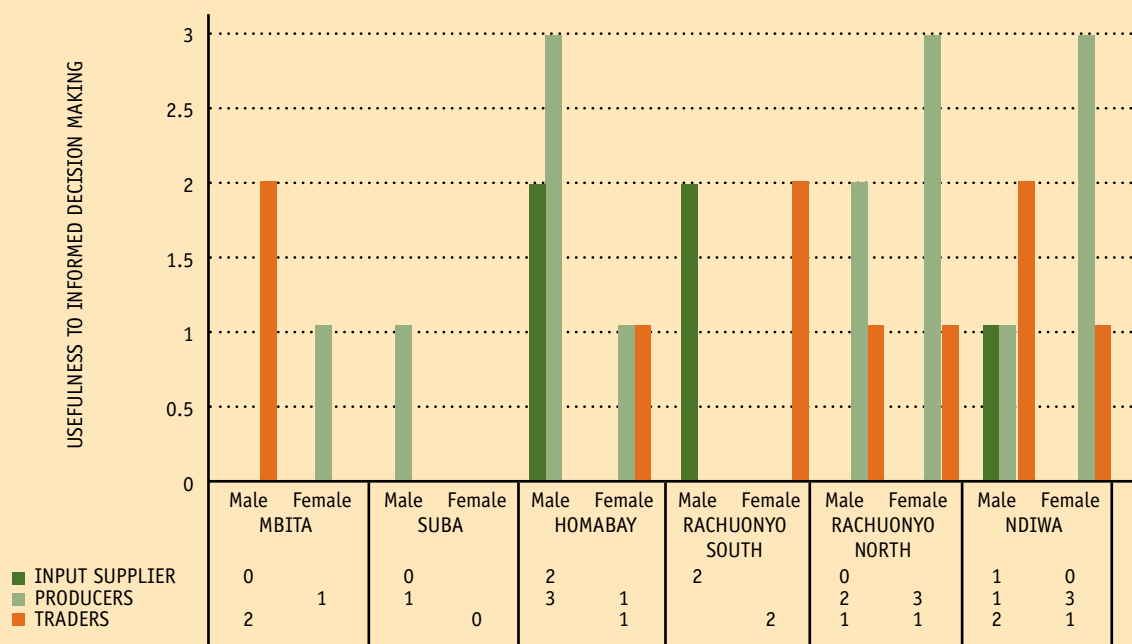


Figure 32. Level of usefulness of MAM 2014 forecast and advisories for informed decisions amongst poultry value chain actors in Homa Bay County





www.careclimatechange.org

CARE Danmark

Jemtelandsgade 1
2300 Copenhagen S
+45 35 200 100

