



THE 9TH KENYA NATIONAL  
**M & E WEEK**

**VIRTUAL CONFERENCE**

**THEME:**  
**M&E IN THE CONTEXT OF  
COVID-19 PANDEMIC:  
PERSPECTIVES, PRACTICES  
& EVIDENCE**

**17 - 19 MAY 2021**



***Creative Mixing & Innovative Matching for  
Evaluation at the height of a Pandemic:  
The Case of Coronavirus in Kenya and Uganda***

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***Presentation at The***

***9<sup>th</sup> Kenya M&E Week Virtual Conference***

## **Introduction**

- ✓ *The Coronavirus pandemic disrupted normal work processes and adaptation was mandatory*
- ✓ *Adaptations made for a **Mid-Term Review** of a scholarship-based agricultural education programme initiative operational in two universities; Egerton, Kenya and Gulu, Uganda.*
- ✓ *The review mixed techniques and methods from traditional and other evaluation approaches*
- ✓ *Lessons from the experience offered for similar work in uncertain times*



## ***COVID-19 - Global & Country (Kenya, & Uganda) Contexts***

- 1<sup>st</sup> COVID-19 case Kenya **Friday 13<sup>th</sup> March 2020**
- 1<sup>st</sup> Uganda case - **Sunday 22<sup>nd</sup> March 2020**

### **What Next after official government confirmations?**

#### ***COVID-19 Prevention and Mitigation Measures:***

- Daily curfew from 7 p.m. to 5 a.m.
- Travel restrictions to and from Nairobi Metropolitan area and other counties
- Advice on public and personal basic hygiene maintenance
- Avoidance of close contact generally with infected people
- Widespread testing

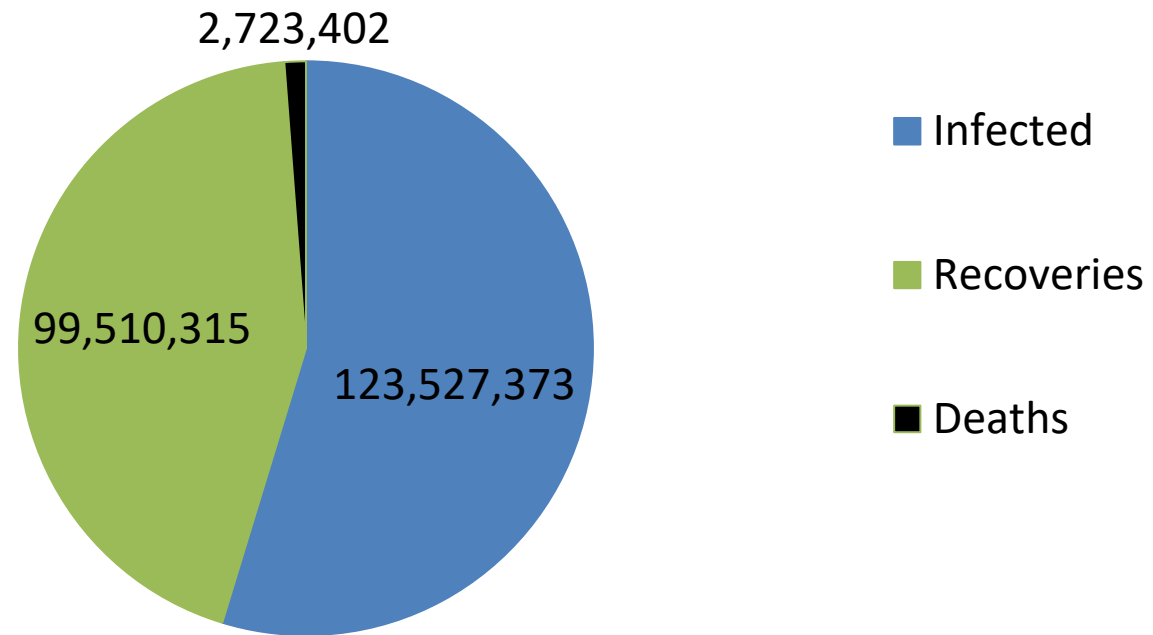
#### **In Uganda, the government, instituted;**

- A national response included;
- Rapid pooling and allocation of funds, and
- Operational guidance to health system stakeholders on how to respond

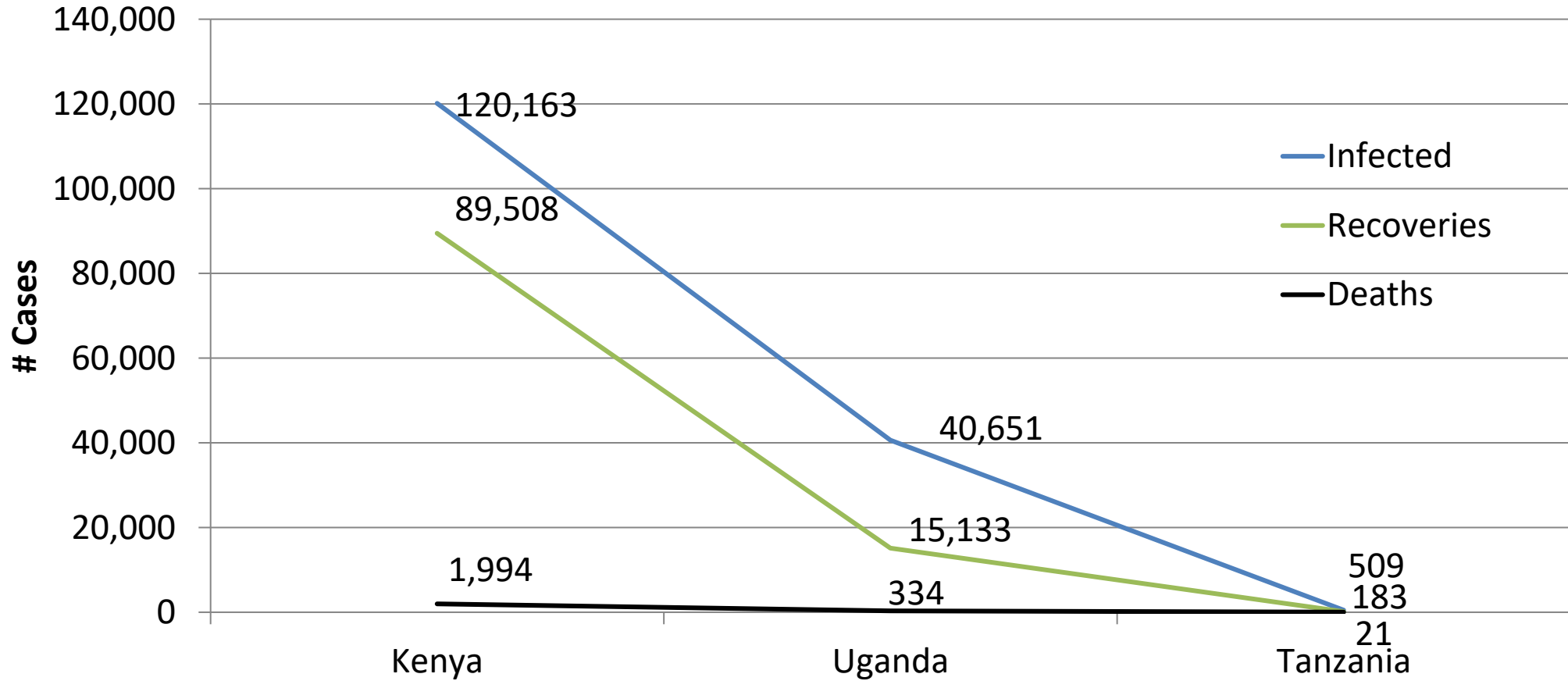


# ***Trends in COVID-19: Infections Deaths Recoveries***

## ***The Coronavirus Worldometer***



# The Coronavirus Meter East Africa



## ***Evaluation/MTR Context***

**Review Object:** Transforming Agricultural Universities to meaningfully contribute to Africa's growth and development (TAGDev)

- 8-year initiative 2016 – 2024 supported by Mastercard Foundation

**Aim:** Transform African agricultural education, individuals, institutions and farming communities

### **Purpose of the MTR**

- Assess progress, performance, achievements and lessons from implementation
- Relevant and realistic recommendations to support learning, improvement, accountability, sustainability

**Scope of MTR:** Egerton University, Kenya & Gulu University, Uganda

**Rationale for Scope:** Most programme activities well established

**Limitations:** Pandemic and COVID-19 related travel restrictions etc.



# ***Methods: Mixing and Matching***

**The pandemic made mixing and matching imperative**

**What was mixed?** Traditional methods and other approaches

**Overall Approach - Elements from three contemporary evaluation approaches**

- Utilization-Focused Evaluation
- Participatory, Collaborative and Empowerment approach
- Outcome Mapping & Outcome Harvesting
- Most Significant Change method

ALONG with

- Traditional interview, and survey methods

## **6 Methods Used for Data Collection And Analysis**

- Key informant interviews
- Focus Group Discussions & VFGDs
- Outcome Mapping
- Outcome Harvesting
- Case story method
- Survey





## *Mixing and Matching Methods*

### **Why Mix & Match?**

**Traditional evaluation** research methods used to;

- Generate basic data
- Complement other methods and techniques

### **The How of Mixing and Matching**

**At three levels:**

1. Sample
2. Methods
3. Data analysis

Strategic (boundary) partners were **carefully** and **intentionally** matched with multiple methods.

All partner groups e.g., farmers or programme implementers exposed to more than two data collection tools/techniques

## ***Data Collection: Rapid Outcome Mapping And Harvesting***

- In virtual workshop 'coaching' setting, 5 steps (1 – 5) of OM's Intentional design stage deployed
- Mission, vision, boundary partners and outcome challenges affirmed .
- Virtual workshop participants identified progress markers (outcomes)
- Outcomes were 'harvested' from the KIIs, FGDs, and VFGDs
- Outcome Harvesting process included OH 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> steps
- All outcomes classified as; 'expect to see, like to see, and love to see'
- Process employed in combined use of OM and OH
  - 'Rapid Outcome Mapping and Harvesting (ROMAH)'

## ***Data Collection: Document Analysis***

- ✓ Systematic review of literature and analysis
- ✓ 500+ documents
- ✓ 4-step process
  - Step 1: Rapid document scan for sorting by relevance for assignment
  - Step 2: Deep Document Review
  - Step 3: MTR-Relevant Content Identification and Matching
  - Step 4: MTR-Relevant Content Harvest



## Data Analysis

- Excel and SPSS software generated descriptive statistics, frequency tables, and graphs
- Qualitative data from interviews, FGDs, and VFGDs thematically analysed
- Qualitative data from case stories, outcomes from the ROMAH etc quantified and analysed



## ***Data Analysis: Case Stories***

24 stories analysed

- 17 secondary individual case stories
- 3 institutional case stories
- 4 individual primary case stories

3-Step Process

- i. Sorting and isolating key transformation elements in the stories
  - ii. Scoring story elements as 0, 1, 2 and 3, where 0 represents no transformation, and 3 positive and significant change
  - iii. Quantitative analyses
- Further analysis by the sex of storyteller

# Data Analysis: Rapid Outcome Mapping And Harvesting (ROMAH)

Outcomes analysed using OM language of; *Expect to see*, *Like to see*, and *Love to see*

Outcomes counted and quantified i.e., given values = 1, 2, 3

Quality of outcomes represent degree of transformation achieved by that stakeholder group (*Student Outcomes*)

Outcome	OM Outcome Label	Total #
Participating in the TAGDev Programme activities	Expect to see	4
Students interacting more with farmers e.g. through farm attachment and internship	Expect to see	1
Students gaining skills for the job market	Expect to see	7+1
Students' attitudes to employment transformed	Expect to see	2
Students interacting more with other scientists	Like to see	2
More students (TVETs, PhD etc. ) securing scholarships	Like to see	0 +1
Students starting their businesses	Like to see	1
Students employing others in their businesses	Love to see	1
Students financially empowering themselves e.g. self-employed	Love to see	1
More TVET's students participating in TAGDev Programme activities	Like to see	0
Students completing their course/Programme on time	Like to see	0
Students upscaling their businesses into national and international markets	Love to see	0

# *Lessons*

- Development work must go on including MEAL uncertain and challenging times
- Critical value of on-time and real-time data and information for decision making
- Traditional, not-so-traditional, and new methods can be used in creative and innovative ways
- Using techniques and approaches which involve dynamic participation for data collection at a distance during a pandemic are possible and IMPORTANT
- Creativity & innovation are possible e.g.:
  - Mixed-use of both OM and OH
  - Harvest of outcomes from transcripts of FGDs, VFGDs
  - Transformation and quantification of qualitative information
  - Visualisation of quantitative data analysis
  - Careful selection and use of virtual tools and techniques



## ***Limitations***

Limitations mainly time related

- Fuller exploitation of the MSC method for case stories
- Limited time for familiarity with OM & OH
- AI & Machine Learning applications & software would help data mining from documents; insufficient related expertise on team

## **Conclusion**

Life, as we know it, is not likely to revert to pre-COVID-19 normal.

- Under this new normal, MEAL work needs to continue
- Creativity and innovation need to be encouraged by commissioners and evaluators
- More time needs to be given to evaluations
- Methods which generate authentic, real-time, and quick but meaningful information and data should be encouraged and applied







***on behalf of the authors***