



**TWENDE MBELE**

OCTOBER 2020



GENERAL REPORT

# EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION WORKSHOP



**MINISTRY OF MONITORING  
AND EVALUATION**



**TWENDE MBELE**

**EVIDENCE BASED POLICY MAKING AND  
IMPLEMENTATION WORKSHOP  
AQUA SAFARI HOTEL, ADA  
GHANA**

**OCTOBER 13 - 15, 2020**

**GENERAL REPORT**

**BY  
JOY ABBEY REICHMANN  
REDEEMER R .K GANOO**

## **List of Acronyms**

MoME	-	Ministry of Monitoring and Evaluation
CLEAR AA	-	Centre for Learning on Evaluation and Results Anglophone Africa
NDPC	-	National Development Planning Commission
IDEV	-	Independent Development Evaluation
M&E	-	Monitoring and Evaluation
MDA	-	Ministry, Department and Agency
EBPM&I	-	Evidence Based Policy Making and Implementation
OHCS	-	Office of the Head of the Civil Service
GRFHP	-	Government Results Framework for High Priority Projects
MDAs	-	Ministries, Departments and Agencies
CD	-	Chief Director

# TABLE OF CONTENTS

<b>1.0 BACKGROUND</b> .....	1
<b>2.0 PROJECT PURPOSE &amp; OUTCOMES</b> .....	1
<b>2.1 METHODOLOGY</b> .....	2
<b>3.0 ATTENDEES</b> .....	3
<b>4.0 TRAINING SESSION OUTLINE</b> .....	3
4.1 OPENING.....	3
<b>4.2 TRAINING WORKSHOP</b> .....	5
<b>4.3 PRESENTATION BY FACILITATORS</b> .....	5
<b>4.4 GROUP DISCUSSIONS AND PRESENTATIONS</b> .....	9
<b>5.0 LESSONS LEARNT</b> .....	9
Positives.....	9
Challenges and limitations .....	10
<b>6.0 PARTICIPANT FEEDBACK</b> .....	10
Has Objectives for the day been met? .....	10
Likes about the course .....	10
Take Home.....	10
Improvement / Change/ Participants Recommendation .....	11
Evaluation of the workshop .....	11
<b>7.0 RECOMMENDATION</b> .....	11
<b>7.1 PRESENTATION OF CERTIFICATES</b> .....	11
<b>8.0 ANNEXES</b> .....	12
<b>ANNEX 1: AGENDA</b> .....	12
<b>ANNEX 2: REGISTRATION LIST</b> .....	14
ANNEX 3: PRESENTATIONS.....	17
ANNEX 4: GROUP WORK INSTRUCTIONS .....	17
<b>ANNEX 5: SUMMARIES OF PRESENTATIONS</b> .....	18
<b>PICTURES OF DIAGRAMS FROM GROUP WORK</b> .....	5
<b>PRESENTATION OF FINAL GROUP WORK</b> .....	Error! Bookmark not defined.
<b>ANNEX 6: EVALUATION FORM</b> .....	6

## **1.0 BACKGROUND**

Twende Mbele (meaning “Moving Forward Together”) is a peer learning partnership of African governments and regional organizations interested in utilizing monitoring and evaluation (M&E) to strengthen government performance and accountability. Established in March 2012, the organisation currently operates in six countries namely, Benin, South Africa, Ghana, Uganda, Niger and Kenya. Twende also has two regional evaluation capacity development partners (CLEAR Anglophone Africa and IDEV at the African Development Bank). The partnership is aimed at creating a platform for wider learning, networking and enhancing capacities for more effective monitoring and evaluation (M&E) systems at all levels of government that can strengthen government performance.

Twende Mbele’s partnership is driven towards the following objectives;

- Innovating for public sector decision making through the conduct of rapid evaluations.
- Improving the ecosystem for commissioners and practitioners of evaluation by enhancing demand and supply.
- Strengthening capacities for oversight and use of evidence by parliaments.
- Facilitating evidence use by adding tools to policymaker’s toolbox.
- Enhancing collaboration with civil societies to strengthen implementation and use of government M&E systems.
- Augmenting government efforts to promote gender equality and equity.
- Adapting tools to enhance government performance and accountability.

Twende-Mbele’s partnership with Ghana is led by the Ministry of Monitoring and Evaluation (MoME) in collaboration with the National Development Planning Commission (NDPC). MoME has the mandate to “institutionalize results-based management and evaluative practice across the public sector in Ghana” and has collaborated with Twende Mbele on several fronts including the development of a baseline study on M&E culture in Ghana which measures the changes in M&E practices and attitudes over the years. As a follow up to the baseline study, the MoME, collaborated with Twende Mbele to organize a capacity building workshop on Evidence Based Policy Making and Implementation (EBPM&I). The workshop is part of the efforts of Twende and its partners to strengthen the capacity including the skills and competencies of key M&E actors to help improve the implementation of M&E activities across the sector ministries.

## **2.0 PROJECT PURPOSE & OUTCOMES**

The workshop was designed to enhance the use of evidence to improve development and impact of government policies and programmes. The training sought to expose the participants to some practical strategies and tools for enhancing the policy making value chain as a follow-up to the public sector M&E baseline studies carried out in 2019.

The EBPMI workshop sought to enable the participants to;

1. Understand the difference between evidence and opinion and distinguish evidence-based decisions and opinion-based decisions.
2. Understand the policy/programme cycle and how evidence can be used and internalized.
3. Understand what the diagnostic phase involves and become familiar with some approaches for understanding a policy problem.
4. Become aware of the different types of research and their usefulness at different points in the EBPM&I cycle.
5. Gain some practical engagement with a diagnosing tool.
6. Obtain a high level overview of various sources of evidence and datasets valuable to practitioners.
7. Deepen their understanding of the factors that influence policy-making and implementation using practical examples, focusing on the relevant lessons for public sector officials.
8. Reflect on how they can apply the use of evidence and learning in their organizations in different time scales and contexts.

## **2.1 METHODOLOGY**

The facilitators of the training workshop employed participatory- adult learning methods and approaches that ensured that all the participants were fully engaged and actively involved in all the sessions of the programme. Specifically, the approach included:

- i. Question and Answer: Participants were encouraged to ask questions about the presentations or concepts at any time throughout the workshop sessions.
- ii. Experiences Sharing: The [participants were encouraged to share experiences from their work and specific ministries.
- iii. Buzz Groups: The workshop participants were broken into “Buzz Groups,” of 4 participants each to undertake a number of exercises. These buzz group exercises involved the application of what has been presented. All results from the groups were presented to the entire group who constructively critique what is presented.
- iv. Special interactive session with speakers – The session focused on the relationship between politics and evidence. Participants were given the opportunity on the first night to candidly interact with the Deputy Minister of MoME who is also a member of the Public Accounts Committee of the Parliament of Ghana and the Chief Director, Office of the Head of Civil Service (OHCS). The session motivated sharing of experiences on the delivery of frontline services and the work of the Public Accounts Committee of Parliament.



### 3.0 ATTENDEES

The training workshop was attended by a total of thirty-seven (37) participants comprising of 26 (70%) males and 11(30%) females from eleven (11) Sector Ministries.<sup>1</sup>



*Plate 1. Some participants of the EBPMI Workshop in a group photo with the Hon. Minister of MoME*

### 4.0 TRAINING SESSION OUTLINE

#### 4.1 OPENING

The workshop started on Tuesday 13<sup>th</sup> October, 2020. In his welcome address, the Minister of MoME Hon. Dr. Anthony Akoto-Osei explained that, the training was a collaboration between MoME and Twende Mbele to enhance the capacity of the participants who in turn are expected to influence government policies. He mentioned some of the key achievements of the ministry which includes, the preparation and annual updates of the Government Results Framework for High Priority Projects (GRFHP), capacity building for M&E Focal Persons, the initiation of the rapid evaluation of the Government Flagship Programmes and the organization of the Government Results Fair aimed at creating a platform for promoting social accountability and inclusive engagement among state and non-state actors on the delivery and impact of government policies and programmes. The Minister also highlighted that, the role of MOME is to facilitate the work of the MDAs but not to find faults. However, he stated that across governments, M&E capacity has been weak, although several governments have had persons in charge of M&E. He made it known to the participants that MOME depends greatly on focal persons from the MDAs and therefore it important that all effort is made to enhance their capacity to actively coordinate M&E activities across the ministries. He concluded that he hopes the training will help improve the skills and knowledge of all participants and the respective MDAs.

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<sup>1</sup> Ministry of Food and Agriculture, Ministry of Health, Ministry of Planning, Ministry of Gender and Social Protection, Ministry of Information, Ministry of Trade, Ministry of Local Government & Rural Development, Ministry of Finance, Ministry of Education, NDPC and MoME.



*Plate 2. Hon. Minister of MoME delivering the welcome address*



## **4.2 TRAINING WORKSHOP**

The workshop was facilitated by Dr. Emmanuel David-Gnahoui, a Consultant of Twende Mbele and Dr. Mensah-Abrampa, Director General NDPC. The training involved special guests such as the Minister of MoME Hon. Dr. Anthony Akoto-Osei, Hon. William Kwesi Sabi, Engineer Godwin Brocke, Chief Director, OHCS and Moderated by Kwabena Agyei Boakye, Chief Director, and MoME.

## **4.3 PRESENTATION BY FACILITATORS**

The moderator started with the purpose of the training, emphasizing that the course is a dialogue which would be stimulated by facilitators and everyone is expected to dive down, open up, unlearn and learn. This he added is to elevate the commonalities to help enhance each other's capabilities. He then asked participants about their expectations of the training. Participants' expectations were to acquire knowledge in the following;

- The impact of policy making
- Coming out with policy options
- Practicability of the training, how simply apply the knowledge gotten from the training
- Sensitization – being aware of relevant processes and tools.
- The steps to evidence determination
- Strategizing to achieving targets
- How effectiveness of data collection and cleaning inform decision making
- Applicability and value addition
- Strategies to generate evidence at a least cost generate M&E at the public sector, funding for M&E activities.
- Designing an appropriate theory of change
- Improve skills and capacity
- To comprehend the training and be able to apply to my work
- How policies take into considerations the realities
- How research can contribute to policy and stimulate demand
- What constitute evidence, results, and how to generate it and use effectively
- What constitute policy and evidence understanding
- How to distinguish between evidence and opinions
- How to analyze existing policies and identifying alternatives
- How you can use qualitative data to improve evidence

The moderator assured that the facilitators will try their best to meet the expectations as much as possible and introduced the facilitators.

On the first day Dr. Emmanuel David-Gnahoui took the participants through understanding evidence-based policy implementation where discussions were held on telling the difference between evidence and opinion with examples. Participants were then divided into four groups to deliberate on proposed headline issues and scenarios for 10 minutes, after which each group was given another 10 minutes to make a presentation. **See Annex 5** for summaries of group's presentations. After a 10 minutes tea break the team took time to analyze the presentations. The facilitator raised concern about how all the groups discussions were based on expert opinions and not evidence, but policy making must involve evidence in the life of its operation, he added. He continued with diagnosing a problem, introducing participants to analytical tool like the problem tree analysis and the fish bone analysis. He presented a short video on how people make decisions without prior knowledge of the cause of problem which is to be solved explaining some critical steps in helping to identify problems. With this he tasked the groups to identify specific concern using the fish bone analysis. The exercise provoked critical thinking and analysis.

Dr. Mensah Abrampa continued by taking participants through evidence-based policy implementation, Ghana's policy cycle, the use of evidence, decision making and agenda setting with practical example from NDPC where he heads. He started by saying that there is no synthesis in the terms used between the various MDAs and if we want to talk about evidence, then, there is the need to synchronize the terminologies used in our policy, programmes cycles. There is a gap between the technical persons and the policy makers in the understanding of the information, process and activities; this impedes the ability to influence, he emphasized. He also took participants through the cycle to influencing policy making. He lamented on the culture of putting up same projects at same locations, wasting resources and time, saying that it is due to the fact that technical people have no means of influencing their policy makers.

After taking the participants through the various forms of evidence, he reiterated that most people actually rely on opinions in their decision making outlining a few forms of opinions which has influenced policy making, including pressure groups and lobbyist activities which is becoming a big ticket to influencing policy – which is very wrong. Like judgment, there is often no evidence or data to back it, he said. He introduced the group to the various barriers to the use of evaluation in decision making by presenting a summary on three countries (South Africa, Uganda and Benin). Some of the stated barriers ignited an interesting discussion which was started by the moderator – he said, we are our own barriers to ourselves, why are we afraid of each other, why should we make it impossible for others to influence change. Participants gave some reasons including; bureaucracies, hierarchy, systemic failures, boss's favorite employee who does not want any to get to the boss etc. it was very interactive.

The facilitator further took the group through some terminologies in M&E and encouraged the need to harmonize all the terminologies to ensure effectiveness. Taking participants through another presentation on an evaluation from South Africa, a participant wanted to know the difference between a plan and a framework, the facilitator gave a simple

differentiation stating that a framework is used when one want to avoid the complexity of a plan, because a plan requires parliamentary approval. Framework allows for convenience.

On the second day, Dr. Emmanuel David-Gnahoui took participants through research - a tool for evidence, logical framework, evaluations types, demand and supply of evaluation, and evaluations as tools for evidence processes. He gave participants assignments in their group to identify specific concern using the fish bone approach to analyse a problem. **See Annex 5** for the summaries of the group work.

Dr. Aborampa took over and walked the participants through the Theory of Change (ToC), explaining how the TOC is the why and how desired change will happen. Taking participants through the sequence from the inputs, activity, output, outcome and the impact with the use of the 'if, then' logic. Several interesting questions that were asked by participants were clarified by the facilitator.

Day three saw a discussion on Applying the EBPM&I process and tools. After a brief introduction to the topic, the groups were tasked to do a group work on “New policy to be developed in different time sales: two years, six months and two weeks’ time”, selecting an area of interest from the list. See copies of the groups’ presentations at **Annex 5**.



*Plate 3. Dr. Emmanuel David-Gnahoui taking participants through the fishbone analysis*



*Plate 4. Dr. Abrampa interacting with participants*

After dinner on the evening of the first day of training the group had an informal discussion with the Honorable Deputy Minister of MOME and the Chief Director (CD) of the office of the head of civil service. The discussion was centered around some underpinnings policy makers work.

The CD raised an issue about road tolls, given a summary of a long history behind the idea dating back to the 50's. He explained that the revenues are used to maintain the roads. Using a USA conversion of 3 cent per a kilometer, he asked whether Ghanaians will be ready to pay the right toll of about GHs 3. This generated some thoughts provoking discussions among participants and the special guests, including whether there is any economic analysis been done before roads are constructed, and also the need to digitize the road toll system.

The deputy minister also raised a discussion on Public Account Committee, explaining the composition and work of the committee. He entreated participants to be vigilant and cost effective in running the finances of their ministries. Discussions followed with a question from a participant about who watches over parliament. Deliberation continued for about 30 minutes.

On the third and final day, the moderator led the participants through a recap of the entire training, soliciting feedback from participants. The certificates were then awarded to the participants. The deputy minister of MOME assisted by the two facilitators presented the certificates to participants. The training came to a successful closure at 12:30pm on Thursday 15<sup>th</sup> October, 2020.

#### **4.4 GROUP DISCUSSIONS AND PRESENTATIONS**

The participants were organized into four “Buzz Groups.” Each group was made up of participants from different ministries. Each group undertook a number of exercises. The group exercises involved the application of what has been presented. All results from the groups were presented to the entire training participants, who constructively critique what is presented. See **Annex 5** for summaries of group work.



*Plate 5. Participants in a group discussion*

#### **5.0 LESSONS LEARNT**

A few observations were made during the training which could inform the learning process and future engagements.

##### **Positives**

- There was great enthusiasm on the side of the participants during the group sessions. Participants demonstrated a great interest during the group discussion times.
- Each member in a group was contributing to the discussion. Participants looked relaxed and confident applying the knowledge acquired to real time issues.
- There were a lot of ideas sharing during discussions. Participants had the opportunity to learn from each other and acquire knowledge from each other on other areas. Mixing up participants of different background and from different ministries to form one group enhance the learning process.
- The facilitators went round observing the proceedings of each group, making sure group members were interactive. It helped improve upon the interactive nature among the groups.
- During the group discussions, participants used more of the knowledge acquired from the presentation to inform their discussion. Walking the participants through the

presentation using examples from other countries and real time issues made it easier for participants to comprehend and apply the knowledge gotten.

- Participants veered towards more of evidence-based documents and not expert opinion. After the discussion on evidence and opinions, participants appreciated the reason to always base policies on evidence and not opinions.

### **Challenges and limitations**

- During the presentations a few participants spent time trying to write or read through the slides, while others were on their phones. The busy schedule of some participants meant that, they often had to attend to their phones.
- Speaking in the video was not clear (possibly the accent of the presenter), but there was subtitle on one of the videos, two however did not have subtitle making it difficult for the participants to comprehend.
- Few of the participants were dosing off during the lectures after the lunch. They sat relaxed in their chairs looking sleepy.
- There were no name tags, so the facilitators had to continuously ask participants of their names anytime he refers to them. (Names were written on sheets and placed in front of participants).
- Problem with internet and playing of videos

## **6.0 PARTICIPANT FEEDBACK**

### **Has Objectives for the day been met?**

- Objectives have been met
- Appeal for Facilitator to walk participants through "Steps to Evidence Based Decision Making"
- Even though Objectives have been met, a participant disclosed that there was not even time to fully complete topics on the agenda

### **Likes about the course**

- The interactive nature of the course makes it very interesting.
- Participants said they enjoyed the group work
- It was evident that they were doing adult learning - very interactive.
- High marks to the Facilitators
- The course content was relevant, effective and efficient

### **Take Home**

- Learnt about Problem Identification and Solution.
- Our knowledge and performance have improved
- Improved skills and capacity
- Enhanced understanding about evidence based M&E
- Improved understanding on the construction of Theory of change



### **Improvement / Change/ Participants Recommendation**

- Time management - we should not rush through sessions.
- Participants want a second phase of the course
- Videos - statements in the video were not clear enough
- Add fun to the learning
- Periodic refresher courses to supplement earlier one
- Increase number of days for future engagements
- Share more experiences from other countries.
- Need more training on coming up with evaluation questions

### **Evaluation of the workshop**

A total of twenty-five (25) participants responded to the evaluation form. 28% out of these participants are female and the remaining 72% are males. Out of the twenty-five who responded; 12.5% are at the mid-level, 37.5% are at the senior levels and 50% are at the managerial levels. Participants scored the overall course training, including delivery, course content and the extent to which course met their expectation above average. **See Evaluation Analysis Report at Annex 6.**

## **7.0 RECOMMENDATION**

- In the future there will be the need for more interrogating and dry run before the training itself, with roles clearly defined to ensure smooth run of the training.
- In future engagements', participants should be encouraged to submit their expectations before the facilitators prepare their presentation content. This will help meet if not all, majority of participants' expectations
- Presentation should either be sent ahead to the participants, or made available before training starts or participants should be assured at the beginning of the training of getting the slides to ensure concentration. This will avoid those who want to write something down instead of just concentrating on the presenter
- Future trainings should cover as many staff as possible from the various ministries.
- Capacity building should be at regular intervals. Also the course content for a day should be minimized as much as possible to make more room for discussions and deliberations.

### **7.1 PRESENTATION OF CERTIFICATES**

Participants were presented with certificate of participation in the workshop by the Deputy Minister of MoME and the Facilitators.



*Some of the participant receiving her certificate*

## **8.0 ANNEXES**

### **ANNEX 1: AGENDA**



MINISTRY OF  
MONITORING  
AND EVALUATION



**TWENDE MBELE**

### **EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION COURSE**

**13<sup>TH</sup> – 15<sup>TH</sup> OCTOBER, 2020 – AQUA SAFARI HOTEL**

#### **PROGRAMME SCHEDULE**

#### **DAY ONE: UNDERSTANDING EVIDENCE BASED POLICY-MAKING AND IMPLEMENTATION (EBPMI)**

- 08:00 : Registration
- 08:30 : Welcome/ Introduction
- 9:25 : Warm up to session
- 10:00 : Understanding evidence and opinion
- 10:45 : Tea/Coffee Break
- 11:00 : EBPMI cycle
- 11:35 : Country examples of a policy cycle and the use of evidence (Group dynamic session)
- 12:15 : Decision-making and agenda setting
- 12:45 : Lunch Break
- 1:45 : Diagnosing a problem – theory (quadrant 1)
- 2:15 : Diagnosing a problem – group work
- 3:10 : Break

- 3:30 : Research - S key tool for evidence (quadrant 1/2)
- 4:25 : Evaluation and closure of day
- 7:30-8:30: After dinner - Special interactive session with speakers/ Balancing politics and evidence - Experiences from the frontline


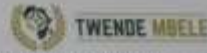
## **DAY TWO: THE EBPMI PROCESS AND TOOLS**

- 08:30 : Recap and Introduction to session
- 8:45 : Using and analyzing data (quadrant 1/2/3/4)
- 9:40 : Theory of change
- 11:15 : Tea/Coffee Break
- 11:35 : Evaluations as tools for evidence processes
- 12:35 : Case study: Application of EBPMI to African policy processes
- 1:35 : Lunch Break
- 2:35 : Case study: Application of EBPMI in HIC policy processes
- 3:10 : Applying the evidence cycle in different timescales 1
- 4:10 : Evaluation and closure of day

## **DAY THREE: THE EVIDENCE CULTURE**


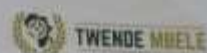
- 8:30 : Recap and Introduction to session
- 8:45 : Applying the evidence cycle in different timescales 2 (buzz group presentations)
- 9:30 : How to introduce an evidence culture
- 10:15 : Tea/Coffee Break
- 10:35 : Completion of evaluation form and last words
- 11:10 : Award of certificates, pictures and closing.
- 12:00 : Lunch, check out and departure

## ANNEX 2: REGISTRATION LIST

**EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION COURSE HELD ON 13<sup>TH</sup> - 15<sup>TH</sup> OCTOBER, 2020**  
**AQUA SAFARI HOTEL**  
**ATTENDANCE SHEET - DAY 2 - 14<sup>TH</sup> OCT**

NO.	NAME	GENDER (M/F)	DESIGNATION/ INSTITUTION	PHONE NUMBER	EMAIL	SIGN.
12	Mrs Patricia Sampson	F	DIPPE MPT	0244292133	sampsonp@moec @netmail.co.za	
13	Comfort Martey	F	Asst. Director HR	0244694665	Comfort.martey @moi.gov.gh	
14	Kofi Osei Benin	M	Asst. Dir.	0244619728	Kofi.Benin@ moi.gov.gh	
15	Joseph Antwi	M	MOF	024837488	antwi.joseph@ moi.gov.gh	
16	Edua Anyatal	F	D/RS/M M/OGSP	0203037484	edua.anyatal@ mogsp.gov	
17	Samuel A. Bana	M	Twende Mbele	024164583	sambana@twende mbele.gov	
18	Richard Tweneboah-Kodzo	M	Dep Director NDPC	0244841600	richardtw@ gmail.com	
19	Stephen Kwame Darko	M	Str. Planning Analyst	024877177	stephen.kwame@ ndpc.gov.gh	
20	Faustina Akrambo	F	CPO MOGSP	020825582	F.akrambo@ mogsp.gov	
21	Ayindiafo Aducci	M	MOF	024457994	ayindiafo@ moi.gov.gh	

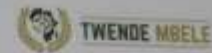



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**AQUA SAFARI HOTEL**  
**ATTENDANCE SHEET - DAY 1 - 13<sup>TH</sup> OCT**

NO.	NAME	GENDER (M/F)	DESIGNATION/ INSTITUTION	PHONE NUMBER	EMAIL	SIGN.
31	A. AKOTO OSES	M	Min. (MPT)	024211303	akotose@moi.gov.gh	
32	Christian Akong	F	Min of Edu	0242073374	akongchristian@ moi.gov.gh	
33	M. Osei Adams	M	Min. of Plan	02477222	osei.adams@ moi.gov.gh	
34	GODSON ABLEKE	M	ISD	0201547769	godson.ableke@ moi.gov.gh	
35	GEORGE STANTU	M	ISD	0243252974	stantu.george@ moi.gov.gh	
36	EVANS AGADVI	M	ISD	0244406615	evans.agadvi@ moi.gov.gh	
37	G. J. Doda	M	CD/OTCS	0208180213	gdodwin@moi.gov.gh	
38	William Kwame Sabi	M	Dep Min M&E	020024541	wsabi@moi.gov.gh	
39	Kofi Mena Akpan	M	NDPC	0245009263	kofi.mena@ ndpc.gov.gh	
40	Manuor Aducci	M	M/OGSP Director	0208169216	manuor@mogsp.gov	



EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION COURSE HELD ON 13<sup>th</sup> - 15<sup>th</sup> OCTOBER, 2020  
AOLA SAFARI HOTEL



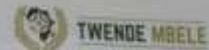
ATTENDANCE SHEET - DAY 3 - 15<sup>th</sup> OCT

NO.	NAME	GENDER (M/F)	DESIGNATION/ INSTITUTION	PHONE NUMBER	EMAIL	SIGN.
1	Stephen Ansem-Bonta	M	Dir. KASIN/Ministry of Environment, Conservation and Forestry	0242571179	Stephen.ansem@ecf.gov.gh	[Signature]
2	Kwame A. Boakye	M	CD - MOME	024464783	kwameboakye@gmail.com	[Signature]
3	Joy Abbey Reichmann	F	MOME	0266941367	joyabbey@ecf.gov.gh	[Signature]
4	Richard Fediely	M	Director MOME	020290153	Richard.fediely@gmail.com	[Signature]
5	Kodjo Mensah-Abrampa	M	Dir. NDCPC	0244557412	kodjo.mensah@ndcpc.gov.gh	[Signature]
6	Emmanuel DAVID-GNANOU	M	Twende Mbele Facilitator	+239 95960935	Emmanuel.david@gmail.com	[Signature]
7	Abu Seidu	M	Deputy Dir. NDCPC	024233497	abu.seidu@ndcpc.gov.gh	[Signature]
8	Richard Tweneboah-Kyeku	M	Dep. Dir. NDCPC	0244 841600	richardtw@ndcpc.gov.gh	[Signature]
9	Faustin Artankom	F	CPO MACEP	0708238182	faustinartankom@yahoo.com	[Signature]
10	Mercy Akumam	F	MACEP	0244655052	mercyakumam@gmail.com	[Signature]





EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION COURSE HELD ON 13<sup>TH</sup> - 15<sup>TH</sup> OCTOBER, 2020  
AQUA SAFARI HOTEL



ATTENDANCE SHEET - DAY 1 - 13<sup>TH</sup> OCT

NO.	NAME	GENDER (M/F)	DESIGNATION/ INSTITUTION	PHONE NUMBER	EMAIL	SIGN.
1	Samuel A. Bange	M	Programme Manager Twende Mbele	0247641971	Samuel.bange@twende-mbele.com	[Signature]
2	Kadeem Rik Gomez	M	MOE OFFICER (MOBE)	024726447	kadeemr@twende-mbele.com	[Signature]
3	Joy Abbey Reichmann	F	MOE Specialist MOBE	0264911363	joyabbey@twende-mbele.com	[Signature]
4	Abu Seidu	M	Deputy Director MOBE	0247224717	abu.seidu@twende-mbele.com	[Signature]
5	Divine Ayidze	M	SRM-MOE	074446125	ayidze@twende-mbele.com	[Signature]
6	Emmanuel DAVID-GARSON	M	Twende Mbele Facilitator	4238 35360929	Edwardt@gmail.com	[Signature]
7	Mrs Patricia Sampson	F	Director MOBE	0244292133	compton.patricia@twende-mbele.com	[Signature]
8	Meraf Abuorau	F	Principal MOBE	02446508	meraf@twende-mbele.com	[Signature]
9	Emmanuel Moin	M	MOE	02553332	emmanuelmoin@twende-mbele.com	[Signature]
10	Richard Fedieley	M	Director MOBE	050129010	rfadieley@gmail.com	[Signature]



EVIDENCE BASED POLICY MAKING AND IMPLEMENTATION COURSE HELD ON 13<sup>TH</sup> - 15<sup>TH</sup> OCTOBER, 2020  
AQUA SAFARI HOTEL



ATTENDANCE SHEET - DAY 2 - 14<sup>TH</sup> OCT

NO.	NAME	GENDER (M/F)	DESIGNATION/ INSTITUTION	PHONE NUMBER	EMAIL	SIGN.
1	Kwabena A. Borkye	M	MOE	0244444455	ablass200@gmail.com	[Signature]
2	Emmanuel Moin	M	MOE	02553332	emmanuelmoin@twende-mbele.com	[Signature]
3	Divine Ayidze	M	DIR-MOE SRM	074446125	ayidze@twende-mbele.com	[Signature]
4	Mamator Abo	M	MOE MOBE	0208464216	mamator@twende-mbele.com	[Signature]
5	David Anant-Bany	M	FC/MLGRD	054765544	anantbanant@gmail.com	[Signature]
6	John Nortey	M	MOFA SRM	0248339706	johnnortey@yahoo.com	[Signature]
7	Emmanuel DAVID-GARSON	M	Twende Mbele Consultant	0201727510	Edwardt@gmail.com	[Signature]
8	Ruby S. Tetteh	F	MOTI	024523553	ruby.tetteh@twende-mbele.com	[Signature]
9	Cawline C. Aggrey	F	MOTI	024773384	cawlinec@twende-mbele.com	[Signature]
10	PATRICK KOSO OFORI	M	MOFA	024473670	oforipatrick@twende-mbele.com	[Signature]
11	Fouille Raje	M	MOBE	0574333156	Fouille.raje@twende-mbele.com	[Signature]



### ANNEX 3: PRESENTATIONS

The power point presentation by the facilitators is attached to this report.

### ANNEX 4: GROUP WORK INSTRUCTIONS

1. Groups were tasked to deliberate on proposed headline issues and scenarios for 10 minutes
2. Two questions were posed for group deliberations:
  - a) What do most people say are the causes of the poor performance of the small business sector in Ghana (5 mins)
  - b) How would you investigate the causes of the poor performance of the small business sector in Ghana? (5 mins)
3. Seven questions:
  - a) Select a **policy making or programme implementation process** that you have been involved in/aware of within your department (don't spend too long) – choose one for the group.
  - b) Consider the process in relation to the **EPM&I cycle**:
  - c) Refer to your hand-out of the cycle.
  - d) To what extent was the cycle followed?
  - e) Were some quadrants and steps in the quadrant focused on more than others?
  - f) Were there any gaps?
  - g) Was there evidence that could have been drawn on but wasn't?
4. Four questions:
5. Select a facilitator, someone to work on flip chart, someone to report back.
6. Select a **problem** (e.g. high rate of violence against children, increasing number of children becoming parents at young age (teen parents), lack of variety/diversity in rural businesses)
7. Write out a statement of the problem (max 10 mins at this point)
8. Apply **fishbone** problem analysis tool:
  - a. Write the core problem on a card at the head
  - b. Then ask why – what are the main causal factors and do first level of the fishbone
  - c. Then take each of the ends of the bones (first level categories) and ask why again and put the next level of bones
  - d. For one side bone – ask what evidence could be used to inform this
  - e. Volunteers on the challenges and potential value of this method
9. Six questions:
  - a) Select someone to facilitate and someone to feed back
  - b) Review the outcomes and impacts – are they appropriate, could they be improved (max 10 mins)
  - c) Review the outputs, activities and inputs – can they be strengthened (10 mins)
  - d) Are there any missing assumptions which are critical for the ToC to work? (10 mins)
  - e) What evaluation questions would you want to ask of this TOC? (10 mins)
  - f) Don't spend all your time on the first one/two, make sure you cover all the questions
10. Four questions:
  - a. New policy to be developed in two years' time – select example

- b. You have 6 months prior to annual planning for your ministry for next year and you want the plan to be evidence-based
- c. There is a crisis such as COVID and you have to plan what you will do in two weeks (select real example)
  - Agree a facilitator, rapporteur who will report back and someone to capture on computer what you generated
  - Agree a short-term outcome you will achieve in the period you have (change in capacity or systems)
  - Discuss how you would **apply the detailed cycle with all its steps** and what process and tools could you use bearing in mind the time you have. Note we are not expecting you to actually use the tools in this session but plan what tools you can use in that time period of 2 weeks to 2 years.
  - Discuss what evidence use interventions you can use in the time period you have to maximise the likelihood that evidence will be used for learning
  - Then develop an activity/action plan of the activities you would undertake

## **ANNEX 5: SUMMARIES OF PRESENTATIONS**

### **Summaries of presentations by groups:**

Group four took the floor first choosing the headline: *What yields more jobs – small scale farming or large scale commercial agriculture?* They went with the large scale explaining their choice that the large scale farmers procure more inputs which leads to more jobs for those who produce the inputs. When the moderator queried how they got to that conclusion, they responded that, we are now knowledgeable as compared to the past were people just did peasant farming to feed. This led to a question from the Hon. Minister about how many large scale commercial farms are in Ghana. The group replied that there are actually more small scale farmers than there are large scale farmers, but their choice was in context to the headline.

Group three went with the headline: *It is extremely difficult to get the evidence to support policy.* They explained that as a country we are unable to gather data to build database for evidence based research. That there is a poor culture of data gathering, and they believe research will help shape policy making a lot.

Group two chose the headline: *Social media is distorting the effort towards strengthening social cohesion.* They started by agreeing that there is not enough evidence to show this, but looking at some of the effects of social media on families and society where nowadays people to spend more time on gadgets than people around them, then they could say that the above is true. They were however quick to also say that it is also a good platform for promoting business and achieving some other results.

Group one made their presentation on the headline: *Flooding in Accra is becoming critical.* Flooding has been an annual affair in Accra for a long time and yet not much has been done

about it they said. The city and special planners are not doing much. They also believe the drainage situation is a major issue which also impacts sanitation.

**Final group work presentation:**

## **GROUP FOUR**

**There is crisis such as COVID and you have to plan what you will do in 2 weeks (select real example)**

### **Root Cause of COVID**

- Importation of virus into Ghana
- Spreading of the pandemic from person to person
- Spreading through group gathering

### **Options for Addressing the Problem**

- Closure of borders
- Lockdown
- Closure of schools
- Markets
- Restricted movements
- Offices closed
- Non-formal jobs closed down

### **Govt. set up a Task Team to assess the situation on the ground (Research for evidence)**

- Disease Spreading - Management and Control by health officials to reduce spread (outcome)
- General hunger of populace (vulnerable) due to restricted movements

**Outcome 1.-** To reduce spreading of the Pandemic

#### **Outputs:**

- Increased number of people observing protocols (social distancing, washing of hands, etc.)
- Increased number of people contacted through contact tracing
- Increased number of people tested for the pandemic
- Disinfect satellite markets and schools and public places

**Outcome 2:** To reduce hunger by the vulnerable

#### **Outputs:**

- Number of people fed with cooked food
- Number of markets operating (opened for business)
- Number of persons received dry rations

### Action Plan to Manage Incidence of COVID

No.	Activity	Time Perion	Responsibility
Immediate Outcome 1: Reduce spreading of the Pandemic			
1.	Carry out sensitization on preventive and management measures of the pandemic through electronic and print media	Day one and on-going	<ul style="list-style-type: none"> <li>• MoI &amp; MoH</li> <li>• Private Media</li> </ul>
2.	Intensify testing of suspected cases of cases of the virus	After 4 days and ongoing	MoH
3.	Intensify contact tracing of individuals suspected to have met infected persons	After 5 days and ongoing	MoH
4.	Equip hospitals with required PPEs	After 5 days and ongoing	MoH
5.	Intensify monitoring by the Task Team	From Day 1 and ongoing	Govt. Task Team & MoH
6	Carryout periodic updates on the situation of the pandemic	From Day 1 and ongoing	Govt. Task Team & MoI
Immediate Outcome 2: Reduced hunger among the vulnerable			
1.	Distribute cooked food to the vulnerable at various locations	Day 10 and ongoing	MoGCSP
2.	Distribute dry rations to the vulnerable	Day 10 and ongoing	MoGCSP
3.			

### GROUP THREE

#### The effect of COVID-19 Lock down on vulnerable groups in Greater Accra and Greater Kumasi.

##### Diagnosing the problem

- Desk review to understand the root cause of the problem
- Identify and list stakeholders i.e. assembly, opinion leaders,
- Holding of virtual meetings
- Identify vulnerable groups (disable, kayaye, casual workers who worked from hand to mouth)
- Identify most affected areas (slums)
- Agree on type of support
- Develop strategies to support the vulnerable (options)
- Cash support

- Cooked food for those resident
- Supply of uncooked food for households that are resident
- Identify source of funding
- Existing support?
- Evidence of support (LEAP database, institutional reports, GSS)

### **Assumptions**

- Funds are available
- Local capacity
- Assumption that distributors are fair (non-politicization)
- Corporations exist
- Volunteer information (information flow)
- Right groups were identified
- Funds
- Procurement of small scale agencies (Caterers, Suppliers)
- Team
- Transport
- Security (police)

### **Using the Theory of change**

- Procure service providers ( caterers), suppliers,
- Design monitoring framework ( Packaging and distribution )
- To reduce the effect of the lock down on vulnerable persons in society

### **Outcomes**

- Identified groups are served with hot meals
- Identified groups are provided with sufficient food
- Number of persons are being fed
- Reduce frequency of movement

### **Intermediate**

- Reduce rate of new Infections
- Reduce hardship among households during lockdown
- Reduce vulnerability
- Public – Private Cooperation

### **Design**

### **Operational plan and resourcing**

- Beneficiaries are identified through DA, LEAP database, Institutional information
- Decentralized operations,
- Monitoring teams established and daily feedback
- Collaboration with stakeholders ( security services, NADMO,
- GOG, Private sector support

### **Implementation evaluation**

- Daily feedback of monitoring reports
- Feedback and reports

### **Evaluation questions**

- Which category of persons are affected
- Which locations are these affected persons?
- What specific support are available
- Is the food reaching the target groups?
- Was timing of food appropriate?
- Was food distributed sufficient?
- Was there value for money?
- Would there have been better alternative?

### **Team members:**

**Caro, Efua, Seidu, Alhaji, John, and Emma**

**Thank you**

**MoME,**

**Twende Mbele,**

**Our facilitators**

**Fellow Participants**

## **GROUP 2**

### **SELECTED PHASES OF POLICY/PROGRAMME CYCLE**

- Diagnosing
- Planning/Design

### **DIAGNOSING**

1. Problem identification and definition
  - Low performance of the industrial sector
2. Analysis of the problem using the fish bone model
  - i. Inadequate financing
  - ii. Regulatory challenges
  - iii. Uneven spatial distribution of industries
  - iv. Obsolete technology, etc

### **POLICY OPTIONS**

1. Maintain status-quo
2. Change status-quo
  - i. 1D1F
  - ii. Strategic Anchor Industries
  - iii. SME development

NB: Using the participatory approach that involves all relevant stakeholder

### **THEORY OF CHANGE**

#### **1. Inputs**

- Human resource



- Finance
  - Technical Assistance
  - Support from MMDAs, MDAs, Banks, etc
- 2. Activities**
- Development of resource maps
  - Facilitating funding for businesses
  - Creating an enabling environment for businesses
- 3. Output**
- Existing factories expanded
  - New factories constructed
- 4. Outcome (Immediate)**
- Export Promotion
  - Spatial distribution industries
  - Development of commodity value chains
- 5. Outcome (Intermediate)**
- Employment creation
  - Import substitution
  - Sustainable industries
  - Impact

- Improved livelihoods

### OPERATIONAL PLAN

ACTIVITIES	OUTPUTS	TIMEFRAME	BUDGET	RESPONSIBILITY	ASSUMPTIONS
Develop Regional Resource endowments maps	Regional Resource endowment maps developed	Jan-March	GHC160,000	MOTI, MLGRD	<ul style="list-style-type: none"> <li>• Commitment of banks to the programme</li> <li>• Commitment of the private sector to invest in the programme</li> <li>• Commitment of relevant stakeholders to programme implementation</li> </ul>
Assist businesses to acquire relevant documentations	Businesses assisted to acquire relevant documentations	March-Dec.	GHC200,000	MOTI, MLGRD, MLNR	
Support businesses with infrastructure	Businesses supported with infrastructure	March-Dec	GHC3,000,000	MOTI, MLGRD, MOEn, MWS	
Facilitate funding for businesses	Funding facilitated for businesses	March – Dec.	GHC100,000,000	MOTI, MOF, Banks	

## **GROUP 1**

### **The issue of low growth and un-competitive SMEs in Ghana**

#### **Causes / factors**

- Informal nature
- Inadequate capital
- Poor management
- Limited technical know-how (transfer)
- Lack of succession plans
- Inadequate technology
- Low Monitoring and Evaluation

#### **Problems**

- Low Level Growth and Uncompetitive SMEs
- What percentage of SMEs survive beyond the First 3 years of operation?
- What factors contribute to the collapse of SMEs?

#### **Options**

- Creating the enabling environment (policies/ laws/ regulations)
- Granting Stimulus Package (Providing Financial/Technical support)
- Providing Financial
- Technical support

#### **Theory of Change**

##### **Inputs**

- Funds (capital injection)
- Technical support (capacity building and training)
- Banks
- NBSSI

##### **Activities**

- Design stimulus package
- Capacity building / training
- Granting interest moratorium

##### **.Outputs**

- SMEs provided with stimulus packages
- SMEs benefited from capacity building and training

##### **Outcomes**

- SMEs become competitive

- SMEs formalized

### **Impacts**

- Increased growth in SMEs
- SME contribution to GDP enhanced

### **Assumptions**

- SMEs access to stimulus package
- SMEs grow and become competitive

### **Design**

- Package
- NBSSI to update SMEs database
- Facilitate the provision of finance to SMEs by banks
- Incentivize banks to support SMEs
- Create seed money
- Conduct training for SMEs
- Put in place moratorium period for interest and capital repayment

### **Operational plan and resourcing**

#### **Year 1:**

- NBSSI to update database
- Identify and organize banks
- Organize incentive package for banks
- Monitoring

#### **Year 2:**

- Identify and organize banks
- Organise incentive package for banks
- Monitoring

#### **Year 3:**

Monitoring

### **Implementation**

- NBSSI to sensitize SMEs on stimulus package
- SMEs apply to NBSSI to access funds
- MoF organize management training for SMEs
- BoG organize Banking and Finance training for SMEs

**Monitoring Activities:**

**Activity 1**

Sensitize SMEs on the stimulus packages

**Indicator**

Number of SMEs sensitized

**Method of data collection**

Questionnaires and interviews

**Activity 2**

SMEs access to funds

**Indicator**

Number of SMEs accessing funds

**Method of data collection**

Questionnaires and interviews

**Activity 3**

Organize management training

**Indicator**

Number of management training organized

**Method of data collection**

Questionnaires and interviews

**Activity 4**

Organize banking and finance training

**Indicator**

Number of banking and finance training organized

**Method of data collection**

Questionnaires and interviews

**Frequency**

- Frequency ... .. Responsibility
- Quarterly ... .. Director, NBSSI
- Quarterly ... .. CEO, SMEs
- Quarterly ... .. minister, MoF

- Quarterly ... .. Governor, BoG

## **CONDUCT/ UNDERTAKE EVALUATION**

### **Assessment of Stimulus Package**

#### **Main question:**

Is there any change in SME growth after accessing the package?

#### **Sub question**

- What is the base growth
- Which SMEs accessed the package
- How much package did they access
- When did they access the package
- What is the growth after the assessment
- Evaluation criteria
- Relevance
- Efficiency
- Effectiveness
- Sustainability
- Impact

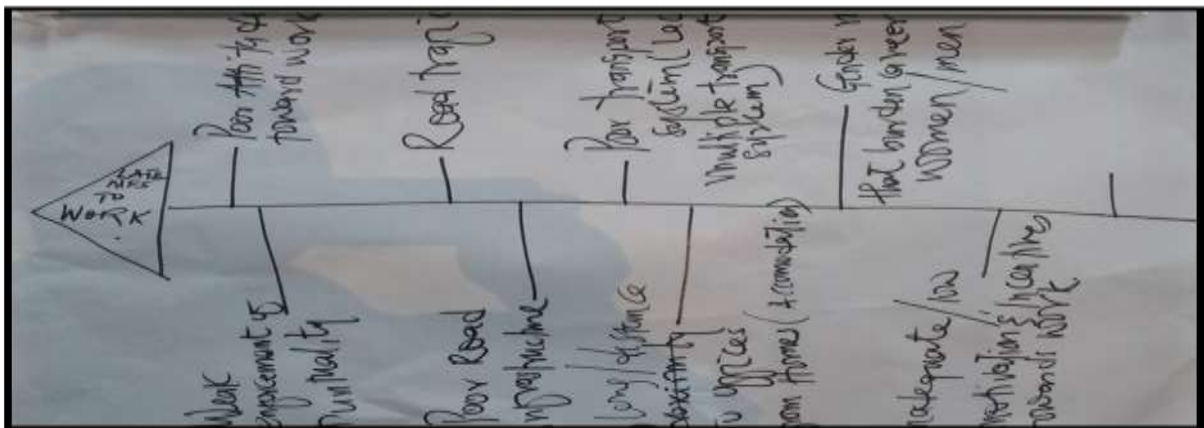
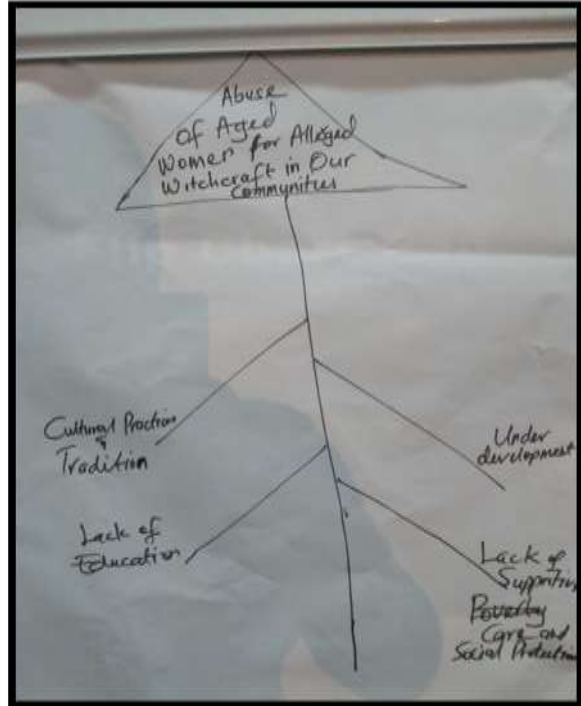
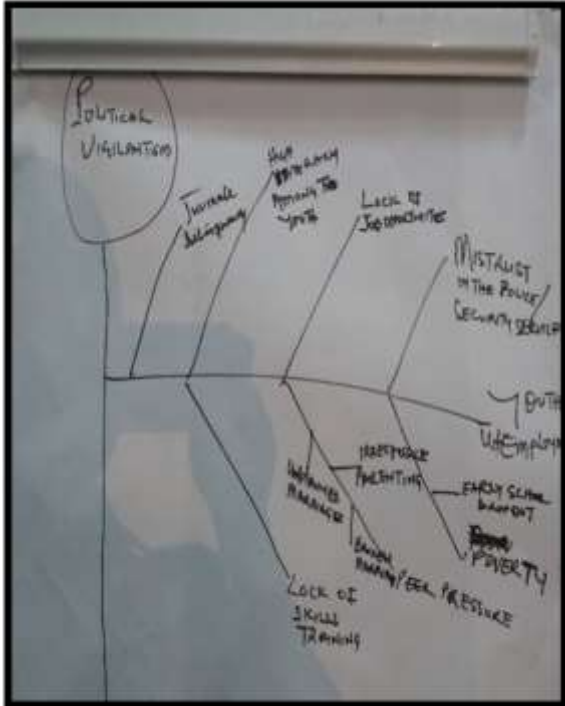
#### **Team members**

- Cynthia / Chair • David / Rapporteur • Ebenezer • Kofi • Devine • Joseph • TK



**PICTURES OF DIAGRAMS FROM GROUP WORK**

Plate 6. Some output of the groups on fishbone analysis



## ANNEX 6: EVALUATION FORM



# Evidence Based Policy Making & Implementation (EBPMI) Course Feedback

<b>Name of Course</b>	
<b>Location of Event</b>	
<b>Dates</b>	

Please complete this questionnaire to help us improve our course in the future. We look forward to your candid opinions. Your responses — no matter how positive or negative — are important to us.

**To keep your feedback anonymous, please do not write your name on the form.**

To answer the closed-ended questions please tick the circle. If you wish to change an answer, fully erase it or draw an (X) over the unwanted mark and tick the circle indicating your preferred answer. Please choose only one answer per question. We appreciate your feedback and suggestions to help us improve. Please take a few moments to share your opinions with us.

**1. Which of the following best describes your main role in this activity?**

- Participant
- Observer
- Resource person (organizer, presenter, facilitator, interpreter, administrative staff, etc.)
- Other, please specify \_\_\_\_\_.

**2. How much of the course were you able to attend?**

- All of it (every day, all the sessions)
- Most of it (every day, but not all sessions)
- Half or less of it (half or fewer of days and sessions)

**3. Are you:**

- Male
- Female

**4. Which of the following best describes your position?**

- Mid-level Staff
- Managerial Staff
- Senior Level Official
- Other, please specify \_\_\_\_\_.

**Instructions:** Below, please rate each question on a progressive scale of 1 to 5, where 1 is the minimum and 5 is the maximum, by filling in the circle that best corresponds to your opinion. If a question does not apply to you, or if you do not have enough information to express an opinion, fill-in the last circle for the “no opinion” option.

	Poor ①	②	③	④	Excellent ⑤
5. Overall quality of the course	①	②	③	④	⑤
6. Overall usefulness of this course to your Institution/Government	①	②	③	④	⑤
7. Extent to which this course met your expectations	①	②	③	④	⑤
8. Relevance of the content presented in the course	①	②	③	④	⑤
9. Impact of the course to the way you envision your Government working in the future	①	②	③	④	⑤
10. Exchange of information, experiences and lessons learned between countries	①	②	③	④	⑤
11. Extent to which you have acquired information that is new to you	①	②	③	④	⑤
12. Extent to which this course increased your current level of knowledge/skills in the topic	①	②	③	④	⑤
13. Extent to which this course fulfilled your learning needs	①	②	③	④	⑤
14. Opportunity to develop networks for future collaboration and knowledge sharing	①	②	③	④	⑤
15. Effectiveness of the way the content was presented	①	②	③	④	⑤
16. Extent to which you expect to apply learning from this course to strengthen the institutionalization of Evidence Based Policy Making and Implementation in your country	①	②	③	④	⑤
17. Pace and balance of the course	①	②	③	④	⑤
18. Quality of the course venue	①	②	③	④	⑤
19. Professionalism of MoME & Twende Mbele team in coordinating the event	①	②	③	④	⑤

20. What were the 2 strengths of this experience for you?

1.	
2.	

21. Please tell us two ways we could have improved this experience for you?

1.	
2.	

22. What type of additional support would you need to apply the newly acquired knowledge/skills?

--



Evaluation Analysis Report.html

**Thank you.**



## TWENDE MBELE

[www.twendembele.org](http://www.twendembele.org)

TWENDE MBELE is a multi-country peer-learning partnership centred on country government priorities for building national evaluation systems in an effort to improve government performance and accountability to citizens.

**Telephone:** +27 (0) 11 717 3453 | **Email:** [cara.waller@wits.ac.za](mailto:cara.waller@wits.ac.za)

The Oval Building, University of the Witwatersrand  
2 St David's Place, Parktown, Johannesburg  
Telephone: +27 11 717 3157; Fax: +27 86 765 5860



@TwendeMnE



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