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## **TRACER STUDY REPORT:**

Effects of the Parliamentary Capacity Strengthening Initiatives  
implemented by CLEAR-AA and Twende Mbele  
between 2017 & 2018

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## Acronyms

APNODE:	African Parliamentarians' Network on Development Evaluation
CLEAR-AA:	The Centre for Learning on Evaluation and Results – Anglophone Africa
CSOs:	Civil Society Organisations
EALA:	The East African Legislative Assembly
ECOWAS:	The Economic Community of West African States
GIMPA:	Ghana Institute of Management and Public Administration
GMEF:	Ghana Monitoring and Evaluation Forum
M&E:	Monitoring and Evaluation
MDA:	Ministries, Departments and Authorities
MPs:	Members of Parliament
NCHE:	National Council for Higher Education
NDPC:	National Development Planning Commission
OECD:	Organisation for Economic Co-operation and Development
PELUM:	Participatory Ecological Land Use Management (Uganda)
PL:	Peer Learning
ToT:	Training of Trainers
UMI:	Uganda Management Institute
UN:	United Nations
UNDP:	United Nations Development Programme
UNFPA:	United Nations Family Planning Association
UTAMU:	Uganda Technology and Management University
VOPEs:	Voluntary Organisations for Professional Evaluation

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## 1. Executive Summary

This report presents results from a tracer study conducted by CLEAR-AA in partnership with Twende Mbele following their capacity strengthening interventions aimed at improving evidence use and M&E processes in African parliaments between 2017 and 2018. The tracer study data presented in this report was collected from participants based in Tanzania, Uganda, Rwanda, Ghana, Kenya, Benin, Malawi, Zambia, Nigeria and South Africa. The study participants were largely drawn from national parliaments (these also included members of the African Parliamentarians' Network on Development Evaluation – APNODE), but also to a lesser extent from regional parliaments, Voluntary Organisations for Professional Evaluation (VOPES), government, academia and civil society entities.

The **main objectives** of the tracer study were:

- to better understand the effectiveness of the capacity strengthening interventions (Training, Training of Trainers (ToT), and Peer Learning workshops) particularly in terms of learning, application, and transfer of knowledge and skills with regards to strengthening evidence use in parliaments;
- to generate foundational evidence around effective capacity development approaches that could be built on;
- to provide recommendations on how the effectiveness and sustainability of parliamentary capacity strengthening initiatives can be improved.

### Methodology

This study was mainly qualitative and allowed for more nuanced narratives to emerge by capturing illustrative explanations addressing the study objectives.

The number of respondents included in the study was 48, which is 36% of the total number of participants (130) of the different capacity building interventions (Training, Peer Learning and ToT workshops). The study targeted a sample of 55 respondents and the response rate was 87% of the targeted sample. In-depth interviews were conducted following a set of questions provided in an interview guide. Data was collected between September and November 2019, followed by analysis and report writing from December 2019 to February 2020.

### Key Findings

- The study reached a total of 48 respondents, with the majority from Uganda, Benin and Ghana and mainly including Members of Parliament (MPs) and parliamentary research staff.
- In relation to similarly focused capacity strengthening efforts provided by other organisations, most respondents indicated that they had been exposed more often to initiatives that concentrated solely on M&E content. Very few other initiatives focused on evidence use more broadly, and even fewer initiatives integrated M&E within the broader scope of strengthening evidence use in parliaments.
- In terms of the learning gained from CLEAR-AA/Twende Mbele's capacity strengthening initiatives, the majority of the participants reported that they acquired knowledge and awareness on the importance of evidence use in parliaments (qualified as researching and establishing facts to back legislative decision-

making and oversight). This was followed by knowledge and skills in results- based M&E for parliament as the second most frequently reported area of learning gained.

- Many respondents (the vast majority who participated in the Peer Learning workshops) also mentioned the value of the opportunity created particularly through the peer learning approach and the related collaboration with their peers from other institutions which has since also led to continued supportive advisory and mentoring engagements between participants from the participating parliaments.
- With respect to application of learning, the findings were in line with the main aim of the capacity strengthening interventions to contribute towards improved institutional performance in relation to evidence use. The majority of the study respondents reported that they were able to support parliaments in the generation of evidence for legislators; followed by those who said that they were able to generate stronger evidence-based institutional/departmental reports. Peer learning and training participants were able to apply the learning acquired to a greater extent in comparison to the ToT participants since they were largely drawn from parliaments while the ToT participants were largely associated with organisations external to parliament (representing VOPES, government departments and CSOs).
- Application of learning was mainly enabled by high level support for evidence use by political leaders including Parliament Speakers and in contexts where a Ministry of M&E was created to support the generation of evidence. Other important factors noted were supportive institutions; organizational culture and mandate; good facilitators; and peer support opportunities through collaboration and networking.
- Factors reported to constrain application of learning included the highly bureaucratic nature of parliaments (with proposed interventions requiring several levels of approval often delaying and frustrating plans). Other aspects featuring strongly here include limited appreciation of M&E evidence by some leaders in parliament and limited budgets to better support the generation and use of evidence.
- Quite a number of respondents reported to have transferred learning to their colleagues but mainly through informal spaces. Factors enhancing transfer of learning included supportive institutional structures and mandate, the demand for evidence, and the supportive network of colleagues. The major constraining factors in terms of transferring learning included limited funding and human resources, and scepticism about M&E.
- Respondents reported some significant changes / effects especially at the institutional level which the training and peer learning events contributed to. These change initiatives included the development of guidelines for evidence use in Parliament; the development of strategic plans at the broader parliamentary institutional and specific parliamentary department levels; improved departmental reporting; and enhanced ability to contribute to the establishment of a national M&E Directorate. These institutional developments were said to have been triggered largely by the knowledge and skills gained in analyzing and assessing evidence, also increased awareness of the importance of evidence use and M&E, and interaction with their peers from other institutions. These mechanisms, particularly the knowledge and skills gained, led to increased confidence among participants to propose and, in some cases, lead the implementation of these initiatives within their respective institutions. A few participants also noted significant changes at a more individual level including improved performance at work, and to a limited extent, career progression including promotions, and securing employment in new work environments.

## **Recommendations**

The bulk of the recommendations focused on strengthening the approach of the capacity strengthening interventions, followed by attention to logistics, content and finally the political domain:

- Approach: increase the number of participants from the different parliaments participating in the capacity strengthening initiatives, and the frequency of follow-up workshops and mentoring activities, but also provide more regional peer learning platforms such as the peer learning workshops and also seminars and conferences.
- Logistics: increase the duration of the capacity strengthening initiatives beyond three days to allow more time for interaction and experience sharing; share the course materials in advance; and rotate the location of the regional workshops among the participating countries / parliament locations.
- Content: customize the content to suit the different categories of participants and parliaments and include a stronger focus on research methods and advocacy
- Political domain: orient the parliamentary leadership on evidence use and M&E processes to secure their buy-in to pave the way for a more favourable environment for the application and transfer of the learning gained through the capacity strengthening initiatives.

## **Conclusions**

The tracer study findings highlight that the capacity strengthening interventions were positively valued, with the majority of the respondents reported to have acquired relevant, valuable knowledge and skills, and in many cases were able to apply and transfer the learning gained - particularly in contexts where there was stronger political and bureaucratic institutional support at the leadership levels. It is also encouraging to note that the capacity strengthening approach employed adds a unique and important integrated emphasis on M&E within the context of evidence use more broadly. The findings reinforce the importance of addressing the factors falling within the deeper contextual, political and ideological spheres alongside those falling within the technical and logistic spheres, since the deeper levels were far more frequently mentioned particularly in terms of enhancing and constraining application of learning. The key mechanisms triggering change - in this case particularly ability, awareness, and interaction – provide a deeper understanding of how change happens which should be further explored and more consciously considered in further improving approaches to capacity strengthening interventions.

The key recommendations from participants emphasise the need to explore ways to strategically scale-up the capacity strengthening initiatives to reach more participants from the parliaments particularly at the start of the new parliamentary term. The importance of identifying and supporting potential and current champions of evidence use is an important strategic consideration in this regard since such individuals may be better positioned to influence change. It is also important to bear in mind the value ascribed to regional peer learning, networking and collaboration across parliaments and other institutions and to build on this in future initiatives. Lastly, the calls for orienting the parliamentary leadership on the importance of strengthening evidence use should be factored into the capacity strengthening approaches more strongly to ensure buy-in and support for the initiatives. Overall, the findings point to the need for greater awareness and dedicated attention to supporting participants to better navigate the factors that enhance and constrain application and transfer of the learning gained to ensure more meaningful, sustained impact in terms of evidence informed decision-making in parliaments.



## 2. Introduction

This report presents findings of a tracer study undertaken by the Centre for Learning on Evaluation and Results – Anglophone Africa (CLEAR-AA), in partnership with Twende Mbele. The study was planned and implemented as a follow-up of the work that was funded and undertaken to strengthen evidence use and M&E processes in various African parliaments between 2017 and 2018.

The tracer study specifically attempted to establish the learning gained from the capacity strengthening interventions and how the participants were able to apply and/or transfer the learning gained within their specific parliamentary contexts and beyond. The study also sought to find out what key aspects hindered application and transfer of learning and how the participants managed the constraints.

### Objectives

The **main objectives** of the tracer study are as follows:

- to better understand the effectiveness of the capacity strengthening interventions (Training, ToT, Peer Learning) particularly in terms of learning, application, and transfer of knowledge and skills with regards to strengthening evidence use in parliaments,
- to generate foundational evidence around effective capacity development approaches that could be built on,
- to provide recommendations on how the effectiveness and sustainability of parliamentary capacity strengthening initiatives can be improved

The **secondary objectives** of the tracer study are as follows:

- to explore effective ways of conducting training and follow-up tracer studies in a parliamentary context;
- to develop a methodology to continuously reflect on the effectiveness of capacity strengthening initiatives in the parliamentary context;
- to continue with collaborative discussions about joining forces for capacity development

## 3. Background & Scope

During 2017 and 2018 CLEAR-AA and Twende Mbele facilitated a range of different types of capacity strengthening initiatives aimed at strengthening evidence use and M&E processes. The different initiatives are described below:

- **Training of Trainers (ToT) workshops** for potential facilitators of training workshops for parliaments (parliamentarians and staff) on Oversight Monitoring & Evaluation. The ToT workshops were introduced to increase the number of training facilitators in the region who could carry forward CLEAR-AA's certificate course for parliamentarians in Oversight Monitoring and Evaluation (developed in 2015). The ToT initiative was introduced in response to requests for training/orientations for select groups of champion parliamentarians emerging from regional dialogue events in East and West Africa and the APNODE AGM in

2016. The ToT workshops were convened in 2017 with the aim of increasing the cohort of trainers in the different regions to deliver and further develop the oversight monitoring and evaluation course for parliamentarians. The content areas covered the importance of using evidence for oversight; tensions and constraints to evidence use; understanding incentives for evidence use; and ways to expand training in the region. The ToT workshops were convened as follows:

- In Ghana, the ToT workshop was organized in collaboration with CLEAR-GIMPA (Ghana Institute of Management and Public Administration) from 7 to 8 March 2017, and included parliamentarians, representatives of legislative support departments, government M&E departments, the Ghana Monitoring and Evaluation Forum (GMEF), Higher Education Institutions, and representatives from ECOWAS parliament and commission.
  - In Uganda, the ToT workshop was convened on 25th March 2017 in collaboration with APNODE and included trainers / participants from UTAMU, Makerere University and Mzumbe University.
- **Training workshops** for specific parliaments focusing specifically on Oversight M&E. The course was aimed at introducing legislators to both the theoretical and technical components of RBM as well as monitoring and evaluation systems that they can apply as part of their oversight duties. The training workshops were organized as follows:
- In Tanzania from 17th – 18th June 2017 in partnership with the APNODE National Chapter and co-facilitated with the Tanzania Evaluation Association chairperson from Mzumbe University. The participants mainly included Parliamentarians, particularly members of the APNODE Tanzania chapter.
  - In Benin from 28th – 29th September 2017 jointly organized with the APNODE National Chapter and Twende Mbele and the participants included mainly Members of Parliament.
  - In Uganda from 26th to 27th March 2017, organized by the APNODE National Chapter. The participants included mainly Members of Parliament.
- **Peer Learning workshops** as part of the Peer Learning Programme to Strengthen Evidence for Legislative Oversight was conceptualized in partnership with Twende Mbele and was developed and implemented in 2018 and 2019 in collaboration with key partner organizations working to build capacity in parliaments. The programme was implemented through a series of peer learning workshops bringing together representatives from 10 parliaments (national and regional) and partner organisations in the East, Southern and West African regions. The approach included a series of facilitated platforms for representatives to share and learn from each other's experiences on evidence use by focusing on the following areas: how evidence is understood in the parliamentary context, navigating the politics of evidence use, the role of parliaments in national evaluation systems, evidence selection and synthesis, applying a gender and equity lens to evidence analysis, M&E frameworks in parliaments. The following activities formed part of the programme:
- Scoping visit across parliamentary contexts in East Africa, April – May 2018
  - Inception Workshop, in Nairobi, 2 – 3 August 2018
  - Curriculum development workshop on strengthening evidence use in parliaments, in Johannesburg, 9 – 11 October 2018

- Workshop on Research and Evidence Use in the Parliamentary Context, in Nairobi, 23 – 25 October 2018
- Workshop on M&E Frameworks in Parliaments, in Naivasha, 19 – 20 November 2018
- Reflection and Planning Workshop on lessons learnt and knowledge production, Cape Town, 3-5 December 2018
- Symposium on Evidence Systems in African Parliaments (as a side event to the AfREA conference, Abidjan, 13 March 2019)

The parliaments involved in the Peer Learning Programme included Rwanda, Kenya, Tanzania, Uganda, South Africa, Malawi, Zambia, and Ghana as well as the regional bodies of the East African Legislative Assembly (EALA), and the ECOWAS Parliament. The partner organisations in addition to CLEAR-AA and Twende Mbele included APNODE, CLEAR-GIMPA, the African Centre for Parliamentary Affairs (ACEPA), the African Institute for Development Policy (AFIDEP), UNWomen, the Parliament of Kenya’s Centre for Parliamentary Studies and Training (CPST), and the Parliament of Uganda’s Institute of Parliamentary Studies (IPS). The programme also benefitted from inputs by colleagues from Parliament Watch Uganda, from the International Network for the availability of Scientific Publications (INASP) and from the Africa Center for Rapid Evidence Synthesis at Makerere University.

## 4. Methodology

This section presents the study design, the sample size, data collection and analysis processes.

### Study Design

The methodology employed for this study was largely qualitative. It was preferred because of the potential for more nuanced narratives to emerge and to capture illustrative explanations of the effects / changes experienced by participants of the capacity strengthening initiatives as well as the barriers to change experienced or observed.

In-depth key informant interviews were conducted with current and former Members of Parliament (who in some cases were also APNODE members), Parliamentary staff, especially from research departments and/or M&E units, some civil society actors including members of VOPES, a few government technical staff and employees of institutions of higher education. A set of interview questions with accompanying guidelines for interviewers (see Annex 1) was developed to align with the study objectives.

### Sample Size

The study participants were drawn from the ten participating parliaments, one parliamentary network (APNODE), three voluntary organisations for professional evaluation, three institutions of higher learning, two civil society organisations that support parliamentary work, and one government entity. Purposively<sup>1</sup> sampled, the study respondents amounted to 36% (48) of the total number of participants (130) of all the capacity strengthening interventions during the period under review. The sample size was initially targeted at 55 (42% of the total participants) to allow for approximately 10% non-responsive rate based on a preferred sample size

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<sup>1</sup> The sample was selected to ensure that we included participants from the three different types of initiatives and from all the countries as a representative sample of all the participants.

target of 30% of the total number of participants. Sampling also took consideration of the proportions of the participants of the capacity strengthening initiatives per country by attempting to match the study sample proportions accordingly. However, it should be noted that the actual response rate was affected in some contexts. For instance, the study planned for 10 respondents from Tanzania, but only three participated. Even then, the response rate remained adequate for the study.<sup>2</sup>

## Data Collection

Experienced in-country research consultants were identified from five countries where more than five participants per country participated in the capacity strengthening initiatives (Uganda, Ghana, Benin, Kenya and Tanzania). In these countries, consultants were tasked with conducting direct (face to face) interviews. In countries where there were less than five potential respondents (South Africa, Zambia, Rwanda, Malawi, Nigeria), interviews were conducted telephonically or via video conference (skype). To ensure that study participants were ready for the interviews, the study plan allowed for interview questions to be circulated to respondents in advance, and where more convenient, some respondents were allowed to provide written responses.

A list of potential respondents and their contact details as well as introductory letters and consent forms were developed by CLEAR-AA and shared with the consultants in the different countries to facilitate appointment set up and subsequent meetings for the interviews, and to ensure adherence to the ethical clearance granted for the study by Wits University.

Subsequently, data collection took place between September and November 2019. As already mentioned, data collection was largely done by researchers based in the different countries. Following an interview guide, the responses were electronically recorded and subsequently transcribed. Interviews conducted in French (from Benin), were translated into English in preparation for analysis. Data collection was then followed by analysis and report writing from December 2019 to February 2020.

## Data Analysis

All recorded interviews were transcribed, then transferred to a spreadsheet database for central storage and preliminary manual analysis. The data was then exported to a qualitative data package (Nvivo) for analysis of frequencies of recurring themes, and subsequently exported back to an excel spreadsheet for plotting of charts and tables to summarize some qualitative responses and to provide a clear visual impression of the responses.

The analytical approach employed drew on a) the Six Sphere Framework<sup>3</sup>, to determine and understand the different dimensions impacting on the ability of participants to apply and transfer learning gained; b) identification and analysis of the most significant changes/effects<sup>4</sup> experienced by the study respondents and further prioritized by key members of the research team. The evidence use mechanisms<sup>5</sup> proposed by Langer et al. (2016) were then applied to better understand the key aspects that triggered change.

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<sup>2</sup> Various scholars recommend a sample size of 20-30 in-depth interviews for qualitative studies – see for example Creswell (1998; 2013). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

<sup>3</sup> The six spheres include the following dimensions – logistical, technical, contextual, social, political and value systems. See the article by Kieron Crawley, 2017 available online at: <https://doi.org/10.4102/aej.v5i1.193>

<sup>4</sup> The approach was inspired by the most significant change (MSC) technique, although the full participatory prioritisation process was not applied for this study. See: <https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf>

<sup>5</sup> Drawing on The Science of Using Science Project by Langer et al (2016: 9): <https://www.alliance4usefulevidence.org/assets/Science-of-Using-Science-Final-Report-2016.pdf>. Our interest in exploring the change mechanisms was based on the more recent analytical

## 5. Limitations

As mentioned in the methodology section, this study was qualitative and intended to establish the effects of the capacity strengthening interventions through exploring participants' experiences and perceptions of the learning gained and related application and transfer. The findings in this study are therefore not in any way expected to be generalizable on a broader scale but to provide insights on the issues of inquiry as stated in the objectives section.

In terms of operationalization of this study, a number of limitations were experienced which included: recall effect - some participants struggled to remember since they participated in once-off events some time back, others reported interview fatigue because they had been involved in other recent tracer studies and evaluations by CLEAR-AA and Twende Mbele. In the case of Tanzania, as mentioned under the methodology section, the consultant had difficulty securing interviews which limited the amount of responses. In Benin, data collection was delayed by a month to accommodate the availability of MPs at a more convenient central location during their parliamentary sessions. In other countries like Uganda, it was often difficult to fix and adhere to interview appointments scheduled especially for MPs due to the many competing demands on their time.

## 6. Study findings

This section focuses on the effects of the specific parliamentary capacity strengthening initiatives implemented by CLEAR-AA and Twende Mbele in terms of the learning gained and the application and transfer of the learning at individual and organisational levels. Effort is made to present the results according to the different types of capacity strengthening initiatives: Peer Learning; Training; and ToT workshops and according to the different role-players where applicable. This was done to determine whether the different interventions yielded any specific results or effects.

Furthermore, a selection of the most significant changes or effects experienced by the study participants are highlighted and analyzed to better understand some of the key factors (mechanisms) triggering change.

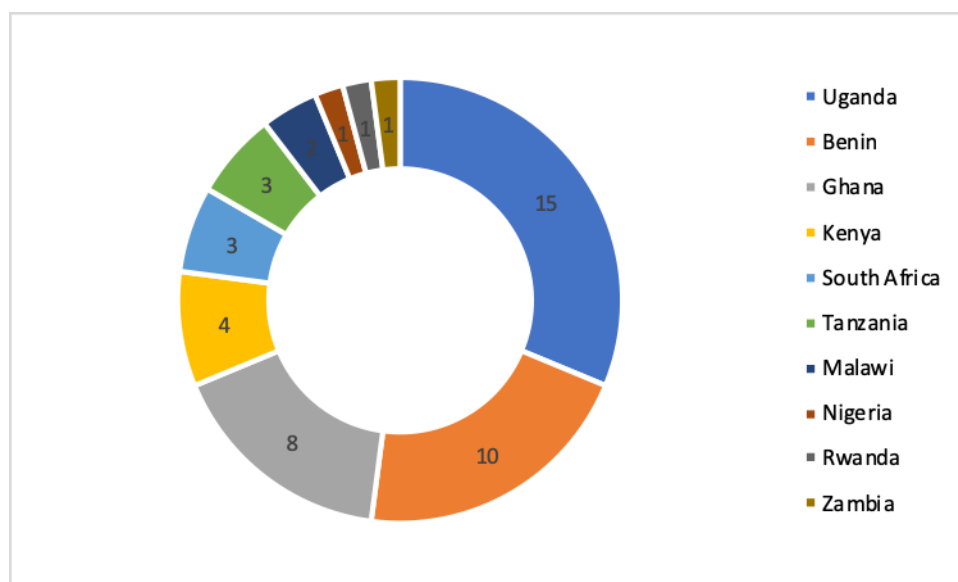
Lastly, a synthesis of key recommendations as shared by the tracer study participants is presented to inform and improve future capacity strengthening approaches.

In the next section, the results are presented in descriptive format but, in some instances, also numerically to help amplify the significance of some issues or themes which were found to be recurring.

### 1. Description of sample respondents

In total 48 (87%) out of a total sample of 55 participants participated in this study with the majority of the participants being male (32) and 16 being female. As reflected in Chart 1 below, the majority of the respondents were from Uganda, followed by Benin and Ghana.

**Chart 1: Respondents by Country of Origin**



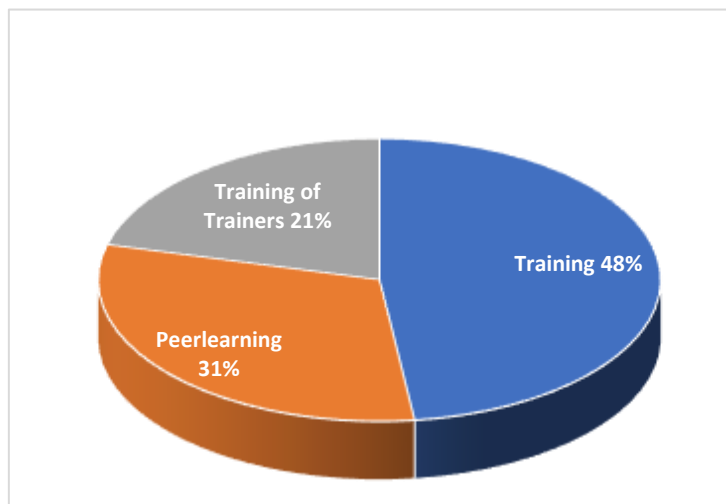
Regarding respondent composition by position/occupation (Table 1), the majority (42%) were Members of Parliament. In the cases of Uganda, Benin and Tanzania these MPs were also members of the African Parliamentarians’ Network on Development Evaluation (APNODE). 31% of the respondents were parliamentary staff (researchers, strategic planning and M&E officers, and content advisors), while others were staff and members of Voluntary Organisations for Professional Evaluation (VOPEs), institutions of higher learning (HEIs), Civil Society Organisations (CSOs) and government.

**Table 1: Number of Respondents per Country, Institution and Occupation**

	Benin	Ghana	Kenya	Malawi	Nigeria (ECOWAS)	Rwanda	South Africa	Tanzania	Uganda	Zambia	Total
<b>Members of Parliament</b>	7	1	2	0	0	0	0	2	8	0	<b>20</b>
<b>Parliament Staff</b>	1	1	2	2	1	1	3	1	2	1	<b>15</b>
<b>VOPE members</b>	2	2	0	0	0	0	0	0	1	0	<b>4</b>
<b>HEI staff</b>	0	2	0	0	0	0	0	0	2	0	<b>4</b>
<b>CSO staff</b>	0	1	0	0	0	0	0	0	1	0	<b>3</b>
<b>Government staff</b>	0	1	0	0	0	0	0	0	1	0	<b>2</b>
<b>Total</b>	<b>10</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>48</b>

With respect to the type of capacity strengthening initiatives study participants were involved in, 48% of the respondents attended training workshops on the importance of monitoring and evaluation for parliamentary oversight, 31% participated in peer learning workshops on strengthening evidence use for legislative oversight, and 21% participated in the ToT workshops on the importance of monitoring and evaluation for parliamentary oversight.

**Chart 2: Respondents by Type of Initiative**



## **2. Motivation for participation in the capacity strengthening interventions**

Many of the participants were motivated to participate by their interest in the content on M&E and evidence use as indicated in the response: *"... I looked at the training program and realized it was going to enhance my capacity in M&E and was suitable for me"* (MP, Training participant).

Some participants reported that they were nominated by their institutions as the content was deemed important for the work of the respective parliaments and for the specific roles the nominated representatives play in their organisations: *"... I'm the one that is heading M&E in the Parliament that is Chamber of Deputies. Secondly, I also work so closely with MPs on issues related to oversight activities..."* (Parliamentary M&E Officer, Peer Learning participant).

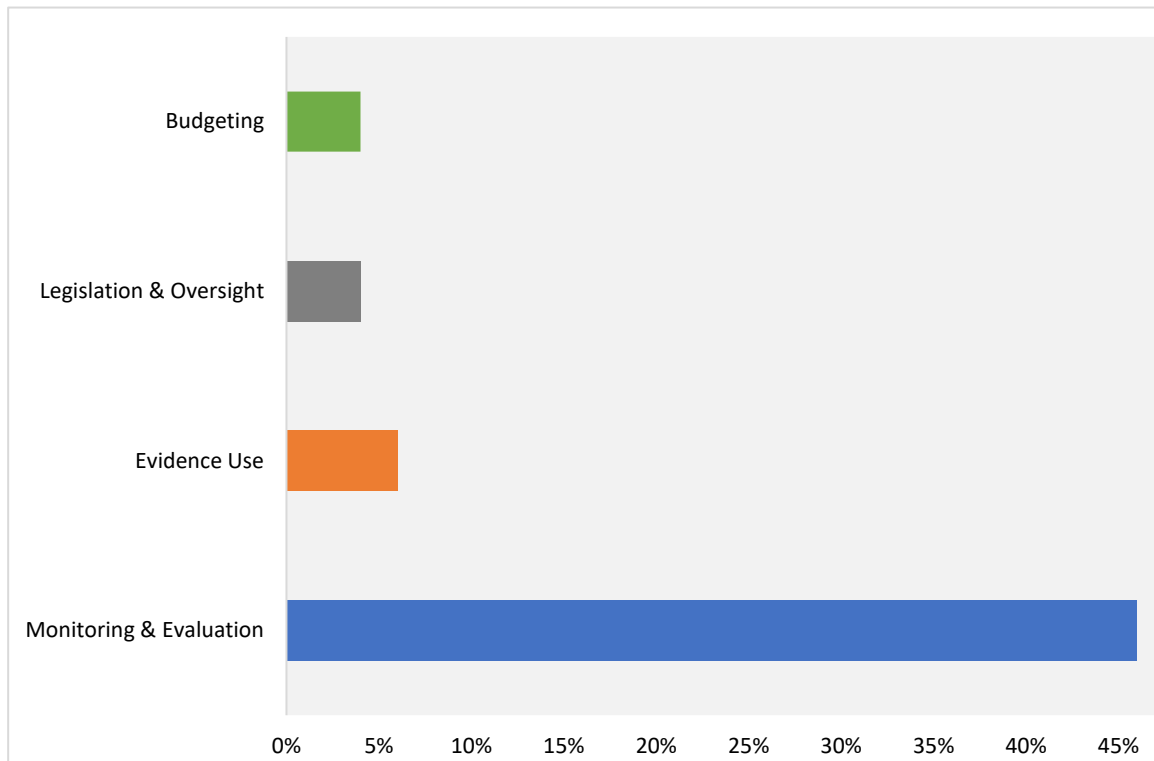
Lastly, participants also noted the value of recommendations from contacts based on the quality of the training as a motivating factor: *"I was approached by a friend who convinced me that the training was good"* (Academic, ToT participant).

## **3. Broader parliamentary capacity strengthening opportunities**

As much as the focus of the tracer study was on CLEAR-AA and Twende Mbele's initiatives, it was deemed useful to understand and learn from other similar initiatives playing a role in strengthening evidence use and M&E processes in African parliaments. The rationale to include this focus is that it could potentially bring to light opportunities for sharing unique and complementary roles, avoid duplication of initiatives in terms of content and approach, and promote synergies and possibly harmonise initiatives to benefit parliamentary role-players. To get a sense of other similarly focused initiatives, respondents were asked if they had benefited from any other capacity strengthening activities implemented by other stakeholders towards enhancing evidence use

including M&E processes. Chart 3 presents a summary of the responses showing that many of the respondents were exposed to other initiatives specifically focused on M&E but only a few on evidence use more broadly and related issues which points to the fairly unique contribution of CLEAR-AA and Twende Mbele’s integrated approach:

**Chart 3: Participation in capacity strengthening opportunities offered by other organisations**



Respondents referred to a wide range of organisations providing capacity strengthening opportunities in the different content areas listed in Chart 3 above. A list of these organisations in relation to the specific content areas is included as Annex 3 at the end of the document.

#### **4. Learning gained and related effects**

A key element of the study was to determine the learning gained and related effects from participation in CLEAR-AA and Twende Mbele’s different capacity strengthening initiatives. Noting that learning can be understood in different ways, the study considered a range of learning dimensions including greater awareness, increase in knowledge, enhanced skills, and greater insights, among others. The responses indicate that the majority of respondents across the various initiatives gained knowledge and greater awareness about the importance of evidence use to inform legislative decision-making and oversight. The related effects of the learning gained point to deepening commitment and changing attitudes reflected in the responses of many participants. Chart 4 presents a summary of the findings in terms of the key areas of learning as noted by respondents, followed by further details from the perspective of the respondents.



#### Chart 4: Learning Gained

As can be seen in Chart 4, the second most frequently mentioned learning area was an increase in knowledge and skills in results-based M&E which was a key feature of the training for parliamentarians on Oversight M&E. To a lesser extent, more specific aspects of the broader content were noted such as packaging and presenting evidence and data gathering and synthesis. Interestingly, some respondents also highlighted collaboration and networking with representatives of other parliaments as a key learning, which could be attributed to the approach of the peer learning workshops at regional level which was set up to allow participants to learn from each other. A by-product of the peer learning approach was that participants were able to improve their own networking and collaboration skills beyond the training which also led to advisory and mentoring relationships between participants across different institutions. The following quotes illustrate the learning gained and related effects from the perspective of the respondents:

A ToT participant and a member of one of the VOPEs alluded to greater awareness and knowledge gained from the capacity strengthening initiatives:

*“... our eyes were opened to the fact that you can’t have full development without the M&E component and during one of the role-plays in the training, we looked at what happens to some of our*

*developmental projects, the type of monitoring that goes on there, the type of results that we get and it was quite interesting knowing that we don't normally come along with these parliamentarians and this time we had a lot of interaction which informed our subsequent work with them. Getting them in planning, M&E components and even the post implementation activities was quite exciting for me because I felt it was long overdue".*

Similarly, another ToT participant and VOPE member reported that *"... it deepened my knowledge especially in the context of parliamentary use of evidence ... . It was focused and I must say it's one of the good ones I have had since going into M&E many years back"*.

The capacity strengthening interventions motivated some participants to critically reflect on, refine and focus on their roles and their career paths as observed in the following responses:

*"... my engagement with you guys [the convening organisations] was to expose me to this role of M&E, and specifically how this fits into the parliamentary sphere. I think that's very important, because it really affects the way you think about your job, and how your function as a parliamentary staff member fits into the broader needs of the organization and also as researchers, to reorient how you are [doing your work]"* (Parliamentary Researcher, Peer Learning participant)

*"I wouldn't even just say it has really contributed to my learning, it has actually done way beyond that. It's made me try to narrow down my personal career objectives. It made be able to give my own input and to see how the parliament can work towards strengthening its use of evidence in oversight. It's become like a personal passion to work in that space. That is why I go for one or two day workshops in M&E, to personally empower myself on the use of evidence in oversight in the parliamentary space. It not just only contributes to my work, oh I feel like it is shaping my career and my goal."* (Parliamentary M&E Officer, Peer Learning participant).

Several participants reported that the capacity strengthening interventions enhanced their networking opportunities and skills which has helped them gain support from their colleagues based in other parliaments:

*"... networking, that's a powerful tool for information sharing. I can assure you that since the workshops I have known researchers in Parliaments regionally; they are in touch on anything which is challenging to us. So that's one strength. The workshops facilitated us parliamentary researchers to be in touch and engage further, not only for the sake of the workshop, but as we carry out our daily work ... I am able to develop a strategic plan for my division, not for parliament, but for my division. Now, I'm also able to come up with a clear vision. A clear vision for my division".* (Parliamentary Researcher, Peer Learning participant)

*"...One more thing, that I really enjoyed, what I learned a lot was the need to engage with my peers from other African parliaments, and internationally, but especially in Africa. My first engagement with my peers from across the continent was through CLEAR-AA. I really enjoyed it and learned a lot from them. And I think there is scope for growth on this. The lessons we learn from each other are incredible."* (Parliamentary Researcher, Peer Learning participant)

Important to note is the value of the peer learning approach which provided an opportunity for participants to learn from the work of their peers in different institutions. In addition, by including both MPs and staff from different parliaments in the peer learning workshops, participants were more comfortable to interact and

address challenges relating to the working relationship between the different parliamentary role-players in requesting, providing and using evidence. The usual tensions related to the hierarchy within specific parliaments was reduced in the regional peer learning context. The respondents further emphasized that the informal networks established continued to be invaluable to them even after the events. The continued learning and sharing beyond the capacity strengthening events point to opportunities for sustained sharing and learning engagements.

## **5. Application of learning**

In terms of application of learning, the study intended to establish whether, and in which ways, the learning gained from the different types of capacity strengthening initiatives was put to use at individual and institutional levels. Chart 5 presents a summary of the responses in relation to the different types of capacity strengthening initiatives (Training, Peer Learning and ToT):

### **Chart 5: Application of Learning by type of capacity strengthening event and application level**

As can be seen in the chart above, learning was applied more at institutional level to improve the work of parliament (i.e. more effectively fulfilling its mandate) rather than at the individual level for personal benefit to apply in other contexts (as in academia or independent consultancy work). Important to note is that application of learning was more frequently reported by participants of the peer learning initiatives, with some particularly

noting they were able to synthesize information better and therefore able to support legislators with accessible, relevant evidence.

Many of the training participants, who were mainly MPs, indicated that they were able to apply the learning gained to support their colleagues on how to select relevant evidence to use in the parliamentary house discussions. Most of the MPs who participated in the capacity strengthening workshops also mentioned that they became reference points in their committee sittings, since they were able to provide critical evidence to inform their deliberations.

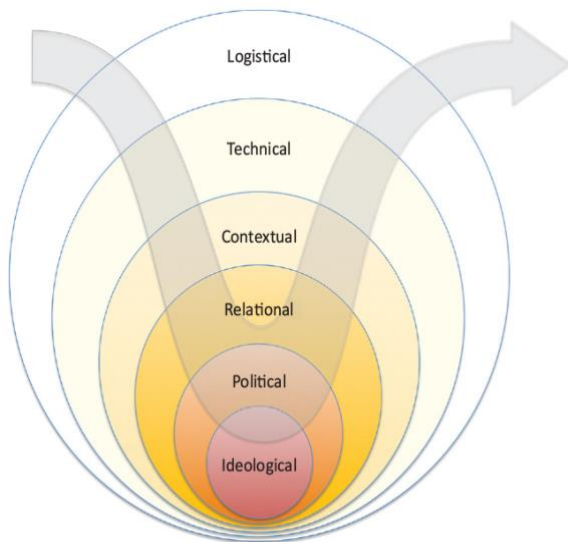
### **6.1 Using the Six Sphere Framework: Key factors facilitating and inhibiting application of learning**

The study also tried to establish the factors that favoured or constrained application of learning by using the dimensions of the Six Sphere Framework as developed and advanced by Crawley, 2017 based on CLEAR-AA's work.

Represented as a set of nested spheres, the Six Sphere Framework is intended to convey a hierarchy of influence from the core ideological and political spheres to the more peripheral technical and logistic spheres.

The framework was developed to address the concern that many evaluation capacity development interventions were more narrowly focused on the peripheral spheres since it is often easier to influence change at these levels but far more difficult to influence the more deep-rooted underlying political and ideological sphere which largely influences the ways things work and the capacity for change at the peripheral levels. Using the framework as an analytical lens, ensured that the study considers the wide range of factors and the interplay between the factors falling within the core and the peripheral spheres.

**Figure 1: The Six-Sphere Framework**



### **6.1.1. Factors facilitating application**

Chart 6 presents the factors mentioned more frequently in terms of supporting application of the learning they gained from the capacity strengthening interventions. (The wider range of factors are plotted against the Six Sphere Framework in Figure 2 at the end of this section to capture both the factors facilitating and constraining application.)

#### **Chart 6: Key Factors Enhancing Application of Learning**

Buy-in from the institutional and political leadership and a supportive organizational culture, falling within the deeper contextual and political spheres, was by far more frequently reported, and its importance is best illustrated by the following responses:

*“... there is a lot of goodwill from both Houses [of Parliament]. The Speakers really are so keen to have research evidence utilized in decision-making. And like in the National Assembly they say every time there is a second reading of a bill, there must be someone from the research department sitting in the House at the civil servant’s bench, listening to what members are saying. So that they can go and synthesize whatever views members came up with and report to the chair. So that when the chair is called to reply or whoever was the mover of the bill is called to reply, they can respond to some of these issues. And these issues are responded to on the basis of evidence. So I think we are enjoying some form*

*of good will currently, which makes it a bit easy for us to utilize whatever we've learned". (Parliamentary Researcher, Peer Learning Event participant)*

*"... for the enabling factors I will say the President ... is interested in monitoring and evaluation and that is why he has set up a whole Ministry of Monitoring and Evaluation ... .. There have been small units within the Presidency in the past but they were not that effective but he sought to expand and make good use of it and that in itself is an enabling factor because the President takes keen interest in the monitoring report." (MP, ToT participant)*

*"Management saw the reasoning behind this, for every manager to actually generate M&E data and use for his/her work and if it comes to maybe collating it at some central level for some general purpose, or may be to report to a major stakeholder, then we would look at the M&E department. So I got the support, it took some time anyway for them to understand some of these things but gradually it has sunk and it's working". (M&E Practitioner, ToT participant).*

Factors falling within the contextual and relational spheres - institutional mandate and an external network to facilitate entry points for capacity strengthening and to share experiences and learning – also featured quite dominantly in enhancing application of learning:

*"I think [the training organisers] created the platform for us to be able to apply some of these things. Without the platform I could not have on my own go and organize such training in parliament. [The training organisers] had a project already on-going and they called me to facilitate in some of those trainings" (Academic, ToT participant).*

*"The first aspect that has made it easier is the networking or rather sharing of country experiences so that we learn from each other. By learning from each other, we are able to tap from what other countries are doing and then it becomes easier for me to implement despite being in different countries" (Parliamentary Researcher, Peer Learning participant)*

Beyond the face to face capacity strengthening interventions, a WhatsApp group was created for the peer learning participants and facilitators to share and request relevant information, and provide support and motivation to each other. This, according to the participants, has enhanced their confidence to act, and has been invaluable in facilitating collaboration, exchange of information and providing advice to each other:

*"... It is more of the mentorship programme. There is a feedback mechanism. We have a WhatsApp mechanism/group and information sharing has made it easy to apply the knowledge gained". (Parliamentary M&E practitioner, Peer Learning participant)*

While mentioned less frequently, factors under the technical and logistical spheres were also noted for enhancing application. The technical aspects of facilitation, content and approach were highlighted as follows:

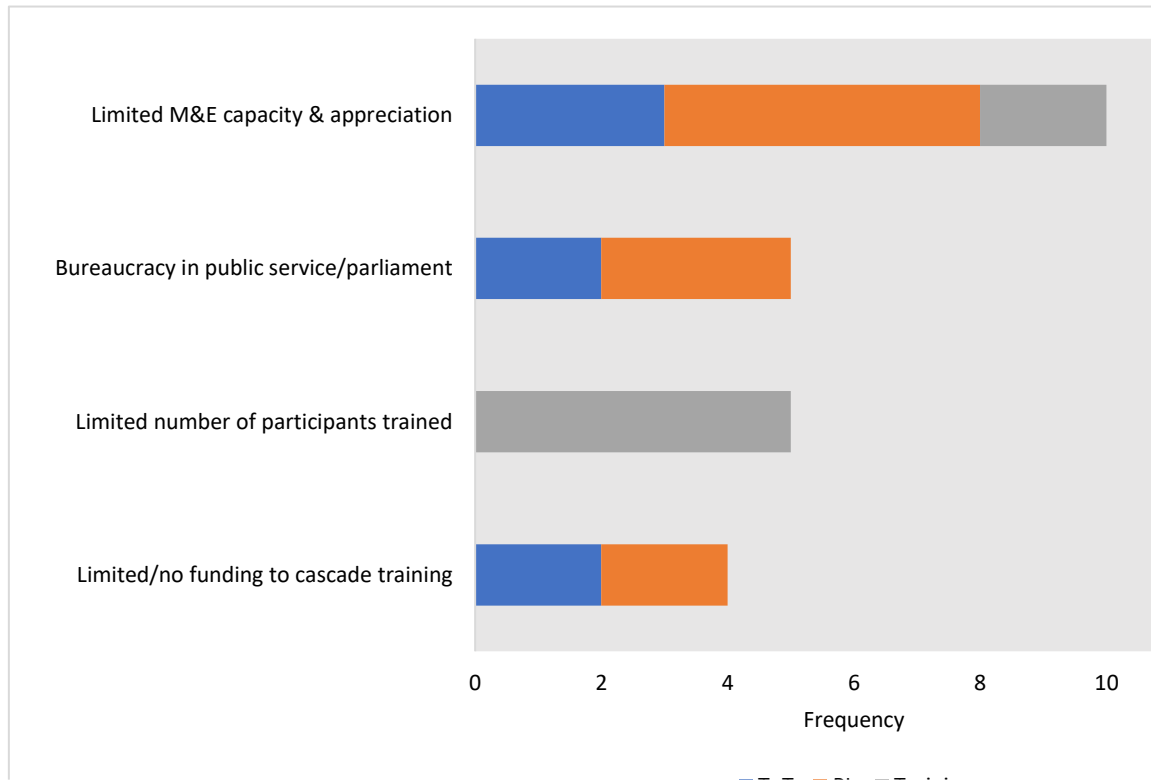
*"... the facilitators were very experienced in the subject matter. The sharing within the training among the trainees convinced me that it pays to use evidence. The approaches used in the training and the different ways they taught us how to present evidence made the application easy". (MP, ToT participant)*

And in terms of the logistical aspects, use of technological facilities featured strongly as an enabling factor: *"Our team searches differently now, and we are very mindful of using evidence in our respective tasks.... We have made some videos which are easier to share with Members of Parliament" (CSO member, ToT participant)*

### 6.1.2 Key inhibiting factors to applying learning

The tracer study also attempted to establish the dominant factors constraining application as presented in Chart 7 below.

**Chart 7: Key Factors Constraining Application of Learning**



Factors falling largely within the deeper contextual realm, particularly the organizational culture in relation to M&E practice and the bureaucratic, conservative nature of parliament, received more attention in terms of constraining application as highlighted below.

A number of respondents related that there was a deep-rooted culture of favouring monitoring in relation to short-term progress as opposed to evaluation and longer-term impact. For example, a parliamentary researcher and peer learning participant narrates that:

*“... those in parliament are more open to monitoring but less so to evaluation. This is because the organizational culture is not suited, and there is not enough space to focus on long term goals so it is harder to put in place strategies for long term impact ...”.*

The broader bureaucratic nature of parliament and the related challenges including the tendency to work in silos and slow change processes also featured strongly as in the following statements:

*“Parliament is a highly procedural institution and at least the general trend is that we work in silos. If I'm in research I'm focusing on the components of research strictly, I only interface with the committee's department, those are the only points where we share information. So really, that's the very nature of parliamentary work, it is highly procedural, and then the issue of compartmentalization of duties that*

*makes the institutionalizing of evidence [use] a bit of a challenge*” (Parliamentary Staff member, Peer Learning participant).

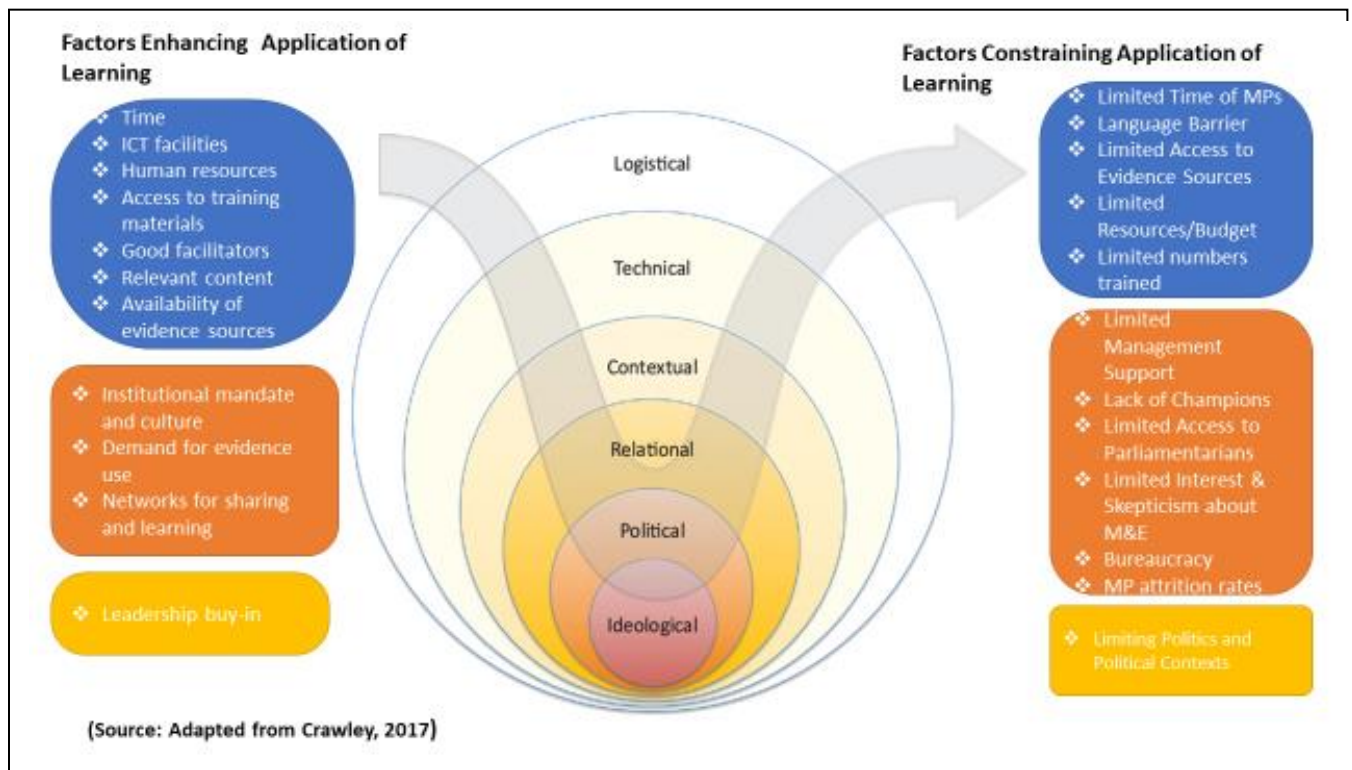
*“... because of parliamentary bureaucracy, change takes a long time in an institution like a parliament, so don't expect overnight changes ... impact might only show over the long-term”* (Parliamentary Researcher, Peer Learning participant).

Some respondents also mentioned that it was difficult to apply learning since only a few MPs and staff of their specific parliaments participated in the initiatives which limited internal support for new initiatives. In addition the high attrition levels of MPs was mentioned as a factor limiting application, noting that every electoral cycle sees more than half the MPs not re-elected, and new MPs brought on board: *“...65% of members will lose their seats ... So, by the time you are inducting others into this idea of utilizing evidence, almost two years will be over. And then we'll be in campaign mood again, and we'll lose them again”* (Parliamentary researcher and policy analyst, peer learning participant).

Funding limitations were also cited as a factor constraining application. For example, a parliamentary researcher and peer learning participant noted that they had planned for an evaluation week where they could share and popularize the learning gained from the capacity strengthening events they attended but this was not possible because of limited funding.

While only a few of the more dominant factors enhancing and constraining application are explained above, below in Figure 2 the wider range of factors mentioned by respondents are plotted alongside the related spheres. It should be noted that while more factors are concentrated around the central and peripheral spheres, the factors falling within the deeper spheres were mentioned far more frequently.

**Figure 2: Factors Enhancing and Constraining Application of Learning**





## 7. Transfer of learning

This section is particularly focused on tracking the ability of respondents to pass on their learning to colleagues within their institutions or in other contexts. The majority (77%) of the participants indicated that they were able to transfer learning to their colleagues within their institutions, but largely through informal opportunities. While we expected that more respondents who participated in the ToT workshops would be able to transfer learning to a greater extent, those who participated in the training workshops actually reported transfer more frequently. The explanation provided is that it was easier for participants internal to parliaments (including MPs and parliamentary staff) to transfer learning since they had direct access to their colleagues, while those who participated in the ToT workshops were largely external to parliament (from VOPES, CSOs, academia, government departments). A few of these respondents (external to parliament) reported that they were invited to facilitate M&E and evidence use capacity strengthening sessions in other institutions for example in higher education institutions.

### 7.1. Factors Enhancing Transfer of Learning

The ability to transfer learning was attributed to a host of factors with the more frequently mentioned factors summarized below in Chart 8. (The wider range of factors are plotted against the Six Sphere Framework in Figure 3 capturing both the factors enhancing and constraining transfer of learning)

#### Chart 8: Key Factors Enhancing Transfer of Learning

The findings reveal that the factors that favoured transfer of learning were predominantly within the contextual sphere including informal means by using the institutional spaces for debate such as the committee sessions to influence perceptions (and use) of evidence use, as well as a supportive institutional culture and mandate, and networking opportunities. The most dominant factor enhancing transfer was the use of informal spaces mentioned by respondents across all the different capacity strengthening initiatives as highlighted in the following statement:

*“... In parliament we didn’t actually organize trainings for our colleagues, but the kind of argument we raised drew people’s mind to the point that this concept is very important. The few of us who attended the training is like any time we come in we make them understand and most of us who attended serve on different committees ... This is my own way of transferring the knowledge to colleagues. It is informal*

*and usually after the various sessions I bring some few colleagues around to share with them some of these concepts” (MP, ToT participant)*

The quote above points to the importance of participants becoming champions of evidence use, strategically using a range of opportunities to transfer learning and raise awareness about the importance of improving evidence use.

Also reported by a number of respondents was the supportive institutional structures and mandate. Study respondents maintained that evidence use is considered an important factor in fulfilling the mandates of parliament effectively. This recognition generated interest among their colleagues to learn more about ways to improve evidence use. In some cases respondents (external to parliament) also referred to the supportive institutional mandate and structure outside of the parliamentary space such as higher education institutions which allowed them opportunities to transfer learning. In these cases, participants adopted the methodology and some content for their institutions’ academic programmes.

Frequently mentioned by especially peer learning participants was the opportunity to transfer learning through discussion sessions / meetings organised by their institutions:

*“I remember in one of our departmental retreats ... we asked for sessions, and we were granted, and we were able to do some facilitation, in terms of sharing what we learned from these different workshops ...” (Parliamentary Researcher and Policy Analyst, Peer Learning participant)*

The strength of networking was also emphasised as a factor that favoured transfer of learning. Several participants mentioned that they had been able to keep contact with their fellow participants from the various capacity strengthening initiatives, but more importantly, they are able to draw on them (colleagues from the different countries and institutions) as reference and backup support whenever they needed it in order to assist them to transfer learning to their colleagues.

On the logistical front, participants mentioned that the availability of ICT facilities facilitated transfer of learning. Content from the training was posted on some e-libraries, and WhatsApp networks were used to consult with colleagues and share information.

## **7.2. Factors Constraining Transfer of Learning**

The study further sought to establish constraints that impeded the transfer of learning. Chart 9 presents a summary of the main findings in this regard, with the wider range of factors plotted against the Six sphere Framework in Figure 3.

### **Chart 9: Key Factors Constraining Transfer of Learning**

Resource limitations was mentioned frequently as a key constraint by entities operating outside the formal parliamentary space such the parliamentary networks / caucuses and also the VOPES:

*“As a network or as a caucus, we are on our own. It's individual passion. But we operate minus all manner of things. No funding. So we really have to look for resources to help some of these things really run on. So that's the main challenge.”* (MP, Peer Learning participant)

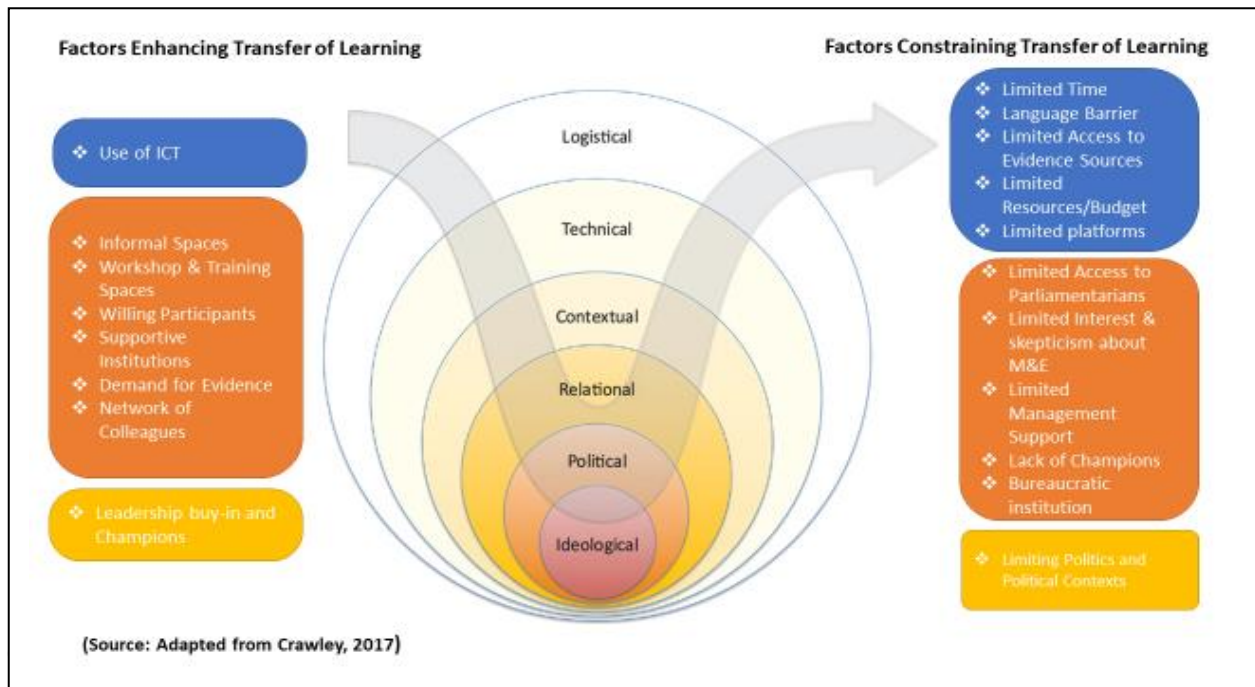
*“We require more funding to increase the number of forums we have. Also there are challenges sometimes with getting facilitators for the forums. The secretariat is also currently understaffed and we need to beef the staffing level a bit.”* (VOPE member, ToT participant)

Those operating within the formal parliamentary space also mentioned resource constraints limiting their ability to transfer learning to their colleagues. In some instances, it was less a case of parliament or the department not having sufficient budget, but more a case of not releasing the funds due to lack of leadership support for the issues to be transferred, pointing to the influence and impact of the deeper spheres on the peripheral spheres:

*“So you have the knowledge you want to transfer, you notice that the basic things to do the job are not there. Our budget is decentralized so you could put everything there and they get acceptance but when it comes to implementation ... the budget release becomes an issue. It is not being released because somebody up there is not in support of the program or does not even appreciate what you are doing.”* (Researcher, Peer Learning participant)

Figure 3 below plots the wider range of factors mentioned by respondents and shows that more factors influencing transfer are concentrated around the central contextual and relational spheres on both the enhancing and constraining sides, and quite a few constraining factors also feature in the peripheral spheres (technical and logistical). But, noting the point made in the quote above, it is important to bear in mind the strong influence of the deeper spheres on the peripheral spheres.

**Figure 3: Factors Enhancing and Constraining Transfer of Learning**

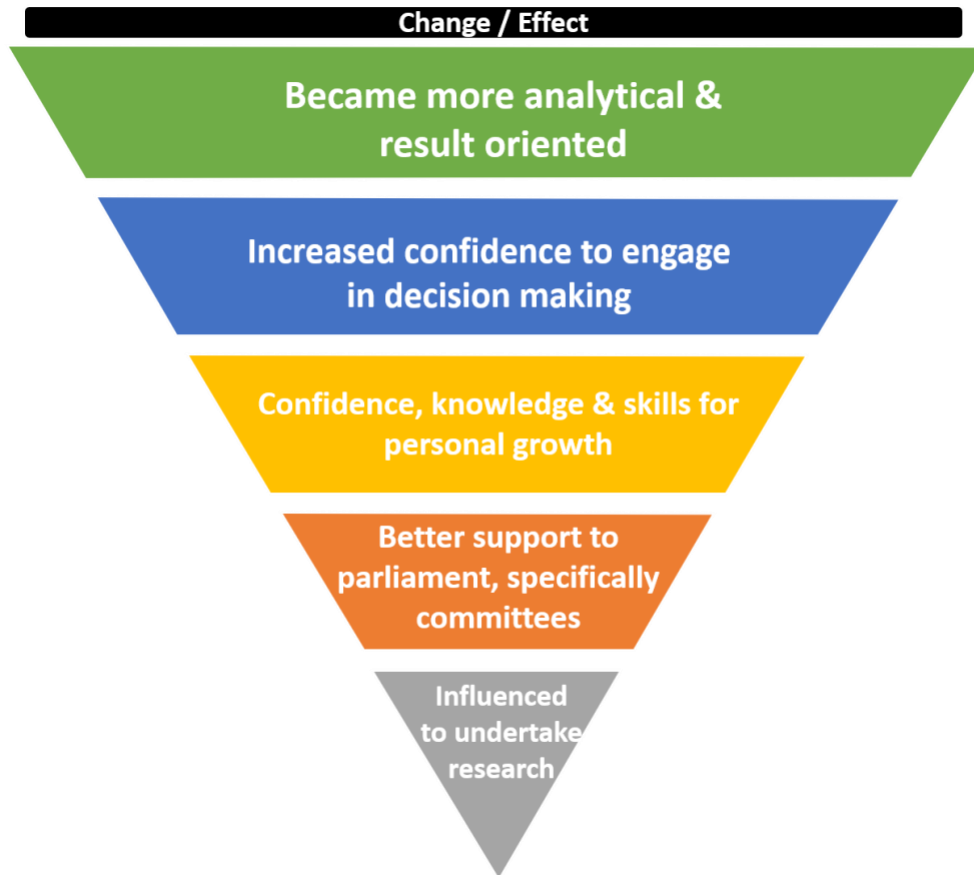


## 8. Most Significant Change

The tracer study also aimed to better understand some of the most significant changes or effects experienced by respondents in terms of their thinking and/or ways of working. The rationale for the inclusion of this component is that it could potentially provide insights on aspects participants value to a greater extent, on how change happens (processes and causal mechanisms), and when change happens (in what situations /contexts). We firstly provide a summary of the responses and then feature a few stories of change in greater detail.

The majority of respondents reported changes realized at the individual level but which have impacted positively on their institutions or have the potential to do so. It was interesting to note that the Training participants registered significant changes more frequently than those who participated in the Peer Learning and ToT events. The reason for this could be because the training events were mainly attended by Members of Parliament (MPs) who, as elected leaders, are often better (more powerfully) positioned to effect change. Chart 10 presents the summary and it is followed by a narrative illustrating the changes.

Chart 10: Most Significant Changes or Effects



The most frequently observed change was that participants felt that they had become more analytical and results-oriented. According to their responses, the training helped them to interrogate results beyond the output levels to the outcome levels. They said they now followed trends and or questioned what outcomes were realised as a result of implementing certain programmes or policies. In the case of planning, they questioned the expected outcomes and not just the stated activities planned to be implemented. This is well illustrated in the following response by an MP:

*“when anything happens, the first thing [I think of] is what is the results because I have tuned my mind whether official or unofficial. It has actually become a way of life and M&E has changed a lot of things about me and it seem as if I am always asking too many questions. In my own political campaign and career, somebody is contesting me and gives the people so many promises [but I say] I have been with you and have done these and these are the effects”.* (MP, Training participant)

Another participant similarly noted a stronger emphasis on results: *“... training helped me answer the ‘so what’ question, what were the results? It opened my eyes to look beyond the processes to ... outcomes and impact”* (Researcher, ToT participant).

Increased ability and confidence to engage in debate / decision making was also noted more frequently as a significant change as noted in the following responses:

*“After the training, you find you are bold enough and you know when you are talking with evidence, you don’t allow anyone to shout on you, unlike when you are talking without evidence” (MP, Training participant)*

*“Through applying the knowledge gained from the training, I now actually strive to make most of my decisions with the support of evidence” (MP, Training participant).*

A number of respondents from the peer learning and training events also reported a change in their ability to support parliament, especially the committees which, according to them, has resulted in improvements in parliamentary practices in relation to evidence generation and use:

*“... for me personally, it was around raising awareness around two issues, i.e. evidence based research, and M&E. My understanding of these two fields now has changed the way in which I work; firstly, it sort of encouraged me to become more involved in trying to optimize parliamentary processes to enhance M&E”. (Parliamentary Researcher, Peer Learning participant)*

Other areas of change mentioned to a lesser extent included the capacity to undertake research that is aimed at generating evidence for parliament but also for personal career ambitions or academic reasons. Similarly, some participants reported having acquired skills that were very important for their personal career growth that resulted in promotions and acquisition of new jobs as well as ability to mentor others.

Reflecting on the most significant changes observed by the study participants, the tracer study was also interested in understanding the key triggers causing change by drawing on the mechanisms of change identified and explained by Langer et al (2016) including:

- building awareness of and positive attitudes toward evidence use;
- building mutual understanding and agreement around ‘good decision making’;
- providing access to evidence;
- interaction between decision-makers and researchers;
- supporting the development of skills in accessing and making sense of evidence;
- influencing decision-making structures and processes

The most dominant mechanisms (triggers) influencing change based on the perspective of the study respondents was firstly improved knowledge and skills. This mechanism was mentioned as triggering change at a number of levels including increased ability leading to increased confidence and better performance e.g. by MPs in engaging in debates and by parliamentary researchers in providing support to parliamentarians. Secondly, increased awareness was noted in terms of the importance of using sound evidence in decision-making. By implication, evidence-informed decision-making becomes more valued which, as participants note, has led to increased advocacy around the key issues within parliament but also raised interest in research and the work of parliament more generally. Lastly, the interaction between the different role-players (and from the different contexts) also contributed to an increase in the learning potential and the awareness of the importance of evidence-informed decision-making, and improved supportive working relationships, emphasizing Langer et al’s (2016) point that interaction builds trusted relationships and collaboration. Table 2 below provides a summary of the

change mechanisms in order of dominance, and in relation to the changes/effects experienced as a result of the particular mechanism.

**Table 2: Mechanisms of Change observed**

Mechanism	Description	Change / Effect experienced
Knowledge & skills	Increased knowledge and skills in analyzing, assessing, presenting, and using evidence.	<ul style="list-style-type: none"> <li>• Became more analytical &amp; result oriented</li> <li>• Improved mentoring abilities to support colleagues</li> <li>• Improved skills in effectively packaging / presenting evidence</li> <li>• Increased confidence to engage in decision-making</li> <li>• Better support to parliament, especially committees</li> </ul>
Awareness	Increased awareness of the importance of using evidence for decision-making,	<ul style="list-style-type: none"> <li>• Raised interest in and led to advocating for / promoting the cause of evidence use in participants' respective parliamentary committees and in the wider parliament</li> <li>• Influenced to undertake research to generate evidence</li> <li>• Ignited interest in parliamentary business (for those external to parliament)</li> </ul>
Interaction	Engaging with different role-players (e.g. MPs, staff) from different contexts (particularly in the Peer Learning and ToT interventions)	<ul style="list-style-type: none"> <li>• Opportunity to better understand the roles and related challenges, to learn from each other's different practices, and to network and collaborate with each other</li> <li>• Increased awareness of the importance of basing decisions on sound evidence</li> <li>• Better working relationships in terms of strengthening supportive engagements between parliamentary staff (especially researchers) and politicians, and also between parliamentary role-players and external organisations such as VOPES, HEIs and CSOs.</li> </ul>

In terms of the type of capacity strengthening initiative, the training and peer learning workshops seemed to yield greater results in terms of contributing to changes experienced and observed in relation to evidence generation and use. The participants of the peer learning and training programmes were largely working within parliaments and could therefore see the direct relevance and could more directly apply and transfer the learning gained since they had direct access to the parliamentary context. Most ToT participants on the other hand experienced and observed more limited changes relevant to evidence use in parliaments since they were largely external to parliament and required more support to access the parliamentary space. However, ToT participants noted that the learning gained has been useful for their career advancement, performance at their workplace, especially those involved in teaching, supervision and research. Below we feature some of the most significant change narratives experienced and shared by participants.

## Most Significant Change Narratives

### More effective use of evidence and career progression

Member of Parliament and Deputy Minister for M&E highlighted improvements in the way in which evidence is used and verified as a result of attending the ToT workshop on Parliamentary Oversight Monitoring and Evaluation in 2017.

*“Oh, let me say almost everything I do was affected. Because this program was in 2017, within the period there were a lot of issues that came to us as a committee. In fact I want to give specific evidence, there were issues of construction of a district hospital which had come to a standstill. From the training what I gathered was it’s not always good to wait for somebody to give you a report and that it is equally good to do verification. So, I was able to organize the committee and we visited a few of the project sites to actually see whether what we were seeing conform with the report we were receiving and those with distortions had to come to our attention and indeed we extended the verification to other projects under health. So we had to go to the Food and Drugs Authority, they were constructing a new office, and every year there is a huge budget that they put in and for so many years, this project was under construction, we wanted to be sure whether it was truly the money was going into right use. We also extended the verification to other ministry of health projects under the various agencies and I must say during that time, we were actually able to do proper assessment. First of all, whether the projects were there and second, whether the amount that had been invested truly be-fits what we are seeing and also, we will be able to advise Parliament if they ask for more money.”*

The participant further noted that the changes that came as a result of the training were not only in terms of applying the learning gained, but also contributed to career progression, as narrated below:

*“Actually I was personally highly surprised because at the time I was going for the training, I had no idea that I was going to be appointed as the Deputy Minister for Monitoring and Evaluation. So when it came even my colleagues who were with me said wow is it because of the training I attended. The good thing is that the certificate which was given to me by CLEAR, was attached to my CV when I was presenting myself for vetting that’s one of the proofs to show that I actually qualified to be deputy minister for monitoring and evaluation. So let me say it yielded another effect there because it made it convincing enough that I have done a relevant training in the field of appointment”.*

### Springboard for Career Advancement in Leading Parliamentary Research

One of the participants who occupied a senior research position in parliament, recalls that the insights gained from the Peer Learning workshop on M&E Frameworks in 2018 played a critical role in securing a further advancement in her career:

*“At individual level, I don’t know whether if it was really a shift, I just regard this as very important. As I told you, I went to Naivasha [peer learning workshop on M&E frameworks] when I was heading the research division. Now, there was a call for someone, for a bigger role, for a bigger position which was a management role [in the parliament]. And that management role called for somebody who was really strategic, somebody who was a bit visionary. And throughout the interview, what stood out easier for me was what I learned in Naivasha, from what other parliaments are doing. For example, I*



*was asked to say what is your vision for your department? What came to me was what I learned in Naivasha, and to be specific, from [our peers] was like we have a parliamentary strategic plan, but each and every section is required to come up with a vision. And they were able to share what their vision was from the sectional point of view, not from the national parliament point of view. Now for me what stood out was like, I've got a vision, this I have learned from other parliaments. Here..., we only have an institutional vision. [Our] Parliament has benefited in terms of gaining the idea of championing strategic plan within the national one. We are drafting a strategic plan for my division that is emanating from the broader strategic plan, and that one makes divisions to be clear in terms of their vision."*

### **Increased self-confidence to have a voice in Parliament**

An MP who participated in the Training on Oversight Monitoring and Evaluation in 2017, narrates how the training increased her confidence to have her voice heard in the Parliamentary debates:

*"Yeah, you know when we first came to parliament, you would be a little bit timid, you would imagine if I said this, shall I have said the right thing? But now after the training, you find you are bold enough and you know when you are talking with evidence, you don't allow anyone to shout on you, unlike when you are talking without evidence. So, it has actually helped me to be more analytical and critical in whatever someone is bringing out and in whatever I am bringing out because evidence must be key in everything that comes out of an individual, yeah.*

*In most cases like ministers can bring reports with so many lies that you even see, so as they give you maybe a report and you read through, you also go ahead to begin researching if the report that they have presented ... on the floor of parliament is really in accordance to what is on the ground. So, this one has given us opportunity to always go and do much more research and to pin a person down in the floor of parliament and say, "No this one you are saying, this it is not true." Like for example where I come from, we had the issues of cattle rustlers and in my district, the district council sat and agreed and wrote resolutions that we don't want these warriors, these cattle rustlers to come and graze in our land. But when the minister went on ground, he came and he was like giving a different report that the cultural institution had okayed the issues of grazing in their land which was not true, so I had to stand on my two legs and I shut the minister down and which remained even in the record of parliament and each time I pass, the speaker would ask, 'Are these people still there?' because they would come ... without food and they would begin stealing our items, they would rape girl children and girls would not go to school. So, this one as a leader and a mother, and a woman of-course, it was really so painful for me to see these kind of activities taking place and the minister would just rubber stamp by saying, "No, they have okayed it" So this one are some of the examples that I would give, that it has made me to stand firm and then be on the point that would convince the Speaker and other members in the house."*

### **Improved support to parliamentary processes**

A Parliamentary Researcher who had participated in a number of the Peer Learning workshops in 2018 highlights that the awareness raised through the workshop discussions motivated him to work towards improving parliamentary processes particularly in terms of facilitating access to evidence:

*"... for me personally, it was around raising awareness around two issues, i.e. evidence based research, and M&E. My understanding of these two fields now has changed the way in which I work; firstly, it sort*

*of encouraged me to become more involved in trying to optimize parliamentary processes to enhance M&E... And secondly, to focus more on evidence based research such as the initiative [I am busy with] to draw on external experts, researchers and try to build a data base of a core group of researchers who can be used in parliament. We also want to make members of parliament of the [portfolio] committee aware and so we're, for example ... doing a quarterly distribution, we're starting next quarter with a summary of the most recent interesting publications ... a 200 words summary and the link to the article so that it also brings the research community closer to members of parliament. So you can build relationships between MPs and the external research community. Building these relationships, often gets to the point where they (MPs) would pick up the phone and call this guy {expert researcher} and ask him his opinion. This can facilitate a more informed parliament."*

Some respondents could not share any specific changes experienced as a result of the capacity strengthening initiatives. In these cases, participants explained that it was too soon to be able to effect change within their institutions, since they had not yet had an opportunity to implement what they had learnt largely due to the electoral cycles with many new parliamentarians elected, but also noting that change in such heavily bureaucratic institutions can take a very long time to influence. These aspects are illustrated in more detail in the following responses:

*"... this workshop we had was in 2017, and we were just shifting again, to a new parliament, new members. So, they have to learn the basics first, and before they get to understand what you're doing [they are out]. You see right now we're in 2019 September, towards the end of next year, no member will be interested in any parliamentary work. They'll be focusing on re-election. So that basically becomes a challenge. So it means the capacity development needs to be done, like every other day, so that whatever time frame is used for evaluation, you can notice some impact".* (Parliamentary researcher, Peer Learning participant)

*"... because of parliamentary bureaucracy, change takes a long time in an institution like a parliament, so don't expect overnight changes ... impact might only show over the long-term"* (Parliamentary Researcher, Peer Learning participant)

## **7. Recommendations**

The recommendations reflect participant's views in terms of what they value and what their needs are in relation to capacity strengthening initiatives focusing on evidence use and M&E processes. The recommendations provide valuable insights for CLEAR-AA and Twende Mbele's work with parliaments. The recommendations are organized in four domains: content covered; the approach used; logistic / technical aspects and political aspects as presented in Table 3 below:

**Table 3: Recommendations from Participants**

Domain	Recommendation
Approach	Cascade training to other MPs & technical staff
	Provide courses for newly elected MPs to cater for attrition and periodic refresher courses for those who have already participated
	Plan and conduct trainee follow up, support & hand holding (mentoring)
	Strengthen networking & interactive platforms (with representatives from different parliaments and from parliamentary 'allies' such as CSOs, VOPES and HEIs.)
	Convene more regional activities to champion evidence use
	Provide more interactive session to share lessons from different contexts
	Work on formalizing partnerships with individual parliaments
	Separate participants by roles (MPs & others be put in different groups) for some sessions
	Change the people invited to the different events so that more people can benefit
	Work on accrediting the programme to offer certificates to participants
	Get a group trained as prototype to offer support to others (ToT approach)
Logistics	Increase the time for the training beyond three days
	Share course materials with participants in advance
	Increase the number of capacity strengthening events
	Rotate regional workshops among the different countries / parliaments
	Events location should be out of cities but not too far out
Provide event invitation in good time to facilitate participants' preparations	
Content	Customize training content to suit different categories of participants (e.g. differentiate between needs of MPs vs research staff) & parliaments (e.g. differentiate between focus and operations of regional parliaments vs national parliaments)
	Include content on research methods and advocacy
Political	Orient top management on M&E & evidence use for their buy-in & to provide a conducive environment for utilizing evidence
	Advocate for a budget to support M&E and evidence use in parliaments

The bulk of the recommendations focused on the approach with the vast majority of participants recommending that the capacity strengthening initiatives be offered to more participants, particularly MPs and parliamentary technical staff, and that they should be convened at the start of the new parliamentary term with periodic refresher and follow-up engagements. More detailed illustrations of the key recommendations are captured in the following responses:

According to participants of the study, the training on *use of evidence* was considered very useful and relevant and therefore they recommended expanding the number of parliamentary representatives included in the capacity strengthening initiatives to realize greater impact:

*“... so my recommendations are that the trainings should be extended to the other members in parliament. I have tried to find my own way of transferring the knowledge but I realize if there is more formal and systematic trainings like I had, that will have a better effect”*. (MP, ToT participant)

Addressing the challenge of high attrition levels of MPs, participants recommended that the capacity strengthening initiatives on evidence use be included at the start of the new parliamentary term:

*“...Because the turnover [in parliament] is normally very heavy, ... we always start with close to 80% new people all the time ... if we wanted to be smart, we need to have national programs running from the beginning. When members are getting the orientation in terms of how to behave in Parliament, then you are also getting orientation in terms of where you get your data...”* (MP, Peer Learning participant)

In addition, participants expressed the need for post-event follow-up support and related networking activities to champion and strengthen evidence use among parliaments in the broader region:

*“... they started doing very good work of capacitating M&E specialists and researchers for Parliament. That was something really good and I wouldn't want that to die a natural death. So, let CLEAR come up with activities that make the African region really champion evidence, with clear monitoring and evaluation. ... Otherwise, we started a good intervention here but I wouldn't want to be abandoned just like that ... create an appreciation of regional consultations on things that may not be applicable to other regions e.g. members of the East African region can share among themselves their experience...”*. (Parliamentary Researcher, Peer Learning participant)

While many respondents noted the value of the networking spaces, one comment emphasized the need for convenors of the capacity strengthening initiatives to have a stronger presence in terms of information sharing and guidance in the more informal post-event networking platforms which points to the need to clarify objectives and expectations and to adjust these when necessary:

*“... we're in a WhatsApp group ....to some extent yes it's informal, but this is more or less a network, where to my expectations, I'm expecting CLEAR to be coming up with some information communicating to all of us. ... Because we would have been glad to receive any news that are happening, any information shared on that group. ... But really, we don't have a strong network of parliamentary staff, M&E specialists which I thought CLEAR initiated but I don't see that coming out clearly initiated by CLEAR”*. (Parliamentary Researcher, Peer Learning participant)

The importance of formalizing relationships between CLEAR-AA/Twende Mbele and the respective parliaments was also noted and strongly recommended as a means to ease procedural issues when invitations are received for capacity strengthening initiatives:

*“So my recommendation would be for CLEAR-AA to formalize the partnership with our parliament. Once that is done, it's to be like part of the institutional requirement for us to do whatever we need to do to move the evidence use agenda. In the absence of that it becomes a by-the-way thing”* (M&E Officer, Peer Learning Participant)

A key recommendation to address the critique of the short duration of the capacity strengthening workshops, was to focus on less issues with sufficient time allocated per issue:

*“... I've always felt that the sessions are hurried. You barely have time; maybe what they can do is to have fewer sessions with sufficient time. And say today we want to focus on this specific issue, or these issues ... very few issues [but] give them sufficient time ... for facilitators to understand what learners go through, and for learners to understand what facilitators expect of them”.*  
(Parliamentary Researcher, Peer Learning participant)

Some respondents also requested that the content and approach should be better tailored / customized to address the specific needs / roles of the different categories of participants:

*“We should relate the programs to the interests of MPs, making meaningful presentation at the floor of Parliament, use of evidence in your presentation. Tailor the programmes in ensuring that the MPs widen and deepen their understanding to push for implementation of policies and make government accountable...”* (Former MP, ToT participant).

## 7. Conclusion

Against the backdrop of the study objectives, there is a strong indication that CLEAR-AA/Twende Mbele’s capacity strengthening initiatives on evidence use and M&E processes in parliament are considered very relevant by the participants. This is supported by the findings that show that the knowledge and skills gained from the initiatives were highly useful and applied by many of the study participants, but also, a call to scale up the capacity strengthening interventions to benefit more parliamentarians and parliamentary staff.

It is also important and encouraging to note that the capacity strengthening initiatives provided a fairly unique integrated content approach focusing on evidence use more broadly and including monitoring and evaluation within this scope of content focusing on evidence use, particularly relevant for the work of parliament. This is important noting that most respondents indicated that they had been more exposed to capacity strengthening initiatives (by other organisations) that concentrate solely on M&E content rather than integrating M&E within the broader scope of strengthening evidence use in parliaments. This finding provides a valuable benchmark for CLEAR-AA and Twende Mbele and other partners to explore and enhance collaboration to better integrate the different elements contributing to strengthening evidence use in parliaments.

An important lesson is that the capacity strengthening interventions should ideally include a specific discussion on ways in which to apply and transfer learning taking into consideration the enabling and constraining factors across the spectrum of the six spheres and their hierarchy of influence from core to peripheral factors. The deeper contextual, political and ideological spheres need to be considered more carefully in relation to the more peripheral logistic and technical spheres by exploring ways to better navigate and influence the politics of evidence use.

It was also very useful to gain a better understanding of the underlying triggers or mechanisms of change that featured more strongly in the capacity strengthening interventions: skills and knowledge, awareness, and interaction. A deeper understanding of the change mechanisms needs to be factored into the design of future capacity strengthening interventions to ensure that they are more consciously considered and embedded in the approach(es) for maximum impact.

Based on the recommendations put forward by participants, it is important to consider ways of strategically scaling up the interventions to reach more parliamentarians and parliamentary staff, particularly at the start of the new parliamentary terms, and exploring ways to orient the institutional and political leadership to the importance of strengthening evidence use and M&E processes in parliaments. The importance of identifying and supporting potential and current champions of evidence use is an important strategic consideration in this regard since such individuals may be better positioned to influence change by applying and transferring insights gained more effectively within their respective institutions. Furthermore, the value ascribed to the regional peer learning approach should be built on to support potential and strategic champions through learning from different parliamentary contexts, as well as networking and collaborating beyond the specific interventions by CLEAR-AA and Twende Mbele for continued learning, sharing and replication of good practice. The calls for follow-up support by many respondents demonstrates the need to consider a longer-term programme of support which resonates with ideas being explored to support a cohort of champions through a series of peer learning opportunities sequentially building knowledge and skills through a reflective process of learning and application.

The secondary objectives of the tracer study included the element of strengthening approaches to better reflect on the effectiveness of capacity strengthening initiatives in the parliamentary context. While more work is required in this regard, the qualitative methodology employed allowed for valuable lessons to consider in further refining the reflection and learning approaches. The in-depth interviews certainly provided a deeper understanding of the participants' experiences and perspectives, particularly through the more meaningful reflective stories of the most significant changes / effects experienced. However, the interview approach also resulted in delays since many parliamentary participants, particularly MPs, had little time to engage in the interviews which often required rescheduling. For this reason, it is important to explore complementary approaches.

The analytical lenses employed including the Six-Sphere Framework and the mechanisms for change were particularly useful in deepening our understanding of how change happens. More work is required to strengthen and factor in this analysis to improve the design of future capacity strengthening initiatives. Finally, to further enhance learning and collaboration on capacity strengthening initiatives, CLEAR-AA and Twende Mbele should consider a comparative study in collaboration with other partner organisations working to strengthen evidence use in parliaments.

## 8. Annexes

### Annex 1: Tracer Study Questions and Guidelines

#### Strengthening Legislative Oversight, CLEAR-AA and Twende Mbele: 2017 – 2018

**Main objectives of the tracer study:**

- to better understand the effectiveness of the capacity strengthening interventions (training, ToT, peer learning workshops) aimed at strengthening evidence use in parliaments, and
- to provide recommendations on how the effectiveness and sustainability of parliamentary capacity strengthening initiatives can be improved

**Scope:** Parliamentary capacity strengthening initiatives implemented by CLEAR-AA between 2016 and 2018, supported by Twende Mbele

**Information and Consent by Respondent:** Please ensure that the information letter and consent form provided by CLEAR-AA is understood and signed by each respondent before the start of the interview.

**Interview Details:**

Interviewer's name:		Date of interview:	
Name of interviewee:		Informed consent applied:	Y/N

**Please provide / confirm the following information about yourself (interviewee):**

Institution (current)		Role (current)	
Email		Telephone	

**Which capacity strengthening activity organized by CLEAR-AA did you participate in?**

*Guide: The interviewer should insert the participation details provided by CLEAR-AA and if respondents can't remember, use this information to remind the person and note whether the participant remembered or not.*

Event title:		Location:	
Date (m/year)		Any co-facilitating organisation:	

## Interview Questions:

- **Why did you get involved in the training / peer learning event?**

*Guide: If necessary, probe with some examples - “the content of the training seemed relevant and useful to improve my work”; “the Clerk / manager requested me to attend”, etc...*

- **What was your occupation (role) within your organization at the time of the CLEAR-AA training / peer learning, and how has your role changed since then?**

*Guide: Here we are interested in information about the institution (e.g. specific parliament), department (e.g. research department), and job title (e.g. Senior Researcher). It is important to distinguish between the different roles such as MPs and parliamentary staff – whether researcher, content advisor, M&E officer, etc... If multiple changes in roles have occurred since then, only note 3 key changes indicating the nature of the role change and why the change occurred (e.g. promotion etc...)*

- **What other key capacity strengthening activities have you benefitted from towards strengthening evidence use, including M&E, in parliaments?**

*Guide: Here we would like to get a sense of the broader parliamentary capacity strengthening field in the various organisations / individuals providing such services and the content areas and approaches. We are interested in information about events where there was no involvement by CLEAR-AA, and those specifically focused on strengthening evidence use more broadly and on M&E components / evaluation systems more specifically. Request participants to note key highlights from these activities – ways in which the activities contributed to learning and related changes.*

- **In which ways do you feel you have learned from the specific capacity strengthening activity provided by CLEAR-AA?**

*Guide: Keep in mind that there are a number of learning dimensions which participants can focus on such as: 1) Greater **awareness** regarding the importance (and benefits) of the use of evidence in decision making; 2) Increase in **knowledge** regarding the concepts of Evidence and more specifically Monitoring and Evaluation; 3) Enhanced **skills** in selecting, interpreting and synthesizing evidence / monitoring and evaluation evidence; 4) Greater **insights** gained through discussing the practical use of evidence within parliaments with colleagues and peers. Here we are also interested to gauge the added value of CLEAR’s capacity strengthening initiatives in comparison to other initiatives.*

- **How have you applied the learning gained in your work environment and / or elsewhere?**

*Guide: Respondents should ideally provide details on any practical cases if applicable. Some examples - they may have broadened the scope of the evidence sources they rely on; developed a better process to channel information between researchers and MPs; improved their internal M&E frameworks, etc... In the case of ToT training, it is important to check whether participants had the opportunity to facilitate training sessions and how they adapted the content and approach.*



- **What aspects made it easier or difficult to apply the learning gained?**

*Guide: Link to point 6. Some examples could include – it was easier because internal management processes and leadership open to new ideas for improvement; it was difficult due to limited financial resources to expand research capacity etc...*

- **In which ways have you been able to transfer the learning to your colleagues?**

*Guide: Respondents should ideally provide information about the aspects transferred to colleagues and the ways in which transfer was facilitated. Some examples in terms of specific aspects transferred could include promoting the value of M&E evidence to improve oversight; navigating the politics of evidence; evidence synthesis techniques, etc... Some examples in terms of the ways in which transfer was facilitated include the following: written or verbal report shared with key recommendations put forward on how to improve evidence use; facilitated internal training / workshop on M&E frameworks, etc. ;*

- **What aspects made it easier or difficult to transfer the learning gained?**

*Guide: Link to point 9. Some examples: It was easier because the respondent was able to invite a fellow participant from another parliament to share further details from good practice; it was difficult because of rigid institutional culture ...etc..*

- **Did the training / peer learning event have any particular effect on your thinking or way of working at an individual or institutional level? If so, what would you describe as the most significant effect or change you experienced as a result of your participation in the event? If not, explain why you feel the training had no effect on your thinking or way of working.**

*Guide: Keep the focus on the aim of the intervention i.e. strengthening evidence use in parliament. The respondent should ideally share information about the effects / change at the individual and institutional levels and should provide details about the nature of the change (what changed, why was this significant, what triggered the change, and how did the change occur). Allow sufficient scope for a story to emerge. Ideally we would want to select a few of these stories to profile in the words of the respondent.*

*Some examples of effects / change: “at the individual level, I gained greater confidence in managing political pressure, this is one of the most difficult aspects of being a politician and it helped to learn how others have dealt with it in their parliaments for example in Uganda ...”; “at the institutional level, the capacity of research department improved based on the proposal submitted to the leadership”, ... etc...*

## **10. What recommendations do you have to improve capacity strengthening programmes in order to enhance the ability of participants to apply / transfer learning towards improved evidence use in parliaments?**

*Guide: Here we would like suggestions on how to improve capacity strengthening approaches (content and methods) to support different role-players to strengthen evidence use. Some examples of recommendations could include – “the programmes should provide more examples from good practices in specific parliaments; should provide more effective exercises for participants to practice application of learning; should involve the leadership, should provide more follow-up technical assistance etc.. “*

## Annex 2: List of Study Participants

	Respondent	Title	Institution / Organisation	Country
1	Hon. EVELYN MPAGI-KABUULE	Vice President of APNODE	APNODE	Uganda
2	Mr DENNIS KAGGUA OMVIA	Head Research and Documentation Department	National Council for Higher Education	Uganda
3	Ms MARTHA OLWENYI	Senior lecturer	Uganda Management Institute	Uganda
4	RWABUTONIZE PETER AUGEN	Lecturer	Uganda Technology and Management University	Uganda
5	Hon HAJJI MUSA WAMALA	Coordinator Food Security	Parliament of Uganda	Uganda
6	Hon FLAVIA KABAHENDA	MP	Parliament of Uganda	Uganda
7	Hon JOHNSON MUYANJA SSENKONGA	MP	Parliament of Uganda	Uganda
8	Hon SILAS AOGON	MP	Parliament of Uganda	Uganda
9	Hon DAVID ABALA	MP	Parliament of Uganda	Uganda
10	Hon KARUNGI ELIZABETH BEIKIRIIZE	MP	Parliament of Uganda	Uganda
11	Hon SARAH MATEKE	MP	Parliament of Uganda	Uganda
12	Hon SYLVIA AKELLO	MP	Parliament of Uganda	Uganda
13	Hon WINNIE MASIKO	MP	Parliament of Uganda	Uganda
14	Mr ESHBAN KWESIGA	Head of Programmes	Parliament Watch	Uganda
15	Ms JOSEPHINE WATERA	Asst Director M&E	Parliament of Uganda	Uganda
16	Ms ABIGAIL ABANDO-SAM	Steering Committee Member	GMEF	Ghana
17	Ms DEDE BADU ADDO	Coordinator	GMEF	Ghana
18	Hon WILLIAM SABI	MP and Deputy Minister for M&E	Parliament of Ghana	Ghana
19	Dr JOE TAABAZUING	Senior Lecturer	GIMPA	Ghana
20	Mr JOSHUA AMPONSAH	Monitoring and Evaluation Manager	YALI	Ghana
21	Ms NANA OPARE-DJAN	Chief Analyst	NDPC	Ghana
22	DR KINGSLEY AGOMOR	SENIOR LECTURER AND HEAD OF DEPARTMENT	GIMPA	Ghana
23	DR. ABRAHAM ZACKARIA	SENIOR RESEARCHER	Parliament of Ghana	Ghana
24	Hon FLORENCE KOSKEY-BORE	MP	National Assembly	Kenya
25	Hon GIDEON OCHANDA	MP	National Assembly	Kenya
26	Mr HUMPHREY RINGERA	Research and Policy Analyst	National Assembly	Kenya
27	Mr Donald Manyala	Researcher	National Assembly	Kenya

	<b>Respondent</b>	<b>Title</b>	<b>Institution / Organisation</b>	<b>Country</b>
28	Ms MAMPHAGO MODIBA	Content Advisor for Portfolio Committee on Higher Education, Science and Technology	Parliament of South Africa	South Africa
29	Ms TUMI MOGOROSI	M&E Analyst	Parliament of South Africa	South Africa
30	Mr WILHELM JANSE VAN RENSBURG	Researcher	Parliament of South Africa	South Africa
31	Mr ERICK HOUNDETE	President of the Beninese Network of Parliamentarians for Peace	Beninese Network of Parliamentarians for Peace	Benin
32	Hon GBENOU PAULIN	MP, Vice-Chairman of APNODE National Chapter	National Assembly of Benin	Benin
33	GUY MITOKPE	Not Provided	Not provided	Benin
34	Hon OKOUNDE JEAN-EUDES	MP	National Assembly of Benin	Benin
35	Hon ORDEN ALLADATIN	MP, Chairman of the Law Commission	National Assembly of Benin	Benin
36	Hon TOGNI CYPRIEN	MP (Rapporteur of the Parliamentary Group)	National Assembly of Benin	Benin
37	Hon ADOMAHOU JÉRÉMIE	Coordinator of APNODE National Chapter	National Assembly of Benin	Benin
38	Hon AGONKAN GILDAS	MP (APNODE Member)	National Assembly of Benin	Benin
39	Hon NOBIME PATRICE	MP (APNODE Member)	National Assembly of Benin	Benin
40	Hon N'OUEMOU DOMITIEN	MP	National Assembly of Benin	Benin
41	Mr SHAPHIC KARENZI	M&E Officer, Chamber of Deputies, Parliament	Rwanda Parliament	Rwanda
42	Hon JUMA K. HAMAD	MP	Parliament of Tanzania	Tanzania
43	Hon OSCAR MUKASA	MP	Parliament of Tanzania	Tanzania
44	Mr JAMES SAPALI	Private Secretary: Deputy Speaker	Parliament of Tanzania, APNODE National Chapter	Tanzania
45	Ms VELIA MANYONGA	Head of Research	Parliament of Malawi	Malawi
46	Ms YAMIE MARIE CHIBWE	Researcher	Parliament of Malawi	Malawi
47	Mr DALHATU ZAIDU	Bureau Management and Strategic Planning Division	ECOWAS Parliament	Nigeria
48	Mr JAPHETH CHANDA	M&E Officer	Parliament of Zambia	Zambia



## **Annex 3: Capacity Strengthening Initiatives offered by other organisations**

### **Monitoring and Evaluation:**

- African Development Bank Initiative
- International Centre for Evaluation and Development
- APNODE
- EdX
- Uganda Evaluation Association
- African Gender and Development Network
- Kenya M&E Department of National Treasury and Planning
- Parliament of South Africa
- UNFPA
- PELUM Uganda
- CARITAS Uganda
- International Conservation Corps
- UN Women

### **Monitoring and Evaluation by Higher Education Institutions:**

- University of Johannesburg
- Uganda Management Institute
- Eastern and Southern African Management Institute
- Kenya Institute of Management

### **Evidence Use:**

- African Evidence Network,
- Reference Group for African Evidence; and
- African Institute for Development Policy (AFIDEP)

### **Budgeting (with an M&E element):**

- Organisation for Economic Co-operation and Development (OECD)
- Uganda Women Parliamentary Association

### **Legislation and oversight:**

- Uganda Institute of Parliamentary Studies, Parliament of Uganda
- UNDP