Description

This template contains the framework for communicating project status information to FIRE PROGRAMME. This template will enable you to keep stakeholders apprised of the status of your project.

Version Control

Version	Description	Author	Date
1.0	Initial version	**DECI**	
1.1	Amended version	**AKΣ Consulting**	May 2014

PART 1:

GUIDELINES OF THE REPORT

PLEASE READ CAREFULLY

Reporting guidelines

FIRE PROGRAMME Reports should focus on reflecting on the lessons learned during the project implementation, while documenting what was achieved with the money and time invested during the life of the project.

FIRE PROGRAMME understands that reporting can be a demanding, time-consuming exercise that if conducted for the benefit of the funding agency alone, might overlook aspects of project implementation of great relevance for the project team and their future work.

FIRE PROGRAMME encourages recipients to experience the benefits of developing reports for their own use, by identifying the main area(s) where the project team wants to focus their evaluation efforts to gain a deeper understanding of the project implementation for the benefit of the project team and the organization as a whole.

FIRE PROGRAMME requires two types of reports -financial and technical- to be submitted to the FIRE PROGRAMME secretariat:

▪ **Progress report:** FIRE will use this document for internal monitoring purposes (not for public distribution) focusing on processes and operational issues, providing context for project implementation and revised timeframes. Progress reports should be short, concise (maximum 20 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the progress report, as part of the progress reports will be used by the FIRE secretariat to promote the supported project. Only selected content from the technical report will be used for promotion purposes. Recipients are encouraged to define the ways they want to use the reports for their own benefits. Progress reports are reviewed and approved by the FIRE Steering Committee to be able to process disbursements as per the signed contract. No disbursements will be processed until progress reports are submitted, reviewed and approved.

▪ **Final report:** FIRE will use this document for public distribution. Recipients are encouraged to define the ways they want to use the reports for their own benefits. Is important that the project team defines uses and users in the progress report, so the final report can focus on that. FIRE secretariat will help to facilitate the use of the report findings, by identifying other opportunities aligned with your requirements. The final reporting is an opportunity to synthesize and assess the activities conducted as part of the grant, while reflecting on the project's management, limitations, and achievements during the project lifecycle. It should include a review of the findings included in the progress report. Short, concise (maximum 30 pages long excluding guidelines, project factsheet information and content table). Findings documented as part of the final report, as part of the progress reports will be used by the FIRE secretariat to promote the supported

project. Final technical reports will be edited by AFRINIC Communications Unit to be made available for the general public for download on the FIRE PROGRAMME website.

Reports must be submitted by email to fireprogram@afrinic.net using the following **template**, as per the proposal originally approved for funding.

Please **do not modify the template** layout and use the structure provided to guide your reporting process. All the *Tips* coloured boxes at the beginning of every section in the template will be removed by AFRINIC from your reports before public distribution.

Please use only *Heading 2 and below* for formatting your project report, so when you update the Table of contents all requested information is easily located throughout the document. *Heading 1* has been used when designing this template, to define the sections requested by FIRE PROGRAMME.

FIRE PROGRAMME Grant Recipients are encouraged to share the progress of the project through fireprogram@afrinic.net mailing list, where current recipients are subscribed.

FIRE PROGRAMME encourages project teams to document project activities using other forms of information sharing, such as blogs, wikis, collaborative tools, social media feeds, etc. The reports should include a brief description of the communications strategy implemented by the project team. Please share the links for additional documentation efforts conducted as part of your technical reports.

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Tips for effective reporting

Reports are a tool to learn from the project implementation, to describe the change experienced by the project team, project beneficiaries and partnering organizations, share information, promote accountability and transparency.

They provide evidence of the project development and implementation helping others to understand the rationale behind the project, the challenges faced, the processes and procedures involved, the solutions provided, the lessons learned, among other uses.

Other donors, sponsors and investors used them as a tool to allocated new funding to organizations, award prizes, etc. so is in your best interest to produce good quality reports.

- Project leader should **inform all members of the project team** about the reporting requirements so everyone can effectively contribute.

- Discuss with your project team what the theory of change behind your project is. What behaviours, processes, procedures, and relationships do you expect to change through your project implementation? What do you want to achieve through the project activities? What do you want to learn through the project implementation? Who is going to use the findings?

- Discuss with your project team **who would be the future users and how they would use the findings throughout the project lifecycle**. The uses identified should relate to the theory of change that you have discussed with your project team. The discussion about theory of change, users and uses, will be a very important input to your communication strategy: depending on who the user is and of what use will be the findings, a communication strategy can be developed. For example, if the users of the findings are policy makers and the use is to influence a change in the regulatory framework, which communication approach will work the best?

- Remind the reader of the context where the project plans to intervene. This **baseline information** will help the project team to identify the changes that can be attributed to the project intervention.

- **Document the project cycle and its activities**. It is recommended to keep a project diary about the activities conducted and all the financial records related to those activities on file, to be able to write a narrative of the project implementation.

- **Compare project records with the approved proposal** will allow you to track progress, keeping the project and its budget on track and making any necessary adjustments.

- Reflect on the lessons learned by the project team and identify the **key messages** that the project team would like to convey through the project reports, especially in the Overall Assessment section of the report.

- **Reports should be self-explanatory**, which mean that you should not exclude information, which has been already included in either the proposal, grant agreement or any previous report, as the reader probably might not have access to any additional documents.

- **Share templates created for your project**. Sometimes the most innovative aspects of a project reside in the processes and procedures used to implement the project activities. The templates your organization has created to collect data, analyze it, store it might hold the key of your project success.

- **Be creative and use online resources to share** the lessons learned through the project, document the project lifecycle and that best serve the key messages you want to convey. For example:

  - Provide online access to materials produced as part of the project for easy access;
  - Create online photo gallery for your project activities.
  - Keep attendance records to document an event and organize mailing lists to facilitate communication and encourage exchange of information.
  - Design surveys that fit your project activities. Write clear and direct questions to avoid misunderstandings in the collection of responses. Identify the key people that should participate in the survey as the source of information.
  - Capture interviews in short videos, structuring their script in a way that you can minimize the need for editing, to facilitate access and use.
  - Create info-graphics to explain your research findings (qualitative and/or quantitative).
  - Generate diagrams to explain the project timeline and how milestones have been achieved during the life of the project.

PART 2:
PROJECT INFORMATIONS

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Project factsheet information

Project title: The 21st Century Digital Farmer! Program

Grant recipient: Mucho Mangoes Ltd

Dates covered by this report: 12th October, 2016 – 30th October, 2017.

Report submission date:9th November 2017

Country where project was implemented: Kenya

Project leader name: Didas Mzirai

Team members (list): Emmanuel Odenyire

Joseph Msheve

Silvano Mwachila Leja

Partner organizations: N/A

Total budget approved: USD 25,000

Project summary:

Mucho Mangoes empowers rural smallholder farmers to mass produce better quality mangoes, then provides a ready and reliable market for their produce.

To equip the 21st Century rural smallholder farmer to optimize production, Mucho Mangoes has setup mobile ICT centres which provide 3 month training to rural smallholder farmers in Taveta Sub County, Kenya, on a 2 hour per day model. Participation is drawn from the farming community but includes women and Youth. The training program is free and is provided after undergoing another 3 days to one week training on Horticultural Crops Pre and Post- Harvest Handling skills and Crop Husbandry, which is also free. After graduating from the training, participants have access to a computer lab at Mucho Mango offices in Taveta, with internet facilities where they can access the internet and do online research, sells, and access online agricultural materials and further training.

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Table of Contents

Technical report No. X *This template was developed as a collaborative product of the Seed Alliance, based on the previous reporting templates implemented by FRIDA and ISIF Asia, with valuable mentoring from the Developing Evaluation & Communication Capacity in Information Society Research (DECI) project. See*
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Project Summary

*Tips: It is recommended to **complete this section once you have finalized the text of the report**. It will be easier to go back through to build the summary based on the highlights of the report the project team just put together.*

*The Project Summary can be up to **one page long**.*

It should include a brief justification; an outline of the project objectives to be achieved; the project real timeline and the main activities conducted.

The abstract of the project written when FIRE PROGRAMME initially approved the project and the objectives listed in the Grants Agreement signed by AFRINIC and your organization should be useful inputs when preparing this section of the report.

Please write the project summary here…

A large portion of all fresh produce is lost worldwide after harvest. Losses are estimated at 20-40% in developing countries and 10-15% in developed countries, depending on the crop. Just in the EU an estimated 4 billion EUR is lost due to post harvest losses and reduced fruit quality.
In Kenya, Percentage of post-harvest losses of mango fruit is about 45%. These loses are experienced mainly by small scale farmers, majority of them, 50.6 %, being women, who are depended by their families.

Farmers in Africa, like farmers around the world, need access to seeds, tools, fertilizers and pest control for optimal production, as well as internet facilities to equip them with new information and modern technologies for pest control and management.

Despite the fact that internet plays a critical role in Africa's social economic development, including agricultural market platforms, access to new and modern technology agricultural information and exchanges, research, among others, Most African farmers are not accessing the internet due to lack of the skills required to do so, including computer, internet enabled phones and internet use training. This has left them lagging far behind. African farmers need to be equipped with computer and internet skills

to enable them to sell their produce online as well as access key agricultural information online for optimal production.

With support from AFRINIC, Mucho Mangoes Ltd has set up a Mobile ICT Centre that provides Computer, Internet enabled phones, and Internet use skills training to rural smallholder farmers in Taveta, rural Kenya. Our objective is to Increase rural communities access to internet facilities, help them to Reduce farm wastage, Reduce Post harvest losses, Increase yields, Increase incomes for rural smallholder farmers, and eventually Improve livelihoods for the farmers and their families.

Background and Justification

The background summarizes the main features of the project and describes the project's objectives and general purpose. It should include:

- Name of the recipient
- Project location
- Rationale of the project
- Project history
- List of relevant studies and basic data
- Issues to be resolved
- Activities to be carried out

The structure of Kenya's population shows that 80 per cent of the population is rural based, deriving their livelihood mainly from agriculture, the mainstay of the country's economy. Fifty six per cent of this population lives below the poverty line. Mucho Mangoes Ltd, therefore, focuses on Agribusiness as a fundamental strategy in poverty alleviation and a critical path toward the realization of the Sustainable development goals and the Kenya Vision 2030.

In October 2014, Kenya crossed the threshold to a low-middle-income country, becoming one of the largest economies in sub-Saharan Africa. However, challenges of poverty and income inequalities remain, with food security staying a major concern for the Government. According to the global hunger index, notwithstanding slight improvements in the hunger situation, Kenya remains a food-insecure country. It is estimated that about 10 million Kenyans suffer from chronic food insecurity and poor nutrition. Post-Harvest losses, experienced mainly by smallholder farmers, 50.6% of them being women, is about 45%. These losses contribute to food insecurity, poverty, and continue to widen the gap between the rich and the poor, thus undermining Government and stakeholder's efforts to improve the quality of life for the rural poor.

Farmers in Africa, like farmers around the world, need access to seeds, tools, fertilizers and pest control for optimal production, as well as internet facilities to equip them with new information and modern

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technologies for pest control and management. Despite the fact that internet plays a critical role in Africa's social economic development, including agricultural market platforms, access to new and modern technology agricultural information and exchanges, etc, Most African farmers are not accessing the internet due to lack of the skills required to do so, including computer, internet enabled phones and internet use training. This has left them lagging far behind. African farmers need to be equipped with computer and internet skills to enable them to sell their produce online as well as access key agricultural information online for optimal production.

African women occupy a subordinate position in society, because of their higher domestic workload, unemployment, illiteracy, poverty and lack of access to power and decision-making. As with rural and poor communities, women's lack of access to the benefits of information technology threatens to reinforce their second-rate status and create a new form of social exclusion.

With support from AFRINIC's Fund for Internet Research and Education in Africa, FIRE, Mucho Mangoes Ltd has been able to set up a mobile ICT centre in Taveta, rural Kenya, which provides 3 months ICT and agricultural production training to rural farming populations on a 2 hour per day model to allow them to attend to their other social economic activities. The cost of training is cut down by ensuring that the project is located within the village/administrative location and thus participants hardly spend extra money on transport and other related costs

Project objectives

*Tips: Please include here the **original objectives** as listed on the Grant Agreement.*

If any objectives were modified, added or removed during the reported period this should be explained/justified.

To Increase rural communities access to internet facilities,
Reduce farm wastage Reduced farmers Post harvest losses,
Increase yields/export ready, quality mangoes for rural smallholder farmers,
Increase incomes for rural smallholder farmers, and
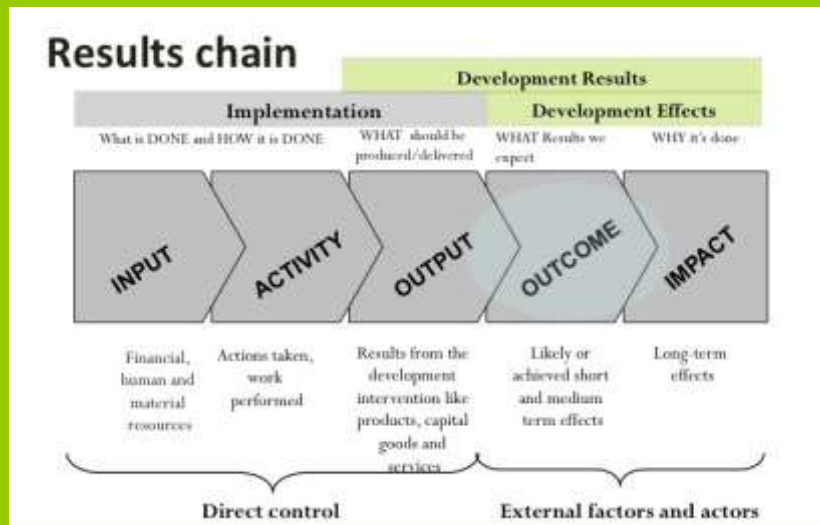Improve livelihoods for farmers and their families

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Users and uses

Tips: Discuss with your project team who would be the future users and how they would use the findings throughout the project lifecycle. The uses identified should relate to the theory of change that you have discussed with your project team. The discussion about theory of change, users and uses, will be a very important input to your communication strategy: depending on who the user is and of what use will be the findings, a communication strategy can be developed. For example, if the users of the findings are policy makers and the use is to influence a change in the regulatory framework, which communication approach will work the best?

Who are the main stakeholders and how can they affect the project?

Who will be the user of these findings?

What are the more relevant things the project team wants to learn about or evaluate through the lifecycle of this project?

Please write about the users and uses here…

Users

- ➢ Farmers Association representatives (Chairman, Secretary)
- ➢ Sub County Agricultural Officer
- ➢ Donor (AFRINIC) Representative
- ➢ Internal- Management and staff
- ➢ Lead trainers

Uses
Tracking impact

- ➢ Tracking Project resources utilization efficiency and effectiveness
- ➢ Monitoring and evaluation
- ➢ Sharing with Donors and Beneficiaries

PART 3:

THE PROJECT

Project

- ## Understanding the chain that leads to results

Tips: This is the most important section of the report. Here, the reader will **understand the processes and operational issues** of your project and how the contribute to the achievement of the objectives and the theory of change behind the project implementation.

Is possible that the project team's understanding of the development problems to be addressed with this project will have evolved or **changed** from those described when the project was originally submitted and approved. If that is the case, please share what motivated the change and what course of action has the project team identified.

Results chain diagram provided by In Develop

Narrative - project planning

Please write a narrative description about the project planning.

Despite the fact that internet plays a critical role in Africa's social and economic development, including agricultural market platforms, access to new and modern technology agricultural information

and exchanges, research, among others, Most African farmers are not accessing the internet due to lack of the skills required to do so, including computer, internet enabled phones and internet use training. This has left them lagging far behind. African farmers need to be equipped with computer and internet skills to enable them to sell their produce online as well as access key agricultural information online for optimal production.

Farmers in Africa, like farmers around the world, need access to seeds, tools, fertilizers and pest control for optimal production,as well as internet facilities to equip them with new information and modern technologies for pest control and management.

We believe that if rural African farmers can use the internet, they will be in a position to search for agricultural production information, learn new production techniques and technologies, and solve problems in their production. For instance, one can search for ways to manage or control pests or diseases, and there is a lot of information online, including on Youtube where they can follow simple instructions by following others who have successfully done it and are sharing their knowledge with others online. We believe that this may help them to improve the quality of their production, and also interact with online market platforms where they can sell some of their products by simply taking a picture and posting online.

- Please write a brief description about the problem statement you develop on your approved proposal.

- Describe the identified stakeholders and their potential involvement during the planning?

- Describe the risks identified and the mitigation plan associated?

- Insert the main milestones of the project.

- Please use the table below to report about the project planning.

PARAMETERS	INDICATORS How do you measure project progress, linked to your objectives and the information reported on the Implementation and Dissemination sections of this report?	CHECKING SOURCES Where do you find the information to document the indicators	RISKS Identified above	TIMELINE Dates when the listed activity should be developed	ASSESSMENT Assessment indicating how the activity should be conducted
IMPACT	Increased Internet access in	N/A	Political Interference	12/09/2017	Training of farmers using a

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Likely or achieved long-term effects	rural farming Communities Reduction in Farm Waste & Farmer's losses				Mobile ICT Centre, with 3 sessions
OUTCOME *Likely or achieved short and medium term effects. Focus on the changes facilitated by the project for its beneficiaries Outcomes tend to be under the influence of the project team but not under direct control Short term: Long term:*	Increased rural communities access to internet facilities, Reduction in Farm Produce Waste & Losses, Reduction in Poverty levels	N/A	Political Interference	30/10/2017	Training of farmers using a Mobile ICT Centre, with 3 sessions
OUTPUTS *Result and/or deliverable produced as a direct result of the project activity Outputs are under direct control of the project team*	376 Farmers Trained on Mango Production & ICT	N/A	Political Interference	12/09/2016-30/09/2017	Training of farmers using a Mobile ICT Centre, with 3 sessions
PROJECT ACTIVITIES *Actions taken, work performed*	Farmers Training	N/A	Political Interference	12/09/2016-30/10/2017	Training of farmers using a Mobile ICT Centre, with 3 sessions
INPUTS *Financial, human and material resources*	Personnel Funds	N/A	N/A	12/10/2016-30/10/2017	

Narrative – Project implementation

Please write a narrative description about the project implementation. Please use this section of the report to provide context to the work conducted. For example:

1. Are the obtained results aligned with planed objectives? If not, explain why.

2. Are the results acceptable both in terms of the quantity and their quality?

3. Elaborate on the strategy to measure acceptable quantity and quality?

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4. To which percentage has project plan been achieved to date?

5. Describe the **involvement** of project beneficiaries, during all phases of project implementation.

6. Describe any **gender, ethnic and generation gap** issues that have impacted positively or negatively your project implementation.

7. Please take the time to reflect about activities that you struggle to implement during the period reported, along with processes and methods originally planned that might need **adjustment** to achieve your project objectives.

8. How have the activities been monitored?

9. Describe archiving strategy.

Mucho Mangoes has achieved tremendous success in the implementation of the 21st Century Digital Farmer Program. The results achieved are clearly aligned with our project goals and objectives, and the targeted number of benefiting participants for the reporting period achieved.

To ensure quality delivery of training, the Project hired a duly qualified and experienced ICT Instructor who understands the local languages, and this has made it easy to achieve the best results, with both participants and organizational satisfaction on the quality of delivery of the program.

So far, the project has achieved more than 90% of the planned number of targeted participants. The project beneficiaries are now involved through the Utilization Focused Evaluation of the project, through a beneficiaries representative, and shall participate in evaluating the project further through opinion surveys that will be distributed to all the beneficiaries.

Due to the fact that women are the most excluded in the Global Digital Community, we have made it a priority to include more women in our training program. Women and Youth constitute more than 75% of our training participants. The training has also succeeded in bringing together the youth and the elderly, to learn together, as our eldest learners have been 87 years, 84 years and 71 years old small scale farmers.

Below are photos of some of our women beneficiaries being assisted in the learning process with our CEO, Mr. Didas Mzirai.

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The Project is monitored through and evaluated using the Utilization focused Evaluation and Research Communication method, where identified users, including the beneficiaries representative, meet to discuss and report the project.

71 years old Mzee(Old Man) Peter Maloti Sang'eno, a small scale farmer in Taveta Sub County, Kenya, is one of our successful and very enthusiastic participants. He can use the Computer interact with online market platforms

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More than 75% of our participants are women and Youth, including young girls who are just out of school or school drop outs.

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Above and below are some of our women and Young girls beneficiaries

The project provided an equal opportunity to all, without discrimination on gender, religion, political or educational background. Above is Mama Khadijah Kibibi, a Small scale farmer.

Young women and Youth in general within the rural farming communities that have benefited from this project and who may have dropped out of school for lack of school fees are also introduced to ELIMU TV, an online secondary school education platform where they have the opportunity to continue with their education and later seat for National examinations.

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The project has also provided the opportunity for out of school youth in rural farming communities to learn a skill that will help them to gain employment, or improve their production as they transition to farming or agribusiness.

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84 years old Mzee(Old Man) Solomon Ngari, a small scale farmer in Taveta, Kenya, has been our eldest beneficiary so far. He can now use the Computer.

Please use the table below to report about project implementation…

Input	Project activities	Outputs	Outcomes	Timeline	Status	Assessment
Financial, human and material resources	Farmers Computer and Internet use Training	376 farmers trained on Computers and Internet .	Increased access to Internet by rural farming communities in Taveta, Kenya.	12th Oct. 2016 30th Oct. 2017	More than 90% of the targeted number of beneficiaries attained Project ongoing, with 376 participants already benefiting. Class of 130 now in session	Three groups, Two of 123 participants and another group of 130 participants have been trained using a Mobile ICT Centre, the second group is still in session. One farmer dropped out due to eye sight challenges, but the quality of training delivery is very high, given that the ICT Training facilitator is a University Graduate

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Indicators

*Tips: Indicators help to **measure project's progress**.*

Indicators help the objectives that were set by the project team to be affordable, tangible, and measurable.

They help to verify the success and rewrite the course in case we are not achieving it.

An indicator could be quantitative (percentage, amount) or qualitative (perception, opinion).

The FIRE secretariat suggests the SMART approach to indicators:

S	**Specific**
M	**Measurable**
A	**Achievable (acceptable, applicable, appropriate, attainable or agreed upon)**
R	**Relevant (reliable, realistic)**
T	**Time-bound**

Please use the table below to share your project indicators…

Baseline	Indicators	Progress	Assessment	Course of action
No baseline data was collected, but we relied on reports that indicated that rural smallholder African farmers are excluded from the Global Digital/Internet Community	Number of farmers trained and integrated into ICT and the Internet (400 farmers)	376 trained on using Computers and the Internet	Two groups of 123 participants, and another group of 130 has been trained using a Mobile ICT Centre, the second group is still in session. One farmer dropped out due to eye sight challenges, but the quality of training delivery is very high, given that the ICT Training facilitator is a University Graduate	We are planning to mobilize funding to scale the project to reach and impact more farmers to meet the high demand for our services that is beyond our current capacity. Otherwise, we are already on course to meet and surpass our initial target

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Project outputs, communication and dissemination activities

Tips: Take into account that the reader of your report has not being involved in project implementation, so readers do not have any further knowledge besides the information you are providing here.

This section of the report will allow you document the communication and dissemination efforts that the project team has conducted, which might be part of a specific communication strategy design as part of the project, or in place for the organization as a whole. When possible, please provide information about strategies in place and the rationale behind them.

Lessons can be learned from many aspects of project implementation, covering a wide variety of aspects such as technical, social, cultural and economic. Taking the rationale behind the project and its objectives can serve as a framework to draw your conclusions. Lessons can be identified by project partners, beneficiaries and general staff from the organization. A project diary and other activity records can serve as a tool to reflect during project team meetings and immediately after project activities are conducted.

> ***Outputs are immediate, visible, concrete developmental change that is the tangible consequence of project activities, under direct control of the project team****.*

Example of possible outputs to report are:
- *New products and Services (software, online platforms, applications);*
- *Information sharing and dissemination (publications, conferences, multimedia, social media);*
- *Knowledge creation (new knowledge embodied in forms other than publications or reports, such as new technologies, new methodologies, new curricula, new policies);*
- *Training (short-term training, internships or fellowships, training seminars and workshops) and*
- *Research Capacity (research skills; research management capacity and capacity to link research to utilization of research results).*

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Please use the table below to report about project dissemination…

Project outputs	Status	Assessment	Dissemination efforts
400 farmers trained on ICT	So far, 376 Farmers have been trained on ICT	In our assessment, out of the 376 farmers trained on using Computers and the Internet, some elderly farmers experience challenges using laptops without glasses, however, only 1 dropped out because of this challenge. And the quality of the training is very high, as it is delivered by a graduate instructor	advertisement posters

whistle blowing

Announcements in local Churches, Mosques, local Chief Barazas/meetings and the local Agricultural offices.

We also came up with brochures that carried information about the program.

Project information dissemination was also done using social media, including facebook, Twitter and community whatsapp platforms. |

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Project outcomes

*Tips: This section should be completed **ONLY** for the final report.*

*FIRE PROGRAMME expects you to report about the **outcomes** of the project as defined in the table below, based on the project implementation section of this report. Project team is encouraged to discuss the questions provided below to guide the reflection:*

Can you identify and describe the relationships between the activities implemented and the social, economic, cultural and/or political benefits of your project implementation?

Outcomes can be defined as:

- *Medium-term effects*
- *Effect of a series of achieved outputs*
- *Should capture the changes for the beneficiaries*
- *Take place during the life of project/strategy*
- *Influence but not direct control*

Please write about the project outcomes here…

We believe that if rural African farmers can use the internet, they will be in a position to search for agricultural production information, learn new production techniques and technologies, and solve problems in their production. For instance, one can search for ways to manage or control pests or diseases, and there is a lot of information online, including on Youtube where they can follow simple instructions by following others who have successfully done it and are sharing their knowledge with others online. We believe that this may help them to improve the quality of their production, and also help them to interact with online market platforms where they can sell some of their products by simply taking a picture and posting online.

- ➢ So far, we have trained 376 farmers/Participants and
- ➢ Increased Internet access to Rural Farming Communities
- ➢ Reduced farm wastage and Post-harvest losses
- ➢ Increased yields for rural smallholder farmers
- ➢ Increased incomes for rural smallholder farmers

Technical report No. <mark>X</mark> *This template was developed as a collaborative product of the Seed Alliance, based on the previous reporting templates implemented by FRIDA and ISIF Asia, with valuable mentoring from the Developing Evaluation & Communication Capacity in Information Society Research (DECI) project. See* http://evaluationandcommunicationinpractice.ca *(as accessed on 3/7/2013)*

> ➢ Improved the Communication skills for the 376 farmers
> ➢ Improved livelihoods for farmers and their families

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http://evaluationandcommunicationinpractice.ca *(as accessed on 3/7/2013)*

Project management and sustainability

*Tips: Please comment on the general project **administration, staffing, procurement**, etc. specially those aspects contributing to the fulfilment of the project objectives as well as those that have delay project implementation.*

*Indicate **how the project team has strengthened its capacity** and work towards sustainability with the support provided by FIRE? (new equipment, training, improved administrative skills, lessons learned from the project). Has the organization increased its research or administrative skills of the team involved? Has the project allowed for a particular contribution to capacity building of women or marginalized social groups? Special attention should be paid to the expected or unexpected impact on marginalized social groups.*

*Have you done **anything different** to provide administrative support for this project **besides your "business as usual"** processes and procedures? Has the project inspired change inside your organization?*

> *Sustainability is to be examined not only in terms of staff retention and financial stability of the organization supporting the project but about the communities' appropriation of benefits perceived from project implementation.*

The FIRE Secretariat is very interest to learn if this project has generated opportunities for future development (new funding from partnerships, sponsorships, investment or other funding mechanisms), please provide details.

Please explain if the FIRE grant has helped to consolidate your organization and how. If any of the project activities will continue after the end of the FIRE grant, please describe how your organization is planning to support future developments.

Please write about project management and sustainability here…

The 21st Century Digital Fermer! Program is managed by Our CEO, and the training delivered by two ICT Trainers, one of them serving as the lead Trainer and Centre Manager.

The ICT Trainers are all dully qualified and experienced graduates, selected through an open and very competitive process. One of the project beneficiary has been trained as a Trainer in ICT, and we have just employed him as a

Trainee after he volunteered for the project for more than three Months. The quality of management of the project has so far really improved, thanks to the capacity development support from AFRINIC, through provision of various leadership, management, and project evaluation trainings. We really appreciate and extend our gratitude to AFRINIC for all the support.

Above; attending AFRINIC's FIRE Africa Grantees Capacity Building Training programs on Project Management and Leadership in Mauritius, and the Utilization Focused Evaluation and Research Communication training in Nairobi, Kenya, within the 2017 Africa Internet Summit

Impact

Tips: This section should be completed **ONLY** for the final report.

This section of the report does not refer to the project activities, but about the **"bigger picture"**. It will be desirable if the project team can reflect on the **impact that the project has contributed to as part of other actions implemented by your organization and/or your partners**.

> **Impact refers to the influence the project may had on the way people does things through the use or adoption of the project outputs; changes in the context the project was implemented; changes in the community the project has been working with; and/or changes inside the organizations that have participated in the implementation or the relationships established through the project's implementation.**

Impact is often impossible to measure in the short term and is rarely attributable to a single activity. Impact can be linked to a vision or long-term development goal that your organization might be working towards.

It can be identified as a logical consequence of achieving a combination of outputs and outcomes.

Impact is usually measurable after the project life and is outside the direct control of the project team and the organization.

We believe that if rural African farmers can use the internet, they will be in a position to search for agricultural production information, learn new production techniques and technologies, and solve problems in their production. For instance, one can search for ways to manage or control pests or diseases, and there is a lot of information online, including on Youtube where they can follow simple instructions by following others who have successfully done it and are sharing their knowledge with others online. We believe that this may help them to improve the quality of their production, and also help them to interact with online market platforms where they can sell some of their products by simply taking a picture and posting online.

 ➢ So far, we have trained 376 farmers/Participants and helped to;

- ➢ Increased rural communities access to internet facilities
- ➢ Reduced farm wastage and Post-harvest losses
- ➢ Increased farmers access and Interaction with online market platforms
- ➢ Increased yields for rural smallholder farmers
- ➢ Increased incomes for rural smallholder farmers
- ➢ Improved Communication skills for farmers
- ➢ Improved Community relations, especially between the youth and elders
- ➢ Improved livelihoods for farmers and their families

Overall Assessment

Tips: This section of the report is extremely valuable for the FIRE secretariat as it provides evidence about the role and relevance of FIRE contributions in the AFRICA region.

*Tips: Briefly provide **your own views** on the value and importance of the project relative to the proposed innovation, investment of time, effort and funding involved. Include the strengths and weaknesses of the project and the steps taken to strengthen the credibility and reliability.*

*This is your opportunity to conduct a **team reflection about the value of the project for the organization**. The following questions might help you to prepare a substantive overall assessment.*

- • *To what extend the project meet its objectives?*
- • *What were the most important findings and outputs of the project? What will be done with them?*
- • *What contribution to development did the project make?*

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http://evaluationandcommunicationinpractice.ca *(as accessed on 3/7/2013)*

- *Were certain aspects of project design, management and implementation particularly important to the degree of success of the project?*
- *To what extend the project help build up the research capacity of your institution or of the individuals involved?*
- *What lessons can be derived that would be useful in improving future performance?*

Please write the project overall assessment here…

Overall, the project has been a great success, and the number of interested beneficiaries has been overwhelming the Capacity of our organization. Within the first six Months of the project, we were able to train more than 60% of the project targeted number of beneficiaries, and now we have achieved more than 90%. Within the next three Months, as we plan to scale the project, we expect to exceed our initial targets.

We have requests from several other areas and regions from farmers who are calling us to their localities for us to provide the training to them.

It is our endeavor to increase our capacity and reach out to more rural farming communities.

PART 4:

RECOMMENDATIONS

Recommendations

Tips: Include any recommendations in this section that you and your project team, the organizations supporting the project and the community you worked with, would like to make to other practitioners or researchers on the field facing similar problems or implementing similar solutions.

Please take a minute to share recommendations with the FIRE secretariat that might help to improve the support provided.

Please write the project recommendations here…

We recommend more investment in projects that help to connect the next One Billion people, more so in the developing world, into the Global Internet Community.

The demand exhibited by the interest of rural communities in the 21st Century Digital Farmer! Program services, was, and still is, overwhelming! Thank you AFRINIC, Thank you IDRC!

Ahsanteni Sana!

PART 5:

BIBLIOGRAPHY

Bibliography

Tips: Include complete bibliographic references to all sources (printed, on-line, quotes, etc) used to prepare the different sections of this report. The APA style guide offers examples about how to reference a variety of sources. http://www.apastyle.org/learn/quick-guide-on-references.aspx*(as accessed on 3/7/2013).*

Please write the project bibliography here…