



Food and Agriculture
Organization of the
United Nations

FARMER FIELD SCHOOL MONITORING, EVALUATION AND LEARNING SCOPING SURVEY

Overview of main results



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by

Henk van den Berg
Wageningen University

Suzanne Phillips and Samuel Kirichu
Food and Agriculture Organization of the United Nations

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CONTENTS

ACKNOWLEDGEMENTS	v
ABBREVIATIONS	vi
1. BACKGROUND	1
1.1 Objective and scope	2
2. METHODOLOGY	4
3. RESULTS	7
3.1 Background	7
3.1.1 Geographic coverage	7
3.1.2 Type of organization	8
3.1.3 Respondents' demographic characteristics	9
3.1.4 Farmer Field School methodology implementation	10
3.2 Monitoring, evaluation and learning system within the projects portfolio	13
3.2.1 Monitoring and evaluation experts supports to Farmer Field School monitoring and evaluation activities	13
3.2.2 Process monitoring, evaluation and learning indicators for Farmer Field School -specific activities	14
3.2.3 Tools for Farmer Field School data collection	15
3.2.4 Digital data collection	17
3.2.5 Data management and analysis	18
3.3 Effectiveness of the Farmer Field School monitoring, evaluation and learning system	19
3.3.1 Integration of Farmer Field School monitoring, evaluation and learning system within the government system	20
3.3.2 Monitoring, evaluation and learning systems meeting user's expectations	21
3.3.3 Integration of gender, age and persons with disabilities in monitoring, evaluation and learning system	22
3.3.4 Feedback mechanism	22
3.4 Digital monitoring, evaluation and learning systems	24
3.4.1 Visualization dashboards	24
3.4.2 Gender and age data visualization	24
3.4.3 Evaluating if digital system met users' expectations	25

4. CONCLUSIONS	29
5. RECOMMENDATIONS	32
6. REFERENCES	33
7. ANNEXES	35
Annex 1. Distribution of organizations by country	35
Annex 2. FAO country offices that responded to the survey	35
Annex 3. MEL survey tool	37

TABLES

1. Demographic characteristics of the respondents	9
2. Active FFSs across the organizations which responded to the survey	10
3. Descriptive statistics on the number of process monitoring and evaluative indicators	15
4. If the MEL system put in place meets the expectation, on monitoring, evaluation and learning	21
5. Feedback mechanism	23

FIGURES

1. Percent share of respondents by region	7
2. Geo-spatial distribution of the responses by countries	8
3. Type of the organization that responded to the assessment	8
4. Number of projects being implemented using the FFS Methodology by region	11
5. Number of Farmer Field Schools per project	12
6. Thematic areas using the FFS methodology	12
7. Reasons for non-availability of M&E Expert	13
8. Proportion of projects that have defined process monitoring and evaluative indicators	14
9. Major methods of data collection	16
10. Proportion of organizations which have put in place standard data collection tools, and major methods of data collection by region	16
11. Individuals who collect data on FFS monitoring and evaluation	17
12. Digital data collection applications used for data collection	18
13. Availability of data management and analysis protocol	19
14. Integration of FFS MEL systems with government systems	20
15. Integration of gender, age and people with disability in the MEL System	22
16. Share of organizations which have established visualization dashboards to support FFS MEL	25
17. Disaggregation of visualization dashboards by gender and age	25
18. Digital system meeting users' expectations	26
19. Area of unmet capacity needs or shortcomings for digitization	27

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Participation in the survey involved a wide range of stakeholders around the world, including government departments, Food and Agriculture Organization of the United Nations (FAO) Country Offices, non-governmental organizations (NGOs) and research and academic institutions. Sincere thanks are extended to all of them for their time and the valuable information that they provided.

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ABBREVIATIONS

FAO	Food and Agriculture Organization of the United Nations
FFS	Farmer Field School
FGD	focus group discussion
KIIs	key informant interview
M&E	monitoring and evaluation
MEL	monitoring, evaluation and learning
MIS	management information systems
NGO	non-governmental organization
ODK	Open Data Kit
SD	standard deviation
TOT	training of trainers

1. BACKGROUND

Monitoring, evaluation and learning (MEL) is an essential component of any programme or project that aims to continuously improve and provide better outcomes. In the context of a Farmer Field School (FFS), the ultimate purpose of MEL is to track implementation and outputs systematically, measure their effectiveness, and enable learning with the aim of improving the quality and effects of the FFS implementation and ensuring accountability to beneficiaries and donors. A sound MEL system further helps to track the progress of any project and offers evidence upon which mid-course correction in a programme can be made, with the goal of achieving the project's objectives and impact targets. This system is built on the premise that the data generated are of high quality, including timeliness, representativeness and reliability; thus, the entire data management process is critical to ensure proper and systematic data collection for decision-making and programme improvement.

To ensure systematic high-quality data management processes for MEL systems, the adoption, adaptation and utilization of digital systems becomes critical. Digital systems have proved to be pivotal in enhancing real-time data collection, collation and tabulation, which further enables timely evidence-based decision-making and feedback mechanisms. Such an approach also contributes to timely learning and quality improvement of the project, and accelerated feedback mechanisms to the beneficiaries and various stakeholders, ultimately ensuring improved results.



1.1 Objective and scope

The primary objective of this assessment was to investigate the use of digital MEL systems by various countries that are implementing FFS projects, covering different sectors. More specifically, the assessment focused on the following primary objectives:

- a** _ to establish the extent to which different FFS programmes and projects have established MEL systems in the countries, and for countries and/or projects with dedicated FFS MEL systems;
- b** _ to document the indicators being used by the various projects in the countries to monitor and evaluate the FFS projects, including to monitor the quality and processes of the FFS setup;
- c** _ to understand how the indicators being used for the MEL systems are gender- and age-sensitive, and how gender and age dimensions can be integrated into digital MEL systems;
- d** _ to determine the level of digitalization of the MEL systems and document the existing digital systems being used across the different projects, including rapid assessments of strengths and weaknesses, and documenting lessons learned using the digital systems to guide the development of a digital toolkit;
- e** _ to understand the platforms used to support FFS feedback mechanisms, and lessons learned to guide their development.

The scoping assessment covered the Country Offices and projects being supported by FAO and which were being implemented through the Farmer Field School approach, as well as the global online discussion group, the network of partner organizations, and specific colleagues involved in FFS projects not run by FAO.



2. METHODOLOGY

A comprehensive questionnaire was developed through a consultative process and went through an in-depth review by technical experts from various backgrounds, including MEL, gender, digital agriculture and Farmer Field Schools. The experts were drawn from different organizations, including FAO (Malawi country office and FAO headquarters), Wageningen University and Care International. The finalized questionnaire was programmed in the KoBo Toolbox – the digital application that was used to collect data.

Prior to starting the data collection, the digital tool was pre-tested with selected projects implementing FFS activities in Malawi, Mozambique and Syria. The results from the pre-testing further informed the finalization of the digital data collection tool. Upon finalization, the tool was sent electronically to the various FAO Country Offices that were known to be implementing FFS projects, as well as to other organizations involved in FFS implementation, both through the global FFS d-group and to specific colleagues in organizations involved in FFS implementation and part of the FFS partners' network.

The tool was self-administered, and the data collection was conducted for a period of three weeks in June 2024. The survey was organization-specific at the country level, and hence there was only one respondent per organization. The target respondents were M&E experts within the organizations, but where such an expert was not available, another expert familiar with the projects using FFS methodology responded to the survey. By the close of the survey, 65 organizations had reported, of which 59 were implementing Farmer Field Schools at the time of the survey; hence the 6 organizations that did not have any active FFS operations were excluded from the analysis.

The survey questionnaire was administered in three languages: English, French and Spanish. The absence of the questionnaire in other major languages such as Arabic

may have posed a limitation in Arabic-speaking countries, or in other regions where the three languages are not dominant. Another limitation was linked to identifying the potential countries where the FFS methodology was being used and was active. To do this, a 2023 database of Farmer Field Schools was used; however, at the time of sending the survey to the target respondents, it was observed that the list was outdated, and that some of the projects had therefore ended. In addition, while the methodology required a census, that is, targeting any organization implementing FFS methodology, this became impossible due to the non-availability of an updated list of such organizations, and hence a census was not possible. Additionally, the distribution of the respondents by region showed significant variations, with Latin America and the Caribbean having only eight respondents, and any results analysis by region in this report should therefore be interpreted with caution. Finally, the scoping assessment focused solely on the routine MEL systems in place to support FFS activities and did not incorporate the impact assessments, which are used to evaluate the effectiveness, impacts, efficiency and relevance of the FFS programmes.



Governo da República de Moçambique
 Organização das Nações Unidas para a Agricultura e Alimentação e
 Programa Mundial para Alimentação
 Escolas Juvenis de Muchimbatá e da Vida
 Escola Celosa da Vida
CERTIFICADO
 Certificou-se que
FRANCISCO MARCELINO
 Completou o curso de formação em Gestão de Recursos e do Solo (GRS) em
 02 de Novembro de 2003 a 08 de Novembro de 2004
 Ministério da Agricultura e Desenvolvimento Rural

Governo de Moçambique
 Organização das Nações Unidas para a Agricultura e Alimentação (FAO)
 Programa Mundial de Alimentação (PMA)
 PROJECTO QUESO DA VIDA
 JUNION FARMER FIELD AND LIFE SCHOOL (FFLS)
CERTIFICADO
 Certificou-se que
MITO JOSÉ RAUIMUNDO
 Completou o curso de formação em Gestão de Recursos e do Solo (GRS) em
 02 de Novembro de 2003 a 08 de Novembro de 2004
 Ministério da Agricultura e Desenvolvimento Rural

3. RESULTS

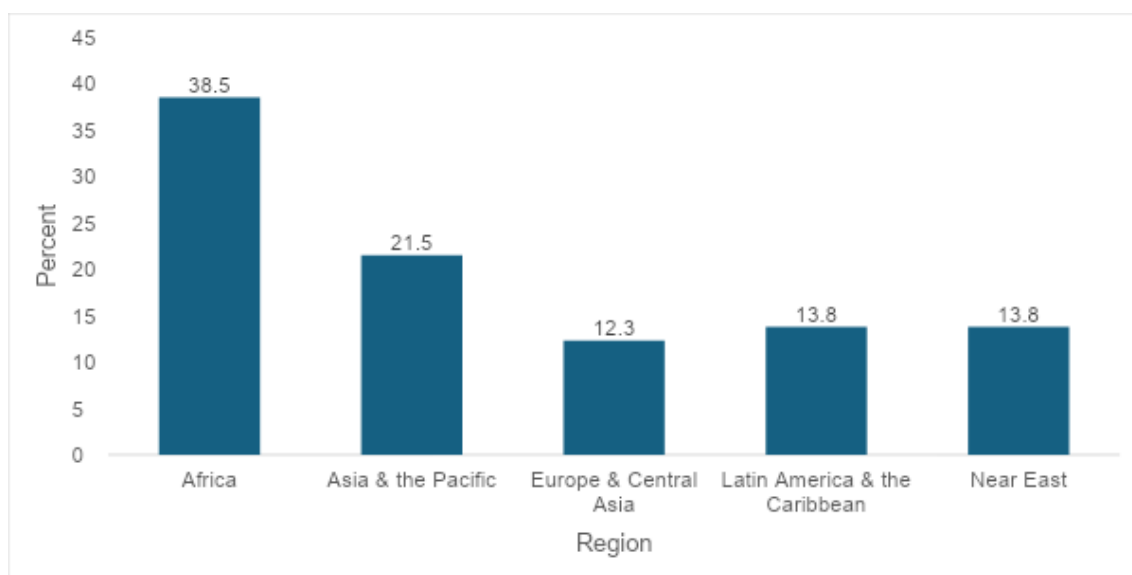
3.1 BACKGROUND

The results section has four major subsections: (1) background information; (2) MEL system within the projects' portfolio; (3) effectiveness of the FFS MEL systems; and (4) the digital MEL system. The first subsection presents data from all the organizations that participated in the survey, while subsection 2 focuses on the organizations that had FFS MEL experts. Subsections 3 and 4 analyse data from the organizations that had FFS MEL systems in place.

3.1.1 Geographic coverage

The scoping assessment targeted countries that have been implementing the Farmer Field School methodology in recent years, specifically as of December 2023. Geographically, the scoping assessment targeted the different regions around the world. Overall, 65 responses were received, of which 25 (38.5 percent) were from the Africa region, 14 (21.5 percent) were from Asia and the Pacific, 9 (13.8 percent) were from the Near East, 9 (13.8 percent) were from Latin America and the Caribbean, and the remaining 8 (12.3 percent) were from Europe and Central Asia, as shown in Figure 1.

► **FIGURE 1**
Percent share of respondents by region

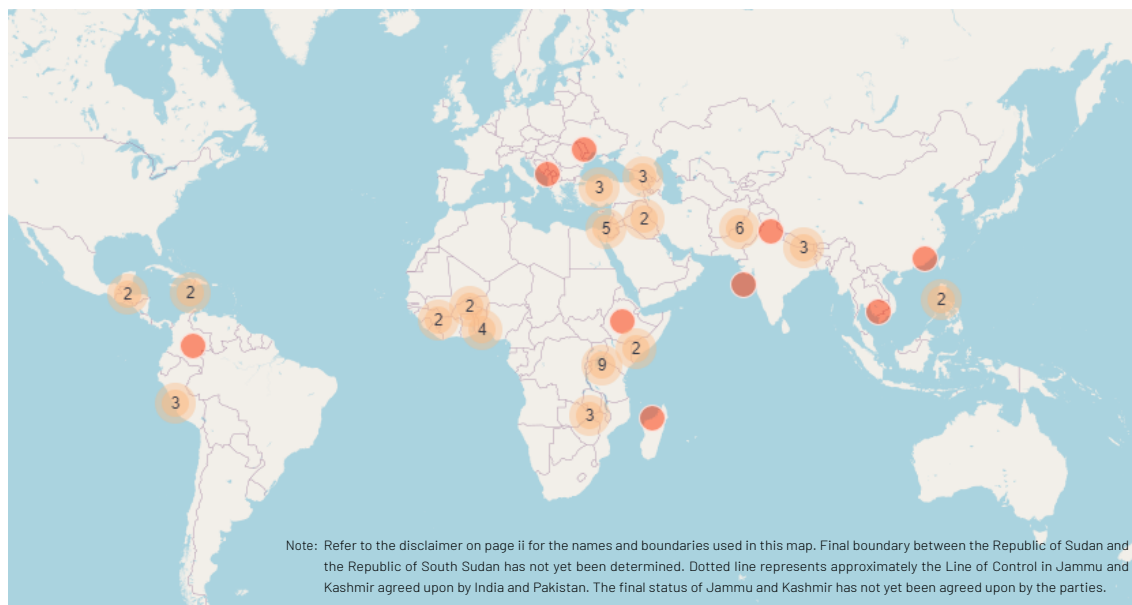


Source: Author's own elaboration.

Figure 2 presents the geospatial distribution of the countries that participated in the scoping assessment

► **FIGURE 2**

Geospatial distribution of the countries that participated in the scoping assessment.



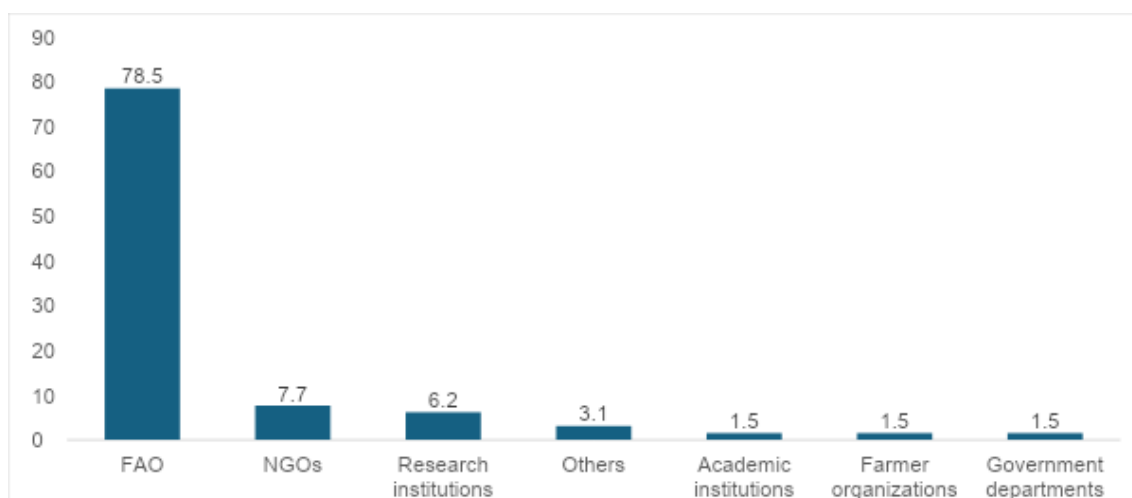
Source: Author's own elaboration.

3.1.2 Type of organization

The assessment targeted multiple organizations that were implementing the FFS methodology.¹ Of the 65 responses received, the majority (51), representing 78.5 percent, were from FAO (see Annex 2 for the list), while 5, representing 7.7 percent of the responses, were from NGOs. The rest of the responses were distributed across other types of organization, as shown in Figure 3.

► **FIGURE 3**

Type of the organization that responded to the assessment



Source: Author's own elaboration.

¹ For the purposes of this report, individual FAO Country Offices are considered as separate 'organizations', even though this is not actually the case. However, different Country Offices can have different MEL systems in place, so this level of disaggregation was considered the best option for collecting data and drawing useful conclusions.

3.1.3 Respondents' demographic characteristics

Of the respondents, 73.8 percent were males and 26.2 percent females.² The majority of the respondents were aged between 35 and 50 years, while 27.7 percent were aged above 50, so nearly 90 percent of the respondents were aged 35 years and above. Nearly all the respondents had a minimum of an undergraduate degree, with only 1.5 percent having a college certificate as their highest level of education. Of the respondents who participated in the assessment, 35.6 percent were project managers, 20.3 percent were FFS experts and 18.6 percent were M&E managers (see Table 1).

► **TABLE 1**

Demographic characteristics of the respondents

PARAMETER	CATEGORY	NUMBER (N)	PERCENT (%)
Sex	Male	48	73.8
	Female	17	26.2
Age Category	18 – 25 years	1	1.5
	26 – 35 years	6	9.2
	35 – 50 years	40	61.5
	Over 50 years	18	27.7
Education Level	College certificate	1	1.5
	University	16	24.6
	Post-Graduate	48	73.8
Role of respondent in the FFS implementation	Project manager	21	35.6
	FFS expert	12	20.3
	M&E manager	11	18.6
	FFS master trainer	2	3.4
	Others	13	22.0

Source: Author's own elaboration.

² The demographics are specific to the respondents who responded to the survey, although the questionnaire was specific to the projects which they oversaw

3.1.4 Farmer Field School methodology implementation

Of the 65 organizations that responded to the survey, 59 (90.8 percent) reported having active Farmer Field Schools at the time of the survey in June 2024, and the rest (6) did not have any active FFS. Of these 59 organizations, 42.4 percent reported that they had implemented the FFS methodology for more than 15 years, while 16.9 reported having implemented the methodology for between 11 and 15 years. This implies that nearly 59 percent of the organizations that participated in the survey had implemented the FFS methodology for more than 10 years. Some 15.3 percent of the organizations had implemented the methodology for less than 5 years, meaning that they were relatively new to the methodology.³

The survey results showed that each organization had an average of 1.64 (standard deviation (SD): 1.56) projects being implemented using the FFS methodology at the time of the survey. In precise terms, 79.7 percent of the organizations had either one or two projects that were using the FFS methodology, while 18.6 percent had between three and five projects. Just 1 organization (a FAO Country Office) had more than 5 projects being implemented using the FFS methodology.

The assessment further established that 81.4 percent of the organizations surveyed had M&E experts supporting FFS methodology implementation. For the few that did not have the expertise, several reasons were cited, including (1) lack of resources; (2) a small portfolio; and (3) being in the process of recruiting expertise. The results are presented in [Table 2](#).

► **TABLE 2**

Active FFSs across the organizations which responded to the survey

PARAMETER	CATEGORY	NUMBER (N)	PERCENT (%)
Does the organization currently have active Farmer Field Schools	Yes	59	90.8
	Less than 5 years	9	15.3
Period the organization has been implementing the FFS methodology	5-10 years	15	25.4
	11-15 years	10	16.9
	Over 15 years*	25	42.4
Does the organization have an M&E expert supporting FFSs	Yes	48	81.4
	1-2 projects	47	79.7
Number of projects within the organization using the FFS methodology	3-5 projects	11	18.6
	Over 5 projects	1	1.7

Source: Author's own elaboration.

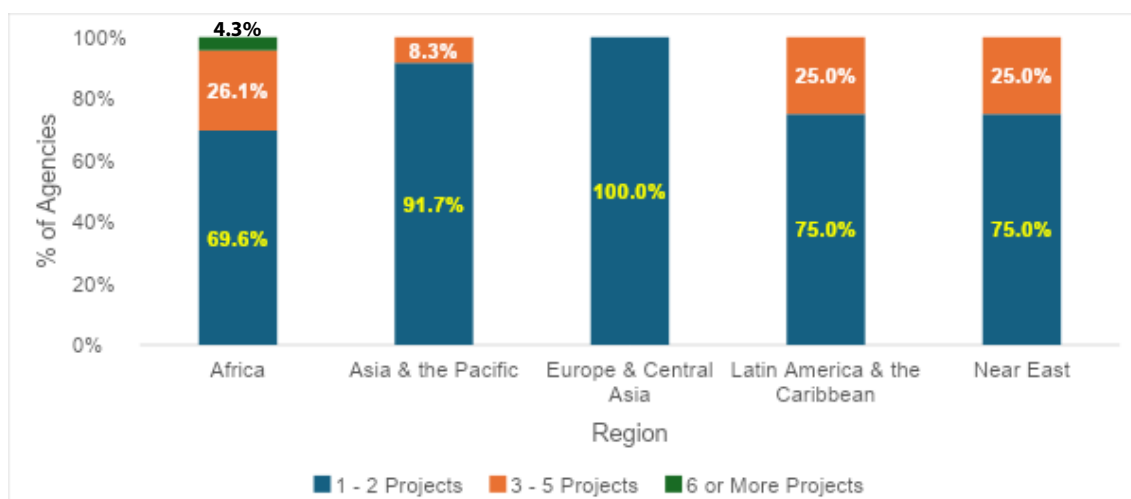
* This estimate is likely to be an overestimate, as in some cases respondents from FAO may have responded about FFS implementation in general in FAO, and not in their own individual offices.

³ FAO as an organization has implemented FFS for more than 30 years, but the responses in the section related specifically to that Country Office.

The Africa region had the highest number of organizations implementing more than 2 projects, with an estimate of 30.4 percent. This implies that of the total organizations from the Africa region that participated in the survey, 3 out of every 10 had more than 2 projects being implemented using the FFS methodology. In Europe and Central Asia, all the organizations that reported indicated having between 1 and 2 projects being implemented using the FFS methodology, as presented in Figure 4.

► **FIGURE 4**

Number of projects being implemented using the FFS methodology, by region



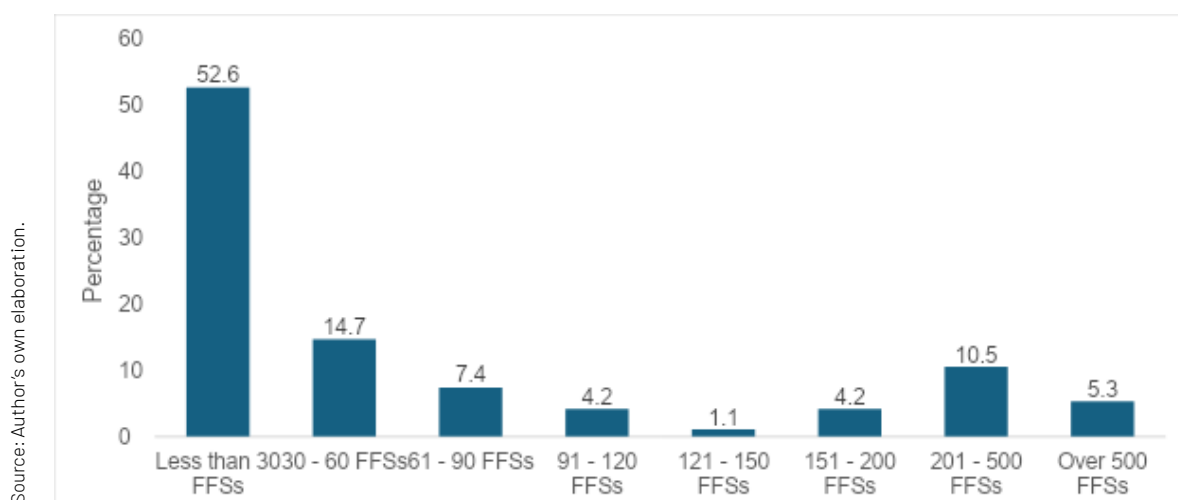
Source: Author's own elaboration.

Overall, a total of 95 projects using the FFS methodology were covered by the survey across the 59 organizations that mentioned having an active project at the time of survey. A total of 22 992 Farmer Field Schools were being implemented by these projects in June 2024. However, 3 projects implemented 15 616 Farmer Field Schools exclusively by themselves, accounting for 67.9 percent of the total number of Farmer Field Schools implemented within the 95 projects (the 3 projects were in India, Malawi and Pakistan). Excluding these three projects, the mean number of Farmer Field Schools per project for the remaining 92 projects was estimated at 80 (SD:131.7) with a range of 1 to 840, which is indicative of a widespread variation between projects and the number of Farmer Field Schools they implemented.

The median number of Farmer Field Schools for all the 95 projects was estimated as 28, which means that half of the projects had 28 or fewer Farmer Field Schools. On the other hand, the 75th percentile was estimated as 115, implying that 75 percent of the projects had 115 Farmer Field Schools or fewer. Figure 5 shows the distribution of the number of Farmer Field Schools across the projects that were ongoing at the time of the survey.

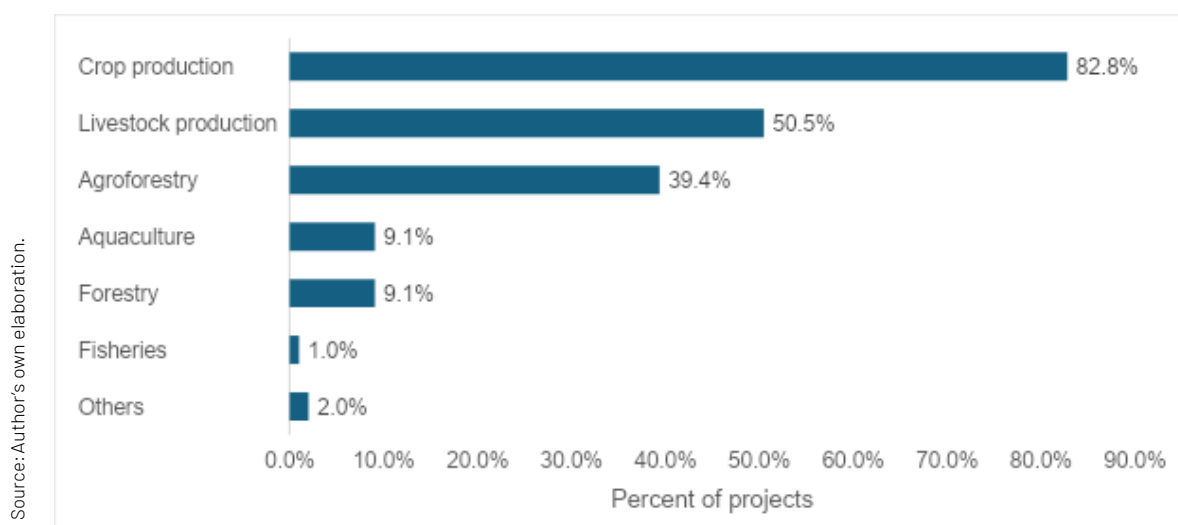
According to the results, nearly 53 percent of the projects had fewer than 30 Farmer Field Schools, while only about 20 percent of the projects had more than 150 Farmer Field Schools.

► **FIGURE 5**
Number of Farmer Field Schools per project



Of the projects covered by the survey, 82.8 percent were using the FFS approach to support crop production, while 50.5 percent were using it for livestock production. In addition, 39.4 percent of the projects were using the approach to support agroforestry, while fishery was the sector that made the least use of the FFS approach. Besides the thematic areas listed in [Figure 6](#), other sectors that were mentioned, albeit on a lower scale, included: apiculture, Nutrition and Agribusiness. These results reflect the integration of different sectors, with Farmer Field Schools in each project addressing different production systems.

► **FIGURE 6**
Thematic areas using the FFS methodology



3.2 MONITORING, EVALUATION AND LEARNING SYSTEM WITHIN THE PROJECTS PORTFOLIO

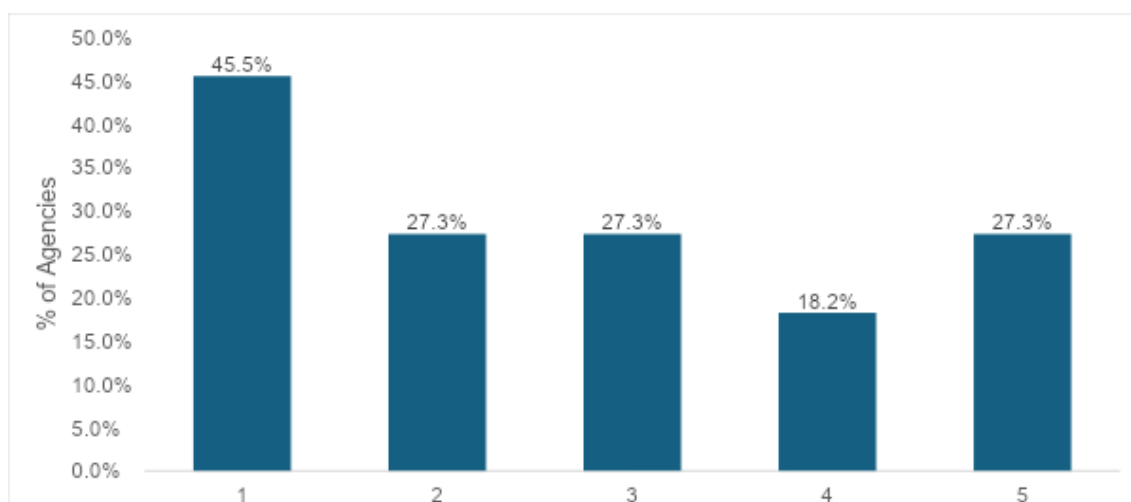
Monitoring, evaluation and learning (MEL) systems are crucial in Farmer Field Schools to track progress, assess impact and inform decision-making. Given that Farmer Field Schools are community-based programmes that promote sustainable agricultural practices, improve livelihoods and enhance food security, they require robust and efficient MEL systems to ensure that their intended objectives are achieved while also capturing holistic impacts, which often span different domains. Since the impact of Farmer Field Schools also depends on the quality of the FFS learning process, MEL systems also need to assess this aspect. Effective MEL systems in Farmer Field Schools can help to improve programme quality and impact, enhance accountability and transparency, support data-driven decision-making, foster a culture of learning and continuous improvement and encourage scaling up and the replication of successful approaches. By integrating MEL systems into Farmer Field Schools, programmes can optimize their impact, improve the lives of farmers and their communities, and contribute to sustainable agricultural development. The primary objective of this subsection of the assessment was to assess how different organizations have integrated MEL systems.

3.2.1 Monitoring and evaluation experts supports to FFS monitoring and evaluation activities

As presented in Section 3.1.4, the results showed that 18.6 percent – 11 organizations – did not have a dedicated M&E expert supporting the Farmer Field School M&E activities. The main reasons cited for not having such an expert included: limited resources (45.5 percent); not a priority (27.3 percent); portfolio being small to sustain such an expert (27.3 percent); and recruitment of an expert under consideration (18.1 percent), as presented in [Figure 7](#).

Among the 11 organizations that did not have M&E experts to support Farmer Field School M&E activities, the survey established that M&E activities such as data collection, collation and reporting are still undertaken, but are carried out exclusively by subject matter specialists, FFS experts, project managers, extension workers, master trainers or trainers of trainers (TOTs). One respondent reported never conducting FFS monitoring and evaluation.

► **FIGURE 7**
Reasons for non-availability of M&E expert



Source: Author's own elaboration.

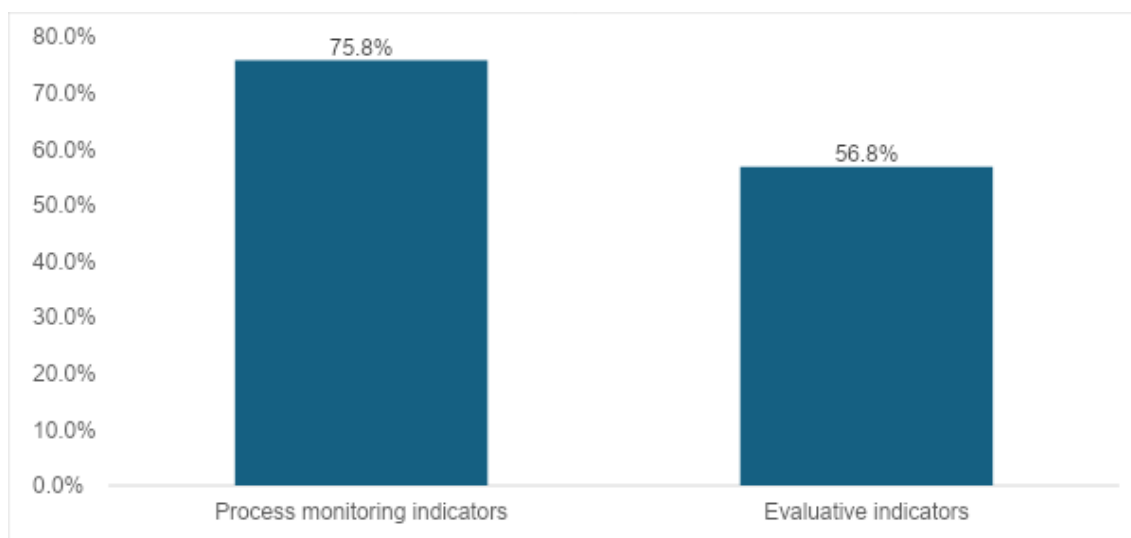
3.2.2 Process monitoring, evaluation and learning indicators for Farmer Field School-specific activities

This subsection presents the results of how the various projects using the FFS methodology designed indicators to support process monitoring of the FFS activities and evaluate the impacts of the Farmer Field Schools. Under process monitoring, the primary focus was to assess the different indicators designed by the projects for tracking the FFS inputs and activities in the Logical Framework. On the other hand, the evaluative indicators focused on assessing the indicators earmarked for evaluating the results of FFS activities, focusing on outcome and impact indicators. In a separate report, an in-depth analysis of the technical domains covered by these indicators was due to be presented by October 2024.

Figure 8 shows that 75.8 percent of the projects had a set of defined process monitoring indicators, while 56.8 percent of the projects had a defined set of evaluative FFS indicators. As per the results, more projects had defined process indicators – focusing on monitoring inputs and activities and the quality of the FFS process – compared with evaluation indicators at the outcome and impact level. This therefore remains a strategic area requiring technical support to help organizations define and put in place an M&E system for Farmer Field Schools that goes beyond the process monitoring.

► FIGURE 8

Proportion of projects that have defined process monitoring and evaluative indicators



Source: Author's own elaboration.

Various descriptive statistics on the number of process monitoring and evaluative indicators were calculated and are presented in **Table 3**. For the process monitoring indicators, on average each project had 5.7 (SD: 7.7), ranging from 1 to 62 indicators. The median number of indicators was 4, implying that half of the projects with a monitoring system had between 1 and 4 indicators. Furthermore, 75 percent of the projects that had process monitoring indicators had a predefined set of 6 indicators.

On the other hand, the average number of evaluative (outcome and impact) indicators defined by the projects was 4.2 (SD: 5.2), ranging from 1 to 24. The median was 2, indicating that half of the

projects that had defined such indicators had only defined 2 indicators, while the 75th percentile was 5. Overall, most of the projects had set aside only a small number of high-level indicators. This is potentially a positive finding, since having a higher number of such indicators complicates the M&E system, besides compromising data and increasing the cost of monitoring.

► **TABLE 3**

Descriptive statistics on the number of process monitoring and evaluative indicators

INDICATOR LEVEL	STATISTIC	VALUE
Process monitoring indicators	Mean number of indicators	5.7 (SD: 7.7)
	Minimum number of indicators	1
	Maximum number of indicators	62
	Median	4
	75th Percentile	6
Evaluative indicators	Mean number of indicators	4.2 (SD: 5.2)
	Minimum number of indicators	1
	Maximum number of indicators	24
	Median	2
	75th Percentile	5

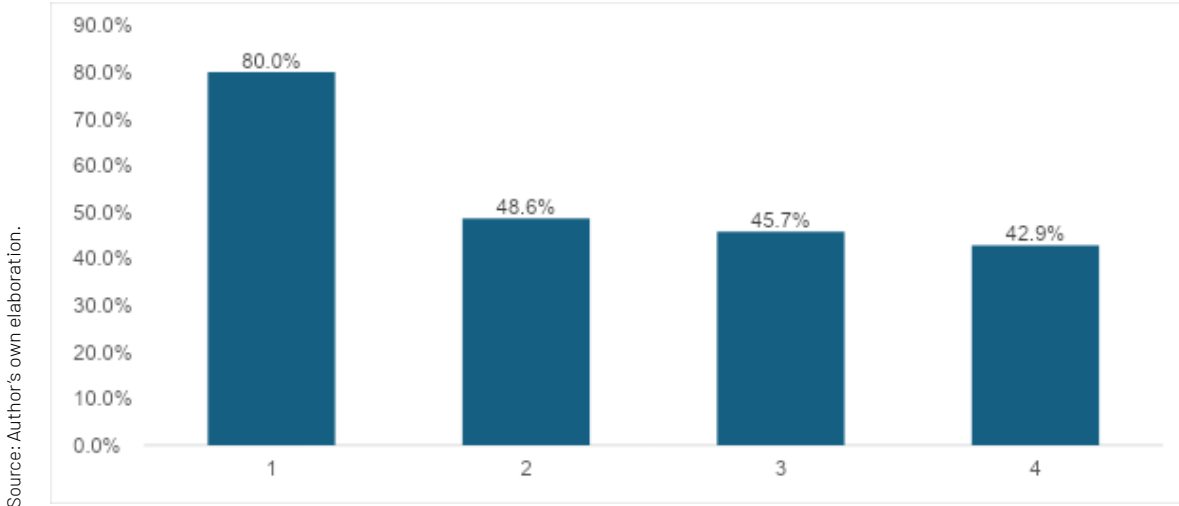
Source: Author's own elaboration.

3.2.3 Tools for Farmer Field School data collection

Among the 59 organizations that had an active FFS at the time of interview, the survey observed that 68.6 percent had a set of predefined standard data collection tools specific to Farmer Field Schools, while 31.4 percent had partially predefined standard data collection tools to support process monitoring and evaluation.⁴ Further, and as presented in [Figure 9](#), surveys were the most widely used data collection methods for both monitoring and evaluative indicators, followed by focus group discussions (FGDs) and key informant interviews (KIIs). In addition, 42.9 percent used other methods of data collection, with the most common being routine monitoring, which was mentioned by nearly 70 percent of those who reported 'others'.

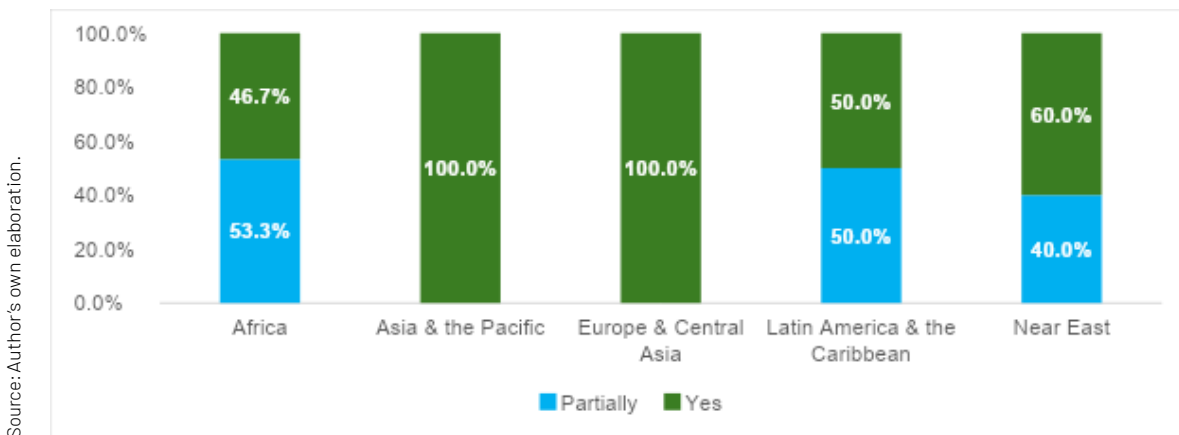
⁴ Partially means that not all data collection tools had been predefined.

► **FIGURE 9**
Major methods of data collection



By region, of those organizations that had active FFS activities, all of them in Asia and the Pacific and in Europe and Central Asia had defined standard data collection tools for monitoring and evaluating the project outcomes and impacts, as presented in Figure 10. However, In Africa and in Latin America and the Caribbean, only about half of these organizations had standard data collection tools to support their process monitoring or evaluation.

► **FIGURE 10**
Proportion of organizations that have put in place standard data collection tools, and major methods of data collection, by region

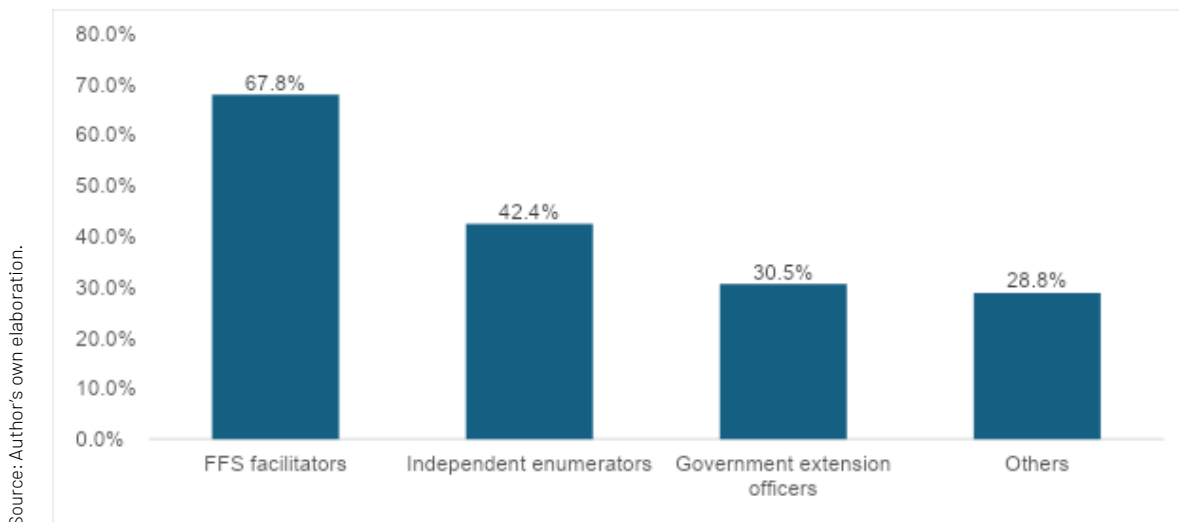


Data collection across the projects to facilitate monitoring and evaluation was mainly conducted by FFS facilitators, as reported by 67.8 percent of the organizations that were implementing FFS activities. This was closely followed by independent enumerators, reported by 42.4 percent of the

organizations, while 30.5 percent of them relied on government extension officers, as shown in [Figure 11](#). These results appear to show that FFS facilitators across projects are often involved in collecting data related to monitoring the FFS, while other actors such as independent enumerators and government extension officers are more likely to be involved in collecting evaluation data.

► **FIGURE 11**

Individuals who collect data on Farmer Field School monitoring and evaluation



3.2.4 Digital data collection

Leveraging digital data collection and management has proved an effective method for enhancing M&E systems. Digital data collection increases data collection efficiency, while improving data accuracy by minimizing human error and providing precise information.⁵ Digital data collection also enhances real-time data collection, hence improved quality controls, while generating quick data for informed decision-making. In addition, digital data collection has proved cost-effective, while also enhancing data quality. The survey intended to assess the use of digital data collection processing in collecting MEL data for the FFS activities.

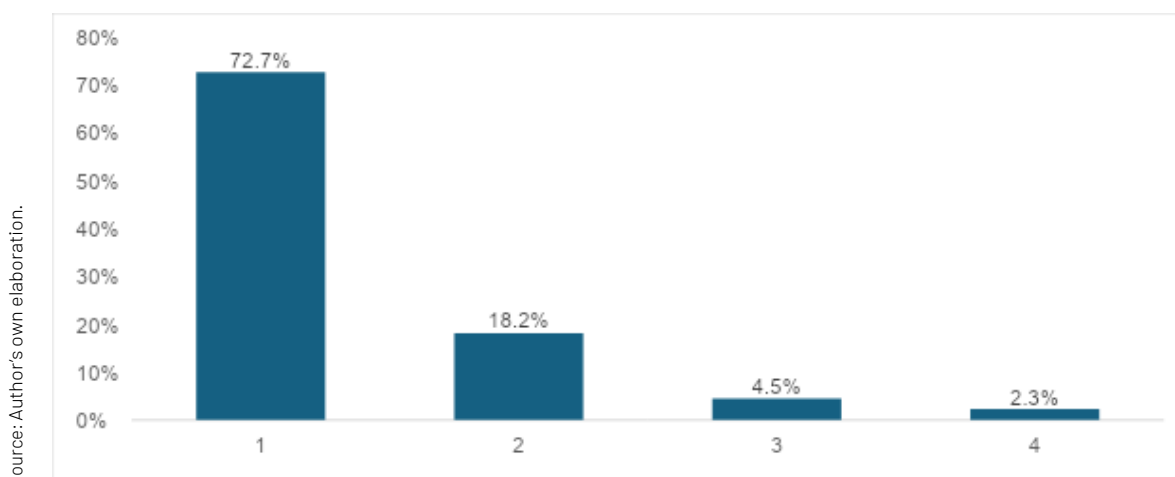
Overall, 74.5 percent of the 59 organizations implementing FFS activities were using digital data collection, either partially or entirely, with the majority using the digital data collection systems entirely (62.7 percent of the total). The most common data collection application was Kobo, which was reported by 72.7 percent of the organizations using digital data collection systems (32). Other digital data collection systems were used to a lesser extent, with Open Data Kit (ODK) reported by 18.2 percent of the organizations, ActivityInfo, which was reported by 4.5 percent, and Census and Survey Program, which was reported by 2.3 percent (see [Figure 12](#)).

⁵ <https://bmjpublichealth.bmj.com/content/2/1/e000749>

Kobo was the preferred data collection application for nearly 70 percent of the organizations, followed by ODK reported by 7 percent of them. Other preferred digital data collection applications included Zoho, MS Excel, Survey123 and ActivityInfo, which together were reported by about 13 percent of the organizations.

► **FIGURE 12**

Digital data collection applications used for data collection



By region, use of digital data collection was highest in the Europe and Central Asia region, where it was reported by 88 percent of the organizations, followed by Africa, where it was reported by 78 percent. Use of digital data collection was lowest in the Near East, where it was reported by 63 percent of the organizations, while in Asia and the Pacific, 67 percent of the organizations reported using digital data collection, and 75 percent reported using it in Latin America and the Caribbean.

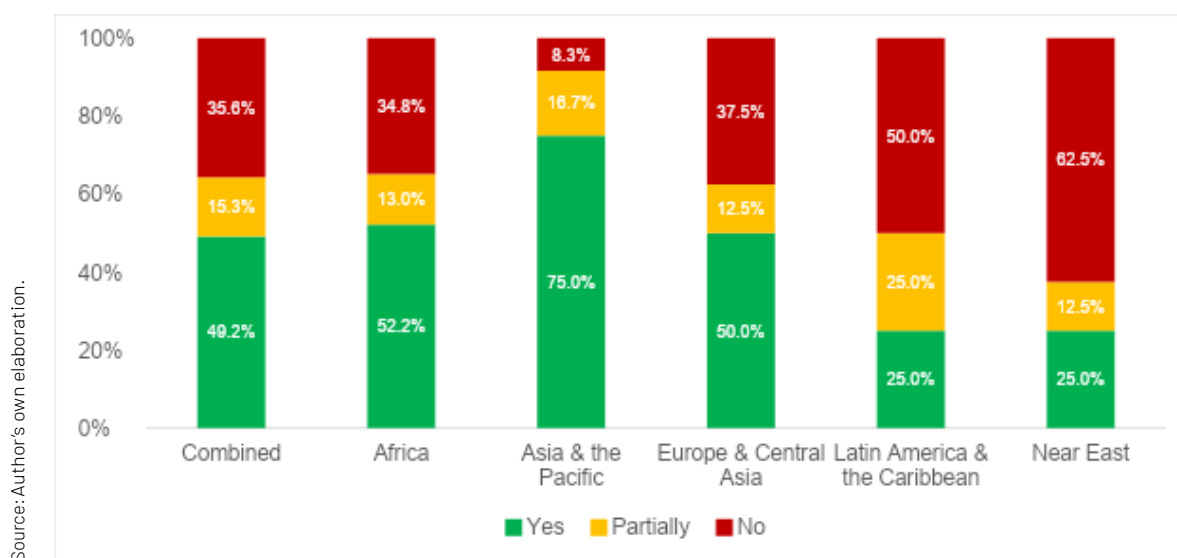
3.2.5 Data management and analysis

Effective data management and analysis can help organizations to make informed decisions, optimize operations and drive innovation. By leveraging data insights, Farmer Field School implementation can gain a competitive edge and improve their performance and efficiency, while driving critical decision-making. This subsection focuses on the availability of data management and analysis protocols, as well as on validation of the management information systems (MIS). In this regard, a **data management and analysis protocol** is a detailed plan that outlines the steps and procedures for managing and analysing FFS data to respond to various needs. It ensures consistency, transparency and reproducibility in data analysis. By following a data management and analysis protocol, FFS MEL experts can ensure that their analysis is systematic, reliable and accurate, ultimately leading to more reliable insights and decision-making. Meanwhile, an FFS management information system is a system that provides FFS experts and users with the tools to organize, evaluate and efficiently manage information for decision-making. Regular validation of FFS management information systems ensures that information is reviewed, is of high quality and informs decision-making regarding improving the quality of FFS.

In total, 49.2 percent of the organizations had put in place data management and analysis protocols for the various FFS indicators that they had defined, while 15.3 percent had partially put in place such a protocol. Some 35.6 percent of the organizations did not have any such kind of protocol in place, hence data management and analysis were all based on the discretion of the analyst (see [Figure 13](#)). By region, the Near East had the highest share of organizations without a data management and analysis protocol to guide management and analysis of the FFS indicators, followed by organizations in Latin America and the Caribbean. Asia and the Pacific had the highest share of organizations that had put in place a data management and analysis protocol.

► **FIGURE 13**

Availability of data management and analysis protocol



The survey found that 42 percent of the organizations with FFS activities had put in place a monthly validation of MIS data undertaken in the project to ensure the correctness of data, while the other 58 percent had no such system in place. By region, Asia and the Pacific had the highest share of organizations with a monthly validation system, which was reported by 58 percent of the organizations, and this was followed by the Europe and Central Asia region, which had a monthly validation system reported by 50 percent of the organizations. In Africa, 39 percent of the organizations had put in place a monthly validation of MIS data, while in the Near East, only 38 percent had such a system. Latin America and the Caribbean had the lowest share of organizations to have put the above system into place, which were reported by just 25 percent.

3.3

EFFECTIVENESS OF FARMER FIELD SCHOOL MONITORING, EVALUATION AND LEARNING SYSTEMS

Effective MEL systems are essential for tracking progress, learning and improvement in various FFS outcomes and impacts. Such systems must ensure integration with government systems to enhance efficiency, effectiveness and inclusiveness, and ultimately, ensure sustainability. In addition, the systems should be integrated by a robust feedback mechanism to promote learning and evaluation, while also ensuring inclusiveness and timely decision-making and project improvements.

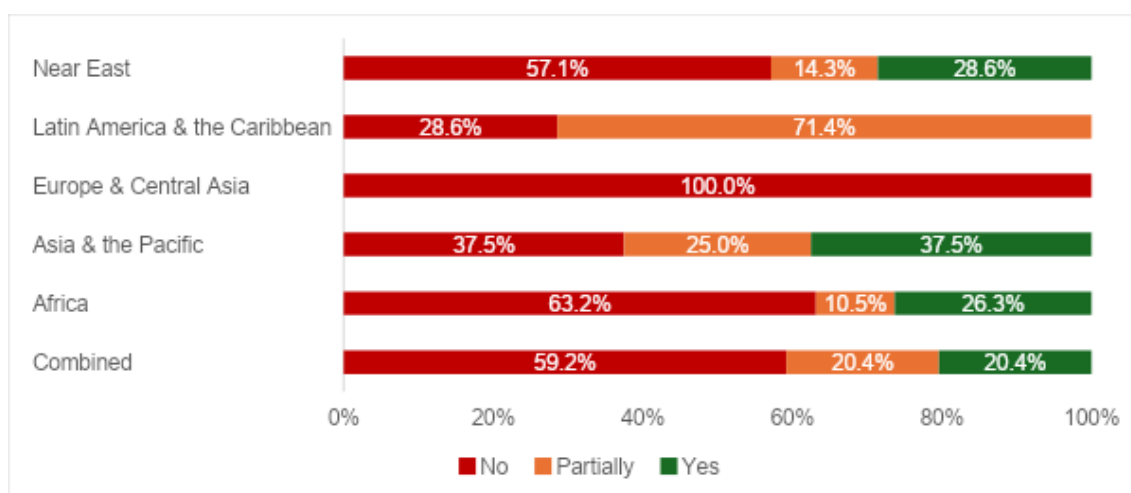
Effective M&E systems enable organizations to track progress and achievements, identify areas for improvement, inform decision-making and strategic planning, enhance accountability and transparency, foster learning and improvement and support evidence-based decision-making. By establishing a robust M&E system, Farmer Field Schools can ensure that they are on track to achieve their goals and make a meaningful impact.

In this survey, various components of effectiveness were assessed, including integration with governments' M&E systems, meeting expectations for monitoring and evaluation, ability to integrate aspects linked to gender, age and disability (inclusiveness), as well as feedback mechanisms.

Based on the results, 49 of the 59 organizations had some existing MEL systems specific to FFS, representing 83 percent of the organizations. These were the organizations that were therefore included in the analysis described in the following subsection, reflecting the fact that this section of the questionnaire was only applicable to organizations that had FFS-specific MEL systems.

► FIGURE 14

Integration of FFS MEL systems with government systems



3.3.1 Integration of FFS MEL systems within the government system

The results of the survey showed that only 20.4 percent of the organizations that had a MEL system had fully integrated their FFS MEL systems with the government systems, while 59.2 percent of the organizations had not integrated the systems. By region, integration was lowest in Europe and Central Asia, and highest in Asia and the Pacific, as shown in [Figure 14](#). Latin America and the Caribbean had the highest share of organizations that had partially integrated their FFS M&E systems with the government systems.

3.3.2 Evaluating if digital systems meet users' expectations

Results in [Table 4](#) indicate that nearly 55 percent of the organizations that have put in place an

► **TABLE 4**

If the MEL system put in place meets expectations, on monitoring, evaluation and learning

AREA	RESPONSE	%
Does the MEL system which you have put in place meet your expectation in monitoring the FFS activities in your projects?	No	10.2
	Partially	34.7
	Yes	55.1
Does the MEL system which you have put in place meet your expectation in evaluating FFS methodology in your projects?	No	18.4
	Partially	34.7
	Yes	46.9
Does the MEL system which you have put in place meet your expectation in enhancing learning from FFS methodology in your projects?	No	12.2
	Partially	44.9
	Yes	42.9

Source: Author's own elaboration.

FFS MEL system meet expectations in relation to monitoring FFS activities of the various projects. In addition, 46.9 percent of the organizations reported that the system met their expectations in terms of evaluating the FFS impacts, while 42.9 percent reported that the system met their expectations in terms of enhancing learning. Overall, the results show that the systems put in place go half-way towards meeting users' expectations of FFS monitoring, evaluation and learning, meaning that there is considerable room for enhancing the systems so that they meet expectations.

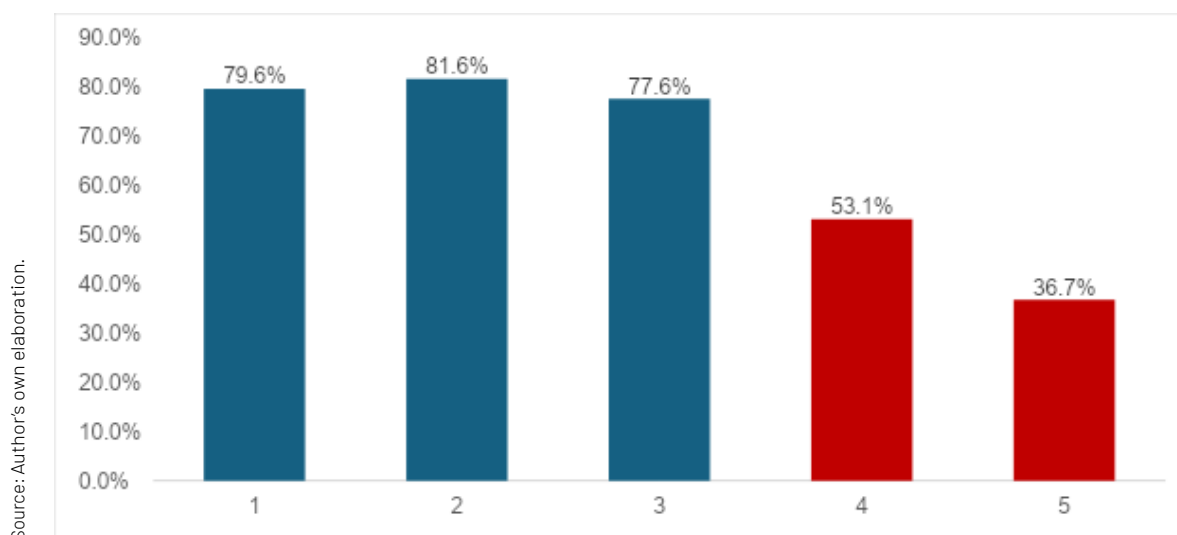
To enhance the MEL systems so that they meet users' expectations, respondents suggested various areas of improvement, of which the most commonly mentioned were the following:

- 1_ Enhancing the data entry system through the adoption of digital systems; this also includes the adoption of digital data collection and management systems.
- 2_ Technical support on expert review of existing MEL indicators (by the various organizations), and where possible, the provision of support in revising the FFS indicators to meet the projects' intended goals.

- 3 _ Automation of data management, including automated visual generation, graphics such as graphs, charts and other types of visualization of the results of the implementation.
- 4 _ Enhancing capacity of MEL specialists on statistical analysis and processing of data
- 5 _ Capacity building on various MEL components, including data collection, management and reporting.
- 6 _ Inclusion of people with disabilities, and age dimension, in FFS MEL systems.
- 7 _ Investing in developing MEL guidelines and protocol to support MEL systems.
- 8 _ Providing continuous training and capacity-building programmes for staff and partners to enhance their skills in using digital tools and understanding MEL processes.

► **FIGURE 15**

Integration of gender, age and people with disability in the MEL System



3.3.3 Integration of gender, age and persons with disabilities in MEL systems

Based on the results, nearly 80 percent of the organizations with a MEL system in place reported that gender, age and disability integration were included in their systems. This implies that the systems have been enabled to collect gender-, age- and disability-disaggregated data. However, only 53 percent of the organizations reported that data on the role of women in decision-making were collected by their MEL systems, while just 36.7 reported collecting data on the role of youth in decision-making, as shown in [Figure 15](#).

3.3.4 Feedback mechanism

The survey established that 28.6 percent of the organizations with MEL systems do not have a feedback mechanism in place to share MEL results with relevant stakeholders, while the remainder do. Of those that have a feedback mechanism, the majority mentioned such a mechanism was aimed at both FFS facilitators and the FFS groups.

Regarding the timeliness of the feedback, the survey noted that most of the organizations with the feedback mechanism – 69.4 percent – did this either sometimes, or always. However, 22.4

► **TABLE 5****Feedback mechanism**

AREA	RESPONSE	%
Feedback Mechanism	Yes, only for facilitators	10.2
	Yes, for facilitators and FFS	61.2
	No	28.6
Timeliness	Less timely (less often)	22.4
	Not timely (results never discussed)	8.2
	Somehow timely (sometimes)	46.9
	Very timely (always)	22.4
MEL results adequately utilized for decision making on corrective action or modifications of FFS interventions	No	18.4
	Yes	81.6

Source: Author's own elaboration.

percent of the organizations had feedback mechanisms that reported less often, while 8.2 percent reported that results were never discussed. Finally, the survey observed that 81.6 percent of the organizations with MEL and feedback mechanisms reported that their MEL results were adequately used for decision-making on corrective actions or modifications to FFS interventions.

Some examples of the feedback mechanisms put in place by various organizations (in order of frequency with which they were mentioned) include:

- 1_ Periodic review and reflection workshop with FFS facilitators and FFS members.
- 2_ FFS group visit and on-the spot interaction and feedback with FFS members and facilitators, including conducting focus group discussions and key informant interviews.
- 3_ Online virtual meetings with MEL and FFS experts to discuss issues related to FFS implementation, including sharing of any data, information and results to the FFS implementers.
- 4_ Feedback evaluation, for instance, at the end of the FFS learning session an evaluation is conducted as to potential areas of improvement for reaching both the facilitator and the FFS members.
- 5_ Hotline numbers: In some cases, hotline numbers have been provided to communities to register any complaint or suggestion concerning the activities conducted.

6. Pre- and post-distribution/training monitoring on a regular basis after every input and services delivery, which helps to determine the progress of activities in the field, thereby verifying the quantity received, the quality and timeliness of assistance, diversions, fraud, any Prevention of Sexual Exploitation and Abuse activities, and beneficiary feedback/suggestions for the future.
7. Complaint and suggestion boxes placed in strategic field areas and FFS locations, where feedback from beneficiaries is provided.

3.4 DIGITAL MEL SYSTEMS

Digital MEL systems are technology-enabled systems that use digital tools and platforms to collect, store, analyse and report data for monitoring, evaluation and learning purposes. These systems leverage digital technologies to enhance the efficiency, accuracy and impact of MEL processes. For the purposes of data collection, use has been made of mobile apps, online surveys and other digital instruments to collect data from various sources, such as FFS facilitators and FFS farmers. In addition, centralized storage and management of data – accessible from anywhere including from cloud systems – falls within digital data management systems. Meanwhile, data analytics platforms, including the use of tools such as dashboards, reports and charts for analysing and visualizing data, are critical digital data analysis and management systems. Digital MEL systems also include the use of automated reporting systems, such as scheduled or real-time reporting, thereby reducing manual effort and improving timeliness.

Digital MEL systems offer numerous benefits, including improved data accuracy and timeliness, enhanced data analysis and visualization, increased efficiency and productivity, better decision-making and evidence-based policymaking, real-time monitoring and rapid response, scalability and flexibility, and cost-effectiveness. Overall, by leveraging digital technologies to support FFS monitoring, evaluation and learning, organizations can strengthen their MEL capabilities, improve decision-making and drive more effective development outcomes.

This subsection presents the key findings on the use of digital MEL systems by the various organizations in driving the FFS MEL agenda. While the previous subsection (3.2.4) discussed the use of digital data collection, this one focuses on the use of digital systems for data management, visualization and analysis. As previously reported, 59 organizations from the 65 surveys were implementing FFS activities, and of these, 49 had established some form of FFS MEL system, representing 83 percent of the organizations. The focus of this current subsection is on the 49 organizations that had established MEL systems for their FFS activities.

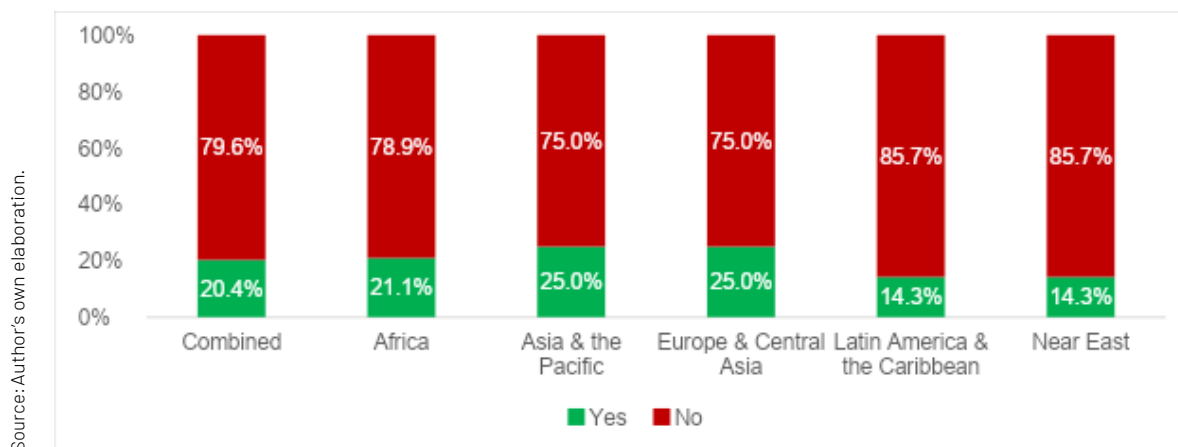
3.4.1 Visualization dashboards

Results displayed in [Figure 16](#) indicate that only 20.4 percent of the organizations had established visualization dashboards to present and disseminate FFS data and results. By region, Europe and Central Asia, and Asia and the Pacific had a slightly higher share of organizations with visualization dashboards compared with the other regions, while the Near East had the lowest share.

Of the organizations that had set up visualization dashboards, PowerBI was reported by 3 out of 10 of them, representing 30 percent. Two organizations were using Tableau, while a further 2 were

► **FIGURE 16**

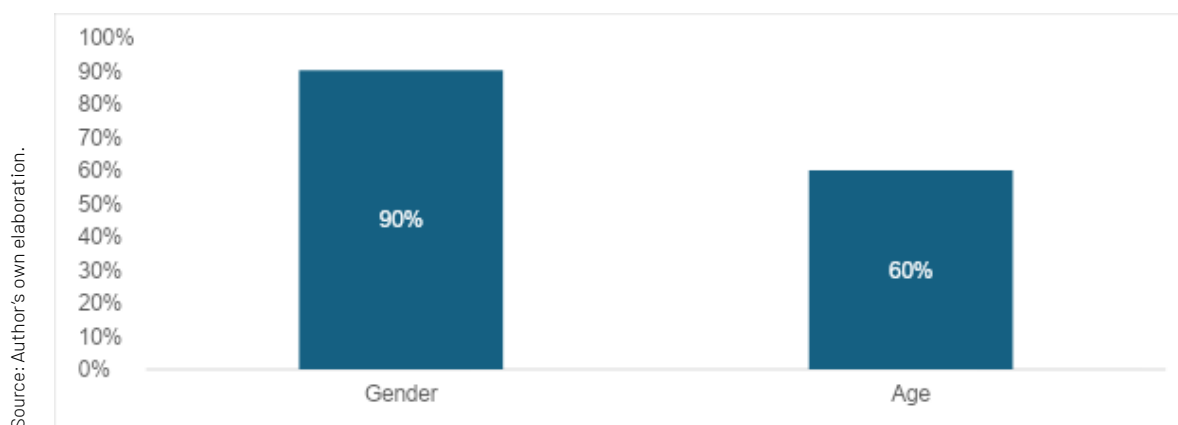
Share of organizations that established visualization dashboards to support FFS MEL



using Google Looker Studio. Another 2 organizations were using ArcGIS123, while 1 organization was using Zoho. In summary, the visualization dashboards reported were PowerBI, Tableau, Google Looker Studio, ArcGIS123 and Zoho. Of the 10 organizations that used visualization dashboards, 8 –

► **FIGURE 17**

Disaggregation of visualization dashboards by gender and age



representing 90 percent – reported that the dashboards had been developed for internal use, while 2 reported sharing the dashboards with other users, including the government and donors, besides using them for internal purposes. Only one organization reported having made its dashboard publicly available.

3.4.2 Gender and age data visualization

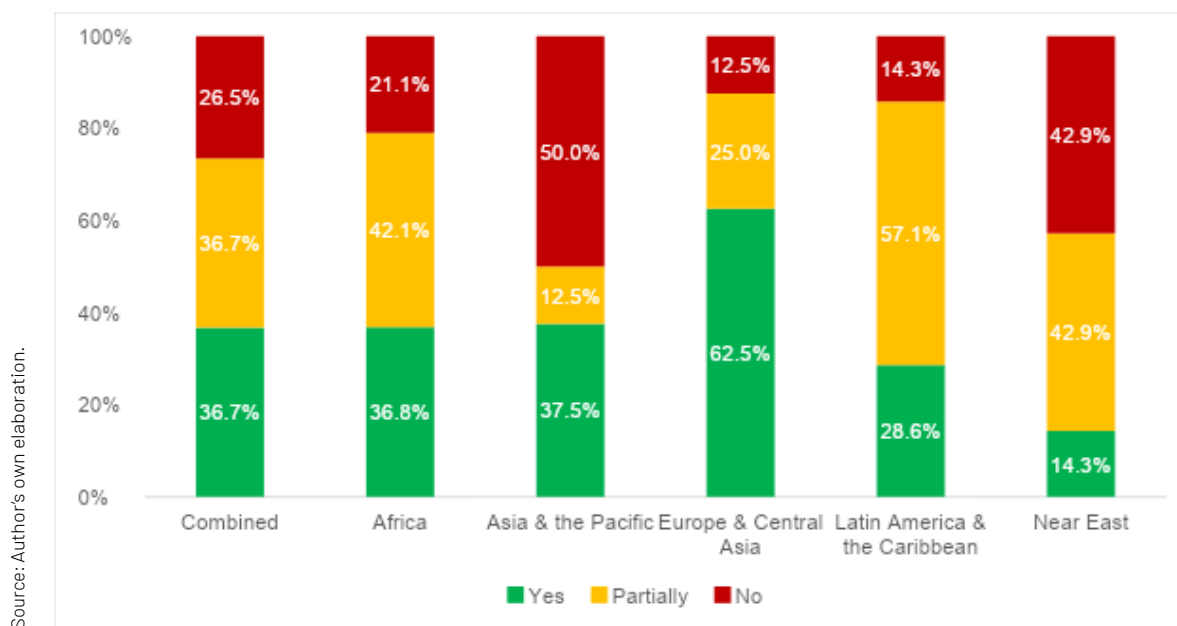
Of the 10 organizations with visualization dashboards, 9 had data disaggregated by gender, while 6 had data disaggregated by age, as shown in [Figure 17](#).

3.4.3 Evaluating if digital system met users' expectations

The survey established that 26.5 percent of the organizations that had digital MEL systems

► **FIGURE 18**

Did digital system meet users' expectations?



reported that these systems did not meet their expectations in terms of tracking, monitoring and evaluating FFS methodology in the projects. Some 36.7 percent of organizations reported that the systems partially met their expectations, implying that there was room for improvement. The Near East, and Asia and the Pacific had the highest share of organizations reporting that their expectations were not met, while Europe and Central Asia had the highest share reporting that their expectations were met, as presented in [Figure 18](#). Overall, only about one-third of the organizations with digital MEL systems reported that these had met their expectations in terms of tracking, monitoring and evaluating FFS methodology in their projects.

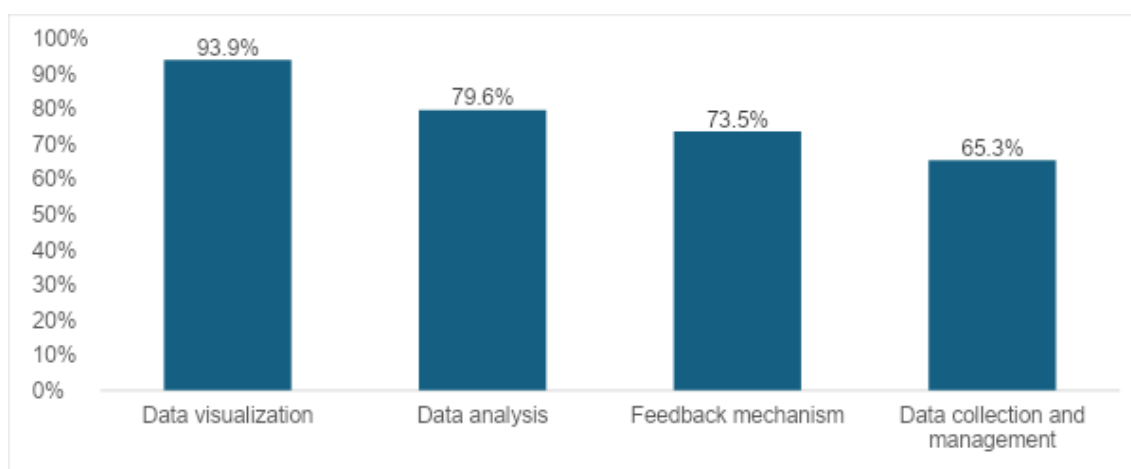
Various challenges to the successful use of digital MEL systems in the FFS activities were cited, including the following:

1. **Cost of digital devices:** The cost of procuring digital devices such as tablets and smartphones was reported as a major challenge to the implementation of digital MEL systems, especially for projects operating a large number of Farmer Field Schools. An example was given of an organization with more than 400 Farmer Field Schools, which would require nearly the same number of smartphones, at an estimated cost of USD 160 000, which was considered too expensive for the project.
2. **The cost of hosting cloud services for data management:** Some cloud services require regular subscriptions and licensing, which is not sustainable due to resources constraints; there was hence a preference of open-source applications, which come with other challenges, such as limited functionalities, thereby hindering advanced visualization.

- 3 – **Technical capacity:** Some organizations reported having inadequate capacity to support digital MEL systems, and said that outsourcing such capacity from third parties was either expensive or not available, while also being unsustainable.
- 4 – **Digital literacy:** Some organizations reported that digital literacy among the FFS facilitators and farmers remained poor, thereby affecting utilization of digital services, and said that building such capacity would come at a huge cost.
- 5 – **Poor infrastructure:** In several countries, poor access to digital infrastructure was mentioned as a major barrier to the adoption of digital M&E systems. Such infrastructure includes low Internet penetration and poor electricity connectivity.
- 6 – **Licensing and government authorization:** In some instances, digital systems require licensing, while in others, the government must authorize the use of such systems, with the process often proving long and cumbersome.
- 7 – **Project design:** Some organizations reported that digital systems are never included in the project design and formulation; they were therefore unable to include the systems, since the cost was not envisioned at the project planning stage.
- 8 – **Inadequate MEL systems:** To facilitate digital MEL systems, well defined indicators and data collection tools require prior definition, making a robust MEL system a prerequisite for a digital MEL system. Some organizations reported that as they did not have robust MEL systems in place, the adoption of digital MEL systems was impossible.
- 9 – **Inadequate human resources:** Several organizations indicated that they have limited M&E experts in their organizations, and some of these do not have adequate digital expertise.

The assessment further showed that external capacity strengthening for the use of digital systems for MEL of Farmer Field Schools was low, with only 3 of the 49 organizations (6 percent) reporting having received such support. Of these 3 organizations, 2 received support in capacity strengthening from a research/academic institution, while the others received support from an international NGO. The capacity received covered three major areas: digital data collection, analysis, and feedback mechanisms.

► **FIGURE 19**
Area of unmet capacity needs or shortcomings for digitization



Source: Author's own elaboration.

Finally, the results showed that the main area of unmet capacity for digitalization is data visualization and dashboards, as reported by 93.9 percent of organizations that had MEL systems in place. This was followed by data analysis, as reported by nearly 80 percent of the organizations, then feedback mechanisms, as reported by nearly 74 percent, and finally data collection, as reported by 65.3 percent of the organizations. Other areas of unmet capacity needs mentioned, albeit less often, were reporting and the use of artificial intelligence in MEL digitization.



4.CONCLUSIONS

Based on the findings of the survey, the following main conclusions were reached:

- 1_ The assessment established that 81 percent of the organizations with Farmer Field Schools activities had an M&E expert supporting FFS methodology implementation. For those organizations that did not have an M&E expert, several reasons were cited, including (1) lack of resources; (2) a small portfolio; and (3) being in the process of recruiting expertise.
- 2_ Among the organizations that did not have M&E experts to support Farmer Field Schools M&E activities, the survey established that M&E activities such as data collection, collation and reporting were being undertaken by subject matter specialists, FFS experts, project managers, extension workers, master trainers or TOTs. Therefore, these resource people need to be included in capacity-building activities linked to the MEL of Farmer Field Schools.
- 3_ Of the 95 projects covered by the survey, 83 percent were using the FFS approach to support crop production, 51 percent for livestock production and 39 percent to support agroforestry. Other sectors that were mentioned, albeit on a lower scale, included Fisheries (including aquaculture), apiculture, Nutrition and Agribusiness. These results reflect the broad diversity of FFS applications, to which MEL systems need to be adapted.
- 4_ Overall, 49 of the 59 organizations had some existing MEL systems specific to Farmer Field Schools, representing 83 percent of the organizations that had FFS activities ongoing at the time of the survey.
- 5_ The survey observed that 76 percent of the projects with an existing MEL system had a set of defined process monitoring indicators for FFS, while 57 percent of the projects had a defined set of evaluative indicators. The average number of process monitoring indicators defined by the projects was 5.7, while the average number of evaluation indicators was 4.2.
- 6_ Nearly one-third of the organizations had not put in place a data management and analysis protocol for the various FFS indicators that had been defined, so data management and analyses were all based on the discretion of the analyst. In addition, 58 percent of these organizations had not put in place a monthly system for the validation of MIS data undertaken in the project to ensure the correctness of data.
- 7_ Integration of Farmer Field Schools MEL systems with government systems was found to be significantly low, with nearly 60 percent of organizations not having integrated the systems at any level, while 20 percent had partially integrated the systems.
- 8_ Overall, 74.5 percent of the organizations implementing FFS activities were using digital data collection, with the most common data collection application being Kobo, which was reported by 72.7 percent of the organizations using digital data collection systems.
- 9_ Data disaggregation by gender, age and persons with disabilities were well integrated in the MEL systems, as reported by nearly 80 percent of the organizations that had a MEL system and ascertained by a review of the indicators submitted by the organizations. However, only slightly more than half of the respondents reported collecting data on the role of women and youth in decision-making.

- 10 _ Feedback mechanisms were well integrated in the MEL systems, with nearly 80 percent of the organizations reporting having various forms of such mechanisms in place, involving both FFS facilitators and FFS groups.
- 11 _ Utilization of data visualization and dashboards was found to be low, with only 20 percent of the organizations reporting having established such systems for presenting and disseminating FFS data and results.
- 12 _ Various challenges to the adoption of digital MEL systems were identified, including: the high cost of initial investment; limited human resources and low capacity; low digital literacy of farmers and/or FFS facilitators; inadequate infrastructure such as poor networks and low electricity penetration; and the non-inclusion of digital MEL systems in project designs.





5. RECOMMENDATIONS

1

STRENGTHEN CAPACITY IN THE FOLLOWING AREAS:

- Establish data management and analysis protocols.
- Regular validation of MIS data.
- Visualization of data results and dashboards.
- Work closely with project formulators to ensure the inclusion of digital MEL systems in project design, including budgeting for capacity development.
- Both M&E specialists and key FFS resource people need to be involved in capacity-strengthening activities.

2

DEVELOP A COMPENDIUM OF INDICATORS THAT PROJECTS COULD USE TO SELECT SOME STANDARD INDICATORS (A COMPENDIUM IS CURRENTLY UNDER DEVELOPMENT AND WILL BE PUBLISHED SEPARATELY BY OCTOBER 2024):

- MEL indicators need to reflect the diversity of FFS entry points and impact areas.
- It is important to include information on decision-making based on gender/age.
- Training and support should be given to identifying adequate indicators and how these should be included across different levels of MEL

3

IF POSSIBLE, IDENTIFY POTENTIAL GLOBAL SERVICE PROVIDERS FOR DATA VISUALIZATION AND WORK CLOSELY WITH THEM TO SUPPORT THE DEVELOPMENT OF VISUALIZATION DASHBOARDS:

- either through capacity building; or
- by developing a robust system that is dynamic and easy to adopt to different set-ups

4

DOCUMENT CASES OF MEL INTEGRATION IN GOVERNMENT AND ITS ADVANTAGES/PROCESS, AND EXPLORE EXCHANGE VISITS TO ENHANCE LEARNING.

5

DEVELOP GUIDANCE ON ASSESSING FFS IMPACT BASED ON MEL INDICATORS AND PROCESS DATA

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7. ANNEXES

Annex 1 DISTRIBUTION OF ORGANIZATIONS BY COUNTRY

COUNTRY	ORGANIZATION	COUNTRY	ORGANIZATION
Afghanistan	FAO	Montenegro	FAO
Belize	Research	Mozambique	FAO
Benin	NGO	Nepal	FAO
Burkina Faso	FAO	Niger	FAO
Burundi	FAO	Nigeria	FAO
Cambodia	FAO		Farmer Group
Colombia	FAO	Pakistan	FAO
Côte D'Ivoire	Research		FAO
Dominican Republic	FAO	Peru	Government
Egypt	FAO		Research
El Salvador	FAO		FAO
Ethiopia	FAO	Philippines	Private
Georgia	FAO	Republic of Moldova	FAO
Haiti	FAO	Rwanda	FAO
India	NGO	Somalia	FAO
Iraq	FAO	Syria	FAO
Jordan	FAO	Thailand	Academic
Kenya	FAO	Türkiye	FAO
Lebanon	FAO		FAO
Liberia	FAO	Uganda	NGO
Madagascar	NGO	Viet Nam	Research
Malawi	FAO	Zambia	FAO
Mali	FAO		

Annex 2

FAO COUNTRY OFFICES THAT RESPONDED TO THE SURVEY

REGION	COUNTRY	REGION	COUNTRY
Africa	Mozambique	Europe and Central Asia	Türkiye
	Mali		Montenegro
	Burkina Faso		Georgia
	United Republic of Tanzania		Republic of Moldova
	Burundi	Latin America and the Caribbean	Colombia
	Uganda		El Salvador
	Nigeria		Haiti
	Ethiopia		Dominican Republic
	Niger		Peru
	Somalia	Near East	Syrian Arab Republic
	Liberia		Iraq
	Malawi		Jordan
	Rwanda	Egypt	
	Zambia	Lebanon	
Kenya			
Asia and the Pacific	Afghanistan		
	Pakistan		
	Cambodia		
	Nepal		
	Philippines		

Annex 3 MEL SURVEY TOOL

Introducton

Monitoring, Evaluation and Learning (MEL) is an essential component of any program or project that aims to continuously improve project performance and effectiveness of project impact and outcomes. To understand the extent of operationalization, availability, adoption, challenges, and utilization of FFS MEL Systems, including digitalization, we are undertaking a scoping assessment targeting the countries implementing the FFS Methodology. The end-result of the scoping assessment is to develop a set of FFS MEL indicators (Framework) that forms core of program when mapped into the four (4) domains namely, Human, Natural, Social and Physical/Financial domains, as well as the results chain namely, impacts, outcomes, and outputs.

With the above background, we are requesting for your participation in undertaking this survey, which is expected to take roughly 30 minutes. The individual surveys will remain confidential, but the report which will be generated from the data will be shared.

You can choose not to answer the questions you are not comfortable with; However, we hope that the information you will provide will help us learn about MEL implementation and design way to improve it in future. We will not share any study records or notes with anyone outside the research team. The results of the study will be used to inform the MEL of FFS in future.

► SECTION A

Background Information

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
A1	Region	1. Africa 2. Asia and the Pacific 3. Latin America and the Caribbean 4. Near East 5. Europe and Central Asia 6. North America	
A2	Country	List of countries to be provided in the Kobo Form (linked to the above regions)	

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
A3	Type of the organization?	<ol style="list-style-type: none"> 1. Food and Agriculture Organization of the United Nations 2. Other UN Agencies 3. Non-Governmental Organizations 4. Government Ministries, Departments and Agencies (MDAs) 5. Academic Institutions 6. Research Institutions 7. Others (Specify) 	
A4	What is your sex?	<ol style="list-style-type: none"> 1. Male 2. Female 3. Other/Prefer not to say 	
A5	What is your age category?	<ol style="list-style-type: none"> 1. < 18 Years 2. 18 – 35 Years 3. 36 – 50 Years 4. > 50 Years 	
A6	What is your highest education level?	<ol style="list-style-type: none"> 1. Primary School Certificate 2. Secondary School Certificate 3. College Certificate 4. University Degree 5. Post-Graduate Degree 6. Others (Specify) 	
A7	Does your agency/organization currently use the Farmer Field School (FFS) methodology for extension and education services to farmers?	<ol style="list-style-type: none"> 0. No 1. Yes 	If NO , terminate the interview
A8	How long has your agency/organization been using the FFS methodology for extension services?	<ol style="list-style-type: none"> 1. Less than 5 Years 2. 5-< 10 Years 3. 10-< 15 Years 4. Over 15 Years 	
A9	Currently, how many projects within your portfolio are using the FFS methodology?	[_ _ _] Number	
A9 bis	Please insert the project code or title	Text	
A10	How many Farmer Field Schools are being supported directly by your agency/organization in 2024?	[_ _ _] Number	

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
A11	How many Farmer Field Schools being supported by your organization target only youth? e.g. Like Junior Farmer Field and Life Schools or similar?	[_ _ _] Number	Number in A11 should be less than Number in A10
A12	Which thematic areas does your FFS cover?	A. Crop Production B. Livestock Production C. Forestry D. Agroforestry E. Aquaculture F. Fisheries G. Others (Specify)	
A13	What is your own role in the management and implementation of the FFS Methodology	1. M&E Manager 2. Project Manager 3. FFS Expert 4. Gender Expert 5. Master Trainer 6. FFS Facilitator 7. Other (Specify)	

► SECTION B

Current MEL System within the Projects Portfolio

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
B1	Does your agency/organization have an M&E Expert who supports FFS M&E Activities?	0. No 1. Yes	
B2	If NO , What factors contribute to the absence of an M&E Expert supporting FFS activities within the organization?	A. Limited Resources B. Under Consideration C. Not a Priority D. FFS Portfolio Small E. Other (Specify)	
B3	If NO , kindly elaborate how the FFSs are monitored, focusing on the process monitoring, tracking performance and quality, evaluating the effects, learning from M&E results?		

THIS SUB-SECTION AIMS AT GENERATING THE LIST OF INDICATORS USED FOR PROCESS MONITORING OF THE FFS ACTIVITIES, FOCUSING ON THE INPUT, PROCESS, ACTIVITY AND OUTPUT INDICATORS

<p>B4. Project No. (Linked to Question A9)</p>	<p>B5. Does the program/ project have a set of indicators earmarked for PROCESS MONITORING the FFS Activities (i.e. focusing on the Input, Process/ Activity Indicators in the Logical Framework?)</p> <p>0. No 1. Yes</p>	<p>B6. How many indicators?</p>		<p>B7. List the Indicators (linked to B6, that is, the number of entries should be same as number provided in B6)</p>	
Project 1					
Project 2					
Project 3					
<p>B8. Project No. (Linked to Question A9)</p>	<p>B9. Does the program/ project have a set of indicators earmarked for EVALUATING the impacts of FFS Activities i.e. focusing on Outcome and Impact Indicators?</p> <p>0. No 1. Yes</p>	<p>B10. How many indicators?</p>	<p>B11. List the Indicators (linked to B6, that is, the number of entries should be same as number provided in B10)</p>	<p>B12. Which domain is this indicator linked to?</p> <p>1. Natural 2. Financial/ Physical 3. Social 4. Human</p>	<p>B13. What is the level of the indicator?</p> <p>1. Impact 2. Outcome 3. Output</p>
Project 1					
Project 2					
Project 3					

FOR B20 TO B22, THIS SECTION SHOULD RECUR AFTER QUESTIONS B7, B13 AND B19

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
B20	For these indicators, does the program/project have STANDARD tools for data collection?	0. No 1. Yes 2. Partially (i.e. some indicators have)	If NO , skip to B27
B21	How are they administrated?	A. Surveys B. Focus Group Discussions C. Key Informants Interviews D. Others (Specify)	
B22	How frequently do you use these tools to collect data?	A. Weekly B. Monthly C. Quarterly D. Semi-Annually E. Annually F. Others (Specify)	
B23	For all reported programme(s)/project(s), who administers the tool?	A. Government Extension Workers B. FFS Facilitators C. Independent Enumerators D. Others (Specify)	If B20 = yes
B24	Do you use digital (electronic) systems to collect the data?	0. No 1. Yes 2. Partially	If NO , skip to B27
B25	If YES, which digital platforms/applications are used for data collection?	A. Kobo B. ODK C. CSP Pro D. ActivityInfo E. Others (Specify)	
B26	Of the above platforms/ application, which one would you consider as the MAIN DIGITAL PLATFORM for your Data Collection i.e. which platforms do you use most frequently?	A. Kobo B. ODK C. CSP Pro D. ActivityInfo E. Others (Specify)	
B27	Do the above indicators have a defined standard data management and analysis protocol?	0. No 1. Yes 2. Partially	If NO , skip to B29

FOR B20 TO B22, THIS SECTION SHOULD RECUR AFTER QUESTIONS B7, B13 AND B19

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
B28	Kindly provide a brief explanation of the above data management and analysis protocol. i.e. focusing on the methods laid out, processes, and approaches etc.		
B28 bis	Is there a process of monthly validation of MIS data undertaken in the project to ensure the correctness of data?	0. No 1. Yes	

MEL SYSTEMS			
QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
B29	Are the MEL Systems integrated within the Government (e.g. Ministry of Agriculture, Livestock, Environment, Livestock, or other Government Agencies) Information Systems?	0. No 1. Yes 2. Partially Integrated	
B30	Does the MEL system which you have put in place meet your expectation in monitoring the FFS activities in your projects?	0. No 1. Yes 2. Partially	
B31	Does the MEL system which you have put in place meet your expectation in evaluating FFS methodology in your projects?	0. No 1. Yes 2. Partially	
B32	Does the MEL system which you have put in place meet your expectation in enhancing learning from FFS methodology in your projects?	0. No 1. Yes 2. Partially	If NO , skip to C12
B33	What are the three KEY areas you would wish to improve?		
B34	Does the MEL System enable generation of data disaggregated by age including youth data?	0. No 1. Yes	
B35	If No , briefly explain the reasons		
B36	Does the MEL System enable generation of data about women and girls?	0. No 1. Yes	
B37	If No , briefly explain the reasons		
B38	Does the MEL System collect data on vulnerable groups such as persons with disability among others?	0. No 1. Yes	
B39	If No , briefly explain the reasons		

MEL SYSTEMS			
QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
B40	Through the system, are you able to collect data on the role of women in decision-making?	0. No 1. Yes	
B41	Through the system, are you able to collect data on the role of youth in decision-making?	0. No 1. Yes	
B42	In your MEL Systems, do you have a feedback mechanism established, aimed at providing feedback to the FFSs and/or facilitator?	0. No 1. Yes, only for facilitator 2. Yes, for facilitator and FFS	If NO , skip to C1
B43	If YES , please briefly describe the feedback mechanism in place. i.e. focusing on the type of the system, the process and methods		
B44	How timely are the analysed results of MEL presented to (discussed with) those making decisions about the FFS interventions?	1. Very timely (always) 2. Somehow timely (sometimes) 3. Less timely (less often) 4. Not timely (results never discussed)	
B45	Are the MEL results adequately utilized for decision making on corrective action or modifications of FFS interventions?	0. No 1. Yes	

► SECTION C

Digital MEL System

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
C1	For how long you have been using digital tools to collect your data?	1. < 1 Year 2. 1- 2 Years 3. 3 – 5 Years 4. > 5 Years	
C2	What key factors (maximum of three) made your project use the *link with B26* as the Major Digital Platform for Data Collection and Management?		
C3	What challenges do you mainly experience while using *link with B26* in data collection, , processing, analyzing, and presentation of results?		
C4	Do you have digital dashboards (a visualization tool) for presenting and disseminating FFS data and results?	0. No 1. Yes	If NO , skip to C12
C5	On which platform are the dashboards generated from?	1. Tableau 2. PowerBI 3. Kobo Dashboard 4. Google Studio 5. Others (Specify)	
C6	Who are the main users of the dashboard?	A. Internal Use (within the project) B. Other Implementing Partners C. Government Partners D. Donors E. Other (Specify)	
C7	Is the data in the dashboards disaggregated by sex?	0. No 1. Yes	
C8	Is the data in the dashboards disaggregated by age?	0. No 1. Yes	
C9	Are the Dashboards publicly available?	0. No 1. Yes 2. Partially Available	

QUESTION NO.	QUESTION	RESPONSE/OPTIONS	SKIP RULE
C10	Kindly indicate who has access to the dashboards		If C9 = no
C11	Kindly share the links		
C12	What are the 3 Key Lessons you have documented while introducing and using a Digital MEL System to support FFS activities?		
C13	Does the digital system which you have put in place meet your expectation in tracking, monitoring, and evaluating FFS methodology in your projects?	0. No 1. Yes 2. Partially Available	
C14	What are the THREE Main challenges to the adoption of Digital MEL Systems in your projects?		
C15	Have you in the past received any external capacity development support on using the digital systems?	0. No 1. Yes	
C16	If YES, who provided the capacity development?	A. Research Institution B. University C. UN Agency D. Private Sector E. Other (Specify)	
C17	Which area of capacity development was the focus on?	A. Data collection and management B. Data analysis C. Data visualization D. Feedback mechanism E. Others (Specify)	
C18	What are the unmet capacity needs or shortcomings for digitization?	A. Data collection and management B. Data analysis C. Data visualization D. Feedback mechanism E. Others (Specify)	





FARMER FIELD SCHOOL MONITORING, EVALUATION AND LEARNING SCOPING SURVEY

Overview of main results

Office of Innovation
Farmer-Field-Schools@fao.org

Food and Agriculture Organization of the United Nations
Rome, Italy

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