



RWANDA MANAGEMENT INSTITUTE

A SURVEY REPORT ON MONITORING AND EVALUATION CAPACITIES FOR TRANSFORMATIONAL SERVICE DELIVERY IN RWANDA

MUHANGA-RWANDA

July 2025

RMI IDENTITY STATEMENT

VISION

To be the leading regional center of excellence in quality capacity building and skills development in the fields of administration and resources management.

MISSION

To offer training, consultancy, research and advisory services to the public, private sectors and the civil society in the fields of administration and resources management for national development.

OUR CORE VALUES

1. Integrity, honesty, self-confidence;
2. Team work and collective responsibility;
3. Practical-oriented and interactive training methods responding to international standards;
4. Industriousness, innovation and problem solving;
5. Customer-oriented service delivery;
6. Professionalism, ethics and discipline.



DIRECTOR GENERAL'S FOREWORD

I am pleased to share the Monitoring and Evaluation Capacities Survey for Transformational Service Delivery in Rwanda. The survey was conducted in the fourth quarter of 2024/2025. It presents findings into monitoring and evaluation skills gaps, challenges and capacity needs to inform training programs that can strengthen District officials' capacities to effectively implement the Second National Strategy for Transformation (NST2) and vision 2050.

This survey report is an effort to inform policy decision-making process on strengthening capacities in areas of development evaluation for impactful transformation. It further provides comprehensive insights and information on existing skills gaps.

These insights are crucial for crafting solutions and bridging identified gaps while informing capacity policy making process. At the same time the findings and recommendations of the survey are aimed at enhancing the Districts' and other institutions' capabilities and capacities to impactfully and transformatively deliver towards Rwanda's strategic pathways. Among the main aspects, a key recommendation from this survey is for Rwanda Management Institute to develop a Professional Planning, Monitoring and Evaluation Program with specific courses and deliver them to enhance M&E capacities among District staff and/or any other interested parties from both public and private institutions.

Information from the survey findings shall serve to fulfill RMI institutional mandate as a Public Capacity Development institution established by Law N°52/2013 of 28/06/2013 and entrusted with continuous education, training, research and advisory services.

Further, this survey report shall serve as a foundational document for discerning monitoring and evaluation capacity intervention and innovation challenges and opportunities in Rwanda. It can be used by researchers, government programs and policy actors as well as interested parties in skills development and public service delivery in the transformation of Rwanda.

On behalf RMI, I extend my gratitude to all stakeholders who contributed to this survey, including the Senior Managers of Rusizi, Rutsiro, Rulindo, Nyamagabe, Huye, Burera, Nyagatare and Bugesera Districts for providing their time and responses to the survey questions.

Our special thanks go to the Directors of Planning, Monitoring and Evaluation as well as Statisticians of all the districts surveyed. Their great contribution to this survey was invaluable. We additionally express our gratitude to the Data, Monitoring and Evaluation Specialists and Officers of Gasabo, Kicukiro and Nyarugenge districts and the City of Kigali for participating in this survey. Their cooperation was instrumental in achieving a response rate of almost 100 % of the target population surveyed.

Dr., Charline MULINDAHABI
Director General

CONTENTS

RMI IDENTITY STATEMENT	i
VISION	i
MISSION	i
OUR CORE VALUES.....	i
DIRECTOR GENERAL’S FOREWORD	ii
List of Tables	iv
Abbreviations	vi
1. EXECUTIVE SUMMARY	1
1.1 Overview	1
1.2 Summary of Findings.....	2
1.3 Summary of Recommendations	3
2. INTRODUCTION	5
2.1 Assessment Background	5
2.2 Scope of the assessment.....	5
2.3 Survey Objective.....	7
3. LITERATURE REVIEW	8
3.1 Introduction.....	8
3.2 Definitions of key terms.....	8
3.3 Vision 2050.....	9
3.4 Second National Strategy for Transformation (NST2)	10
3.5 Monitoring and Evaluation Guidelines	12
3.6 Recent similar surveys conducted.....	12
3.6.1 Review of the Handbook for Monitoring and Evaluation.....	12
3.6.2 Monitoring and Evaluation Training.....	12
3.6.3 Monitoring and Evaluation Skills and Performance	13
3.6.4 Recent assessments conducted by RMI	13
4. METHODOLOGY	14
4.1 Introduction.....	14
4.2 Ethical Considerations	14
4.3 Intellectual property issues.....	14
4.4 Methodology	15

4.4.1 Interview	15
4.4.2 Questionnaire	15
4.5 Sampling and Sample Size.....	16
4.6 Data analysis	17
4.7 Survey Limitations	18
5. SURVEY RESULTS	19
5.1 Demographic Description of Informants	19
5.2 Monitoring and Evaluation Professional Qualification.....	22
5.3 Prioritization of M&E curriculum content.....	25
5.4 Mode of M&E courses delivery and Location.....	25
5.5 Open Discussion	26
6. RECOMMENDATIONS	28
6.1 Critically setting the recruitment criteria of M&E Staff	28
6.2 Continuous skills gap assessment	28
6.3 Delivering on-duty capacity building session	28
6.4 Delivering training out of office	29
6.5 Delivering crosscutting training modules	29
6.6 Developing and Delivering M&E curriculum.....	29
6.7 Recommended further studies.....	29
ANNEXES	32
Annex 1: Interview Guide (English Version)	32

List of Tables

Table 1: Geographical scope of the survey	6
Table 2: Gender of respondents	19
Table 3: Education level of respondents	20
Table 4: Sources of Academic Qualifications.....	21
Table 5: Academic subjects covered.....	22
Table 6: Job Titles of respondents	23
Table 7: Working experience in M&E responsibilities.....	24
Table 8: Prioritization of M&E curriculum content among respondents.....	24
Table 9: Mode of delivering M&E Training.....	25
Table 10: M&E Training venue preference	26

List of Figures

Figure 1: Location of the survey target districts in Rwanda	6
Figure 2: Survey target and attended respondents	17
Figure 3: Gender distribution among respondents	19
Figure 4: Education level of respondents	20
Figure 5: Sources of academic qualification among respondents	21
Figure 6: M&E academic related courses	22
Figure 7: Job titles/position of respondents	23
Figure 8: Experience in M&E function	24
Figure 9: M&E Training Venue Preference	26

Abbreviations

HLIs	Higher Learning Institutes
KII	Key Informant Interviews
MICE	Meetings, Incentives, Conferences, and Exhibitions
M&E	Monitoring and Evaluation
MINECOFIN	Ministry of Finance and Economic Planning
NST	National Strategy for Transformation
NMEL	National Monitoring Evaluation and Learning Guidelines
RMI	Rwanda Management Institute
SMART	Specific, Measurable, Attainable, Relevant, Time-bound, Explainable and Relative
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training
ULK	Kigali Independent University
UR	University of Rwanda

1. EXECUTIVE SUMMARY

1.1 Overview

This survey was conducted by Rwanda Management Institute through the hired Individual Consultant and the survey was expected to be completed within a period ranging from April 24 to May 10, 2025. However, due to other unexpected circumstances, the assessment period reached June 25, 2025. This extended completion period of the assignment is mutually agreed on between both RMI and the hired Consultant.

The main objective of the survey was to identify monitoring and evaluation skills gaps, challenges and capacity need to inform training programs that can strengthen District officials' capacity to effectively implement the Second National Strategy for Transformation (NST2) and vision 2050. The survey utilized a structured questionnaire distributed among key informants during an interview session held at respondents' district offices.

The assessment covered eight districts, two per each province (the best and least district Imihigo performer) of Rwanda along with Districts (Gasabo, Kicukiro and Nyarugenge) of the City of Kigali. The respondents included Directors of/Specialists in Planning, Monitoring and Evaluation along with respective Officers. In some districts, Vice Mayors, District Managers/Corporate and Division Managers were part of the respondents.

In addition, during the conduct of this assessment, we also had an open discussion with the above informants and questions focused on M&E skills among respondents along with technical need assessment which helped to understand the kind of M&E curriculum which the Rwanda Management Institute (RMI) can utilize to strengthen the district Planning, Monitoring and Evaluation team.

This report is divided into seven sections namely (1) Acknowledgement which states the gratitude expresses to all respondents for their time and response provided during the conduct of this survey, (2) Executive Summary which outlines the major survey findings and relevant recommendations. The report also has an (3) Introduction section which introduces the assessment background and details the survey scope and objectives while the (4) Literature Review covers recent literature related to the topic under study and the (5) Methodology section

details the employed approaches for conducting the survey. Finally, the report has a (6) Results section in which the results on each survey objective are detailed into Tables/Charts with accompanying narrative texts along with the (7) Recommendation section which generates the actions recommended to RMI, its partners and Government of Rwanda for strengthening District officials' capacity to effectively implement the Second National Strategy for Transformation (NST2) and vision 2050.

1.2 Summary of Findings

Gender of Respondents: The assessment showed that most respondents are male compared to female (70 and 30 percent of male and female, respectively) which also calls for districts to consider increasing female candidates in planning, monitoring and evaluation positions.

M&E Academic qualifications among respondents: Although most of respondents are working in the planning, monitoring and evaluation positions, we realized that few of them (26 percent) studied courses related to Monitoring and Evaluation. Most of these respondents who studied M&E courses are serving as Directors of Planning, Monitoring and Evaluation along with M&E Officers. However, the possession of Bachelor's degree is higher than that of Master's among them. This either expresses that the staff is not qualified for the job or that recruitment was not specific on the type of skills to be considered. Importantly, it was noted that higher percentage of respondents (36 percent) has an M&E working experience of more than 5 years.

M&E Technical training/capacity building sessions attendance among respondents: The staff working in the M&E units attended less training or short courses on M&E which also can be attributed to lower performance. This low number is noticed among respondents as they mentioned that they attended short courses (on work training related to Planning, Monitoring and Evaluation) at low proportion which could enable them to learn more on current M&E approaches to facilitate in their responsibility accomplishment.

M&E Module choices: From this reason, respondents elected M&E courses which can be delivered to them for their work performance in terms of planning, monitoring and evaluation skills. For the courses section, we had a list of M&E course from which respondents voted their preference by using the rating of 1 to 5 whereby 1 is very low interest, 2 is low interest, 3 is

medium interest, 4 is high interest and 5 is very high interest. It is noted that 13 percent of respondents expressed high interest in attending/being provided with the module of “*Using M&E results for decision making*”. This was voted at 5, the highest score. For the mode of training delivery, respondents highly selected the “*group case study*” option as voted by 26 percent.

Although the survey shows that district staff are serving in their respective M&E functions, there is still a gap in terms of having staff with respective M& E degrees as most of them do have other related degrees. Despite that the staff are performing, this gap needs to be considered by the district management and the hiring institutions facilitating districts in hiring process to ensure that the hired staff are qualified with respective degrees. More detailed recommendations per each survey observation are provided below.

1.3 Summary of Recommendations

From the above survey results, recommendations on actions needed at District level to strengthen the Planning, Monitoring and Evaluation team are provided as:

1. *Deliver regular on-work training sessions* since majority of respondents are working in the Planning, Monitoring and Evaluation units without relevant degrees and/or professional trainings, regular training sessions are recommended to strengthen staff performance capabilities which affects the entire district performance and development as well. More focus should be attributed to Using M&E results for decision making module highly voted by respondents.
2. *Deliver training out of staff regular offices:* Given the reason that the Planning, Monitoring and Evaluation team needs capacity building sessions, we strongly recommend delivering the training out of their office. This results from the reason that even during the survey we couldn't find all of them as some were on field/other duties.
3. *Conduct tailor-made needs assessment before training delivery* by contacting training beneficiaries to identify the training needs, expected outcomes and the training contribution to service delivery.
4. *Ensure to deliver crosscutting training modules* by not only covering the Planning, Monitoring and Evaluation section. Thus, covering other areas including not limited to gender, social and economic development, environment and climate change would

enhance the capability of this team in their entire district development Planning, Monitoring and Evaluation.

2. INTRODUCTION

2.1 Assessment Background

Rwanda Management Institute (RMI) is a government institution established by Law n°52/2013 of 28/06/2013 determining its mission, organization and functioning. Part of its mandate is to conduct research and publicize results. It was established by the government of Rwanda to respond to the challenges resulting from existing gaps in terms of knowledge and skills capacity at the workplace (RMI 2025).

To establish the nature and status of human and institutional capacity, RMI conducts regular studies to enable it plan well the kind of training and advisory service packages to offer to its partners and clients. Currently, RMI is in the process of designing a professional program for Monitoring and Evaluation function. It is in this regard that it would like to get an insight into what Districts' workforce exactly requires in terms of Monitoring and Evaluation (M&E) skill sets that are reflective of and commensurate with the demands and expectations of NST2 and Vision 2050.

Therefore, in April-June 2025, RMI conducted a survey to identify monitoring and evaluation skills gaps, challenges and capacity needs among Planning, Monitoring and Evaluation team at District level. The results obtained from respondents will be central in guiding RMI to design a program that is suitable for their professional performance in delivering high end service delivery for prosperity and economic transformation in Rwanda.

2.2 Scope of the assessment

The scope of this survey is in both area and content coverage. Regarding the area/geographical scope, as indicated in Table 1 and Figure 1, the survey covered eight districts (two per each province) along three districts (Gasabo, Kicukiro and Nyarugenge) of the City of Kigali as detailed below.

Table 1: Geographical scope of the survey

No	Province	District (s)
1	Western	Rutsiro Rusizi
2	Northern	Rulindo Burera
3	Southern	Nyamagabe Huye
4	Eastern	Nyagatare Bugesera
5	City of Kigali	Kicukiro Gasabo Nyarugenge

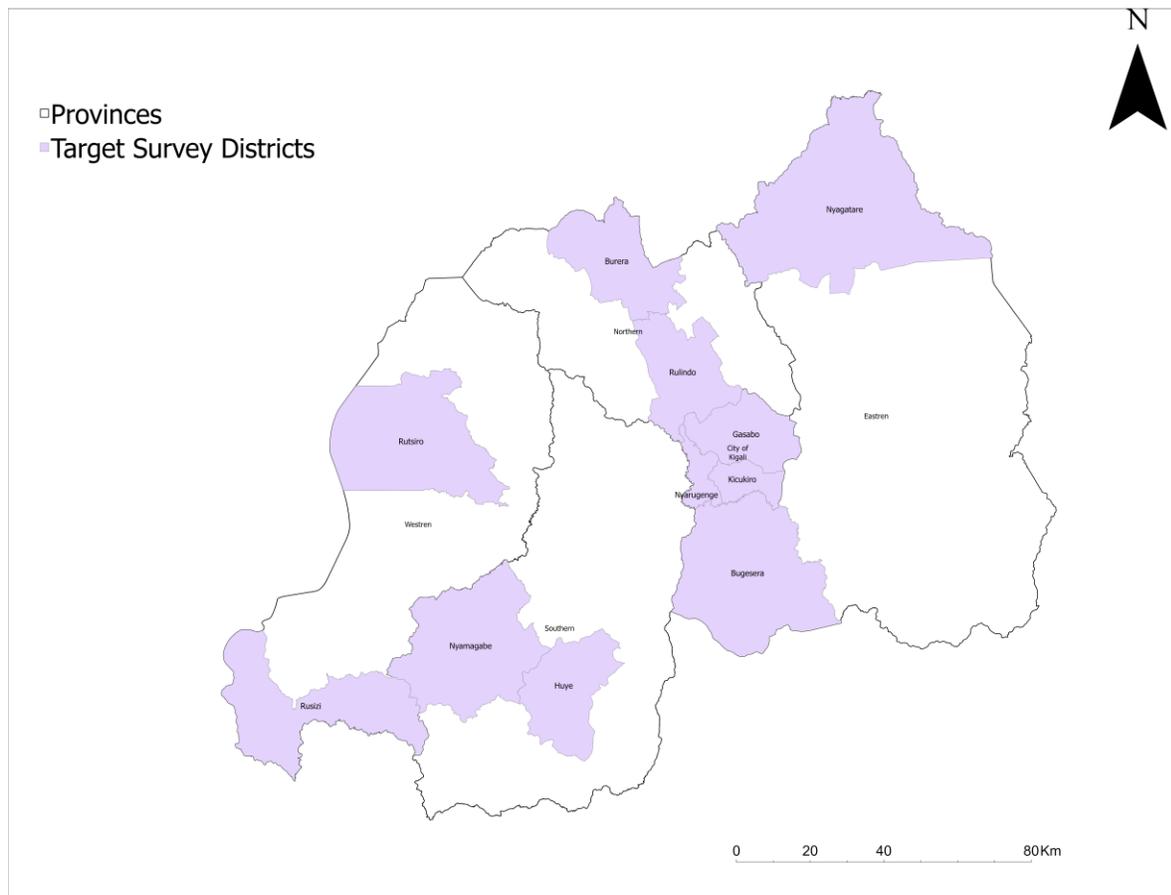


Figure 1: Location of the survey target districts in Rwanda

In terms of thematic scope, the survey covered several topics including but not limited to the followings:

1. *Demographic description of respondents* to indicate the gender, level of education and positions of the survey respondents
2. *Existing M&E human capacity skills, gap assessment and challenges* to come up with clear and measurable baseline information from which continuous capacity development programs can consider toward strengthening the Monitoring and Evaluation skills for officials and their managers in the district and other institutions.
3. *The M&E training skills priority areas and venue* to understand the need of developing and delivering courses comprising of certifiable and/or credentialed modules along with an M&E enriched training program more aligned with the NST2, Rwandan Vision 2050 and other homegrown strategic initiatives.

2.3 Survey Objective

The objective of the survey was to identify the monitoring and evaluation skills gaps, challenges and capacity needs to inform training programs that can strengthen District officials' capacity to effectively implement the Second National Strategy for Transformation (NST2) and vision 2050.

3. LITERATURE REVIEW

3.1 Introduction

This section provided the definitions of key terms used in this report and different reports reviewed in relevance to this survey. The report, publication reviewed are mainly related to the monitoring and evaluation guidelines, training/capacity building package.

3.2 Definitions of key terms

Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organization. It is based on targets set and activities planned during the planning phases of work (Watkins and Verma 2008, Kinyanjui et al. 2015).

Evaluation is a process that systematically and objectively assesses all the elements of a programme (e.g. design, implementation and results achieved) to determine its overall worth or significance. The objective is to provide credible information for decision-makers to identify ways to achieve more of the desired results (Watkins and Verma 2008, Kinyanjui et al. 2015).

Monitoring and Evaluation is a process of continued gathering of information and its analysis, to determine whether progress is being made towards pre-specified goals and objectives and highlight whether there are any unintended (positive or negative) effects from a project/programme and its activities (Watkins and Verma 2008, Kinyanjui et al. 2015). Timely Monitoring and Evaluation provides information to:

Support project/programme implementation with accurate, evidence-based reporting that informs management and decision-making to guide and improve project/programme performance.

Contribute to organizational learning and knowledge sharing by reflecting upon and sharing experiences and lessons

Uphold accountability and compliance by demonstrating whether our work has been carried out as agreed and in compliance with established standards and with any other stakeholder requirements

Provide opportunities for stakeholder feedback, Promote and celebrate project/program work by highlighting accomplishments and achievements, building morale and contributing to resource mobilization.

Strategic management in provision of information to inform setting and adjustment of objectives and strategies.

Build the capacity, self-reliance and confidence stakeholders, especially beneficiaries and implementing staff and partners to effectively initiate and implement development initiatives.

3.3 Vision 2050

The Rwanda's Vision 2050 aspires to elevate the nation to upper-middle-income status by 2035 and high-income status by 2050 through achieving sustainable economic growth and ensuring a high-quality life for all Rwandans (Gatete 2016; Gubic and Baloi 2019). This long-term vision is implemented through a series of medium-term national development strategies, beginning with the 2017- 2024 National Strategy for Transformation (NST1), which marked a critical phase in the country's developmental journey and served as the bridge between Vision 2020 and the start of Vision 2050.

As previously reported (Elci et al. 2025; Dusingizimana et al. 2022; Ansoms et al. 2022), the Vision 2050 articulates the long-term strategic direction for “the Rwanda we want” and the enabling pathways to achieve this ambition. Vision 2050 establishes the development framework for 2020-2050, with a midterm review envisaged in 2035 and regular reviews planned every 5 years. The overarching goals for the Vision 2050 are:

1. Economic growth and prosperity.
2. High quality and standards of life for Rwandans.

In addition, the Policy settles 5 Pillars:

1. Human development.
2. Competitiveness and integration.
3. Agriculture for wealth creation.
4. Urbanization and agglomeration.

5. Accountable and capable State Institutions.

The Vision 2050 considers the aspiration of Rwandans to leave to our children a better world to live in. As such, growth and development will follow a sustainable path in terms of use and management of natural resources while building resilience to cope with climate change impacts (FAO 2025).

3.4 Second National Strategy for Transformation (NST2)

The Second National Strategy for Transformation (NST2) has been developed through an inclusive and participatory process involving citizens, the private sector, civil society, development partners and relevant institutions among others (Mugabo and Warner 2025; Tuyishime and Sikubwabo 2024).

NST2 leverages existing and emerging opportunities, including a growing youthful population 56% of whom are of working age of 16–64 years and 65.3% are under 30, the increased adoption of technology and innovation, and the development of high growth potential sectors such as mining, agro-processing, horticulture, automotive, aviation, sports, creative arts, tourism, and Meetings, Incentives, Conferences, and Exhibitions (MICE). An engaged citizenry, grounded in core developmental and cultural values, also plays a significant role in this strategy (Elci et al. 2025; Kamanzi 2023; Rukundo 2021).

NST2 is primarily designed to improve incomes and wellbeing of citizens by delivering the following impactful results:

1. Enhancing climate resilience and sustainable development
2. Developing domestic manufacturing industries to boost exports and reduce the trade deficit
3. Creating decent and productive jobs
4. Improving the quality and market relevance of education
5. Enhancing nutrition and early childhood development to reduce stunting
6. Improving the quality-of-service delivery and enhancing citizen participation

Several key enablers will be emphasized on to effectively implement these priorities, including enhancing productivity through technology and digitalization, leveraging data and research, and fostering capacity development for strengthened implementation among others. Through the implementation of NST2, it is expected that Rwandan values, culture, home-grown solutions will remain central to delivering the NST2 (Rukundo 2021; Munana 2025).

The NST 2 section 6.7 highlights the need of Capacity Development to ensure the availability of capable institutions, systems, and human resources by promoting comprehensive initiatives targeting institutions, and people and creating an enabling environment for capacity enhancement and retention (Leader and Ponce 2020). As such, the following areas for capacity development will be prioritized namely (i) establishing efficient systems for tracking equal enrolments and transitions in Technical and Vocational Education and Training (TVETs) and Science, Technology, Engineering, and Mathematics (STEM), employability trends among University and Higher Learning Institutes (HLIs) graduates, (ii) increasing professional qualifications (in priority sectors driving innovation and digitally led growth), (iii) enhancing professional internship programs with both private and public institutions, (iv) strengthening staff and knowledge retention, and promotion of succession planning across the public sector (Watkins and Verma 2008; Kamugisha 2018).

In addition, more focus will be on promoting youth and women's entrepreneurship, digital and other soft skills development, and access to employment opportunities as well as supporting sector- specific training in critical skills and emerging technologies, such as AI, big data analytics, and green technologies (Elci et al. 2025).

The RMI recognized the above and is aiming to conduct **Monitoring and Evaluation Capacities Survey for Transformational Service Delivery in Rwanda**. This survey is relevant to the above sixth pillar section 6.7 of NST2. One of the key areas highlighted in the NST2 is capacity enhancement, retention and increasing professional qualifications to drive innovation and digitally led growth. This survey's findings therefore will inform pathways to having a highly professional and retainable human capacity in terms of monitoring and evaluation at local level.

3.5 Monitoring and Evaluation Guidelines

These guidelines for monitoring and evaluation developed by the Rwanda's Ministry of Finance and Economic Planning (MINECOFIN). This National Monitoring Evaluation and Learning Guidelines (NMEL) serves as an important tool to strengthen Result Based Monitoring Evaluation system in Rwanda. The aim is to facilitate in tracking project/program implementation progress and facilitating decision making by providing credible and useful information, enabling the integration of lessons learned into planning and decision-making processes (MINECOFIN, 2021).

Since the guideline helps in indicating how projects in Rwanda (public or private -based sectors projects) can be implemented in a Specific, Measurable, Attainable, Relevant, Time-bound, Explainable and Relative (SMART) way, it is good to consider reviewing its content before delivering M&E capacity building sessions and/or setting in place a performance evaluation session to M&E Staff.

3.6 Recent similar surveys conducted

During the conduct of this survey, we also referred to previous related studies conducted in terms of Monitoring and Evaluation gap assessment, Monitoring and Evaluation guidelines. The literature review included not limited to the followings.

3.6.1 Review of the Handbook for Monitoring and Evaluation

This report provided necessary information that is needed by Monitoring and Evaluation team to be able to design, manage and support a results-oriented monitoring and evaluation system for emergency and development operations (IFRCRCS 2002).

Since RMI conducts this survey aiming to identify M&E skills gaps and propose capacity building session that can be provided to M&E team, this report can be resourceful in training preparation.

3.6.2 Monitoring and Evaluation Training

The review of his report indicates that the monitoring and evaluation (M&E) training targeted policy staff. The training aimed to build participants' capacity in M&E and equip them with

skills to effectively plan and implement M&E of programs, particularly those under the Tokyo Mutual Accountability Framework (UNDP 2012).

The training covered terminology, concepts, tools and the importance of M&E. Participants engaged in group work and discussions. Based on an evaluation, the training was successful in enhancing understanding of key M&E topics. It can be important for RMI while delivering M&E training to also cover some of the above topics and/or all of them.

3.6.3 Monitoring and Evaluation Skills and Performance

This study was conducted to indicate the influence of Monitoring and Evaluation (M&E) skills on the relationship between Performance Contracting (PC) system and organizational performance in government ministries in Kenya (Kinyanjui et al. 2015).

The report shows that the strength of the relationship between PC system and organizational performance greatly depends on the Monitoring and Evaluation skills. The report, therefore, concludes that for performance of the team working on government institutions, they should be equipped with M&E skills (Kinyanjui et al. 2015).

This reviewed report is in connection with the aim of this RMI survey since the aim is to identify M&E skill gaps towards better performance of the Vision 2050 and NST2 implementation.

3.6.4 Recent assessments conducted by RMI

In 2017, RMI conducted a study entitled: “*Professional Capacity Need Assessment*” which aimed to assess the needs, and identify the gaps and impact on users of previous, current and future capacity building services of RMI for the individual and/or organizational performance (RMI 2017).

We do believe that the above assessment is relevant to the current survey which specifically focused on the “**Monitoring and Evaluation Capacities Survey for Transformational Service Delivery in Districts of Rwanda**”. The survey revealed the skill gap and needs in terms of strengthening the Monitoring and Evaluation team at District level towards better service delivery and performance as well.

4. METHODOLOGY

4.1 Introduction

To ensure the completion of this survey, we utilized a mixed methods approach combining both qualitative and quantitative research approaches. The data collection includes the use of in-depth interviews, questionnaire and focus group discussions. The data collection tools were developed and pre-tested before going to the field.

The developed questionnaire was discussed with RMI staff before starting data collection and we ensured that the collected data would help to generate a report that helps RMI to understand M&E technical skill gap and needs toward strengthening M&E skills and service delivery in Rwanda.

4.2 Ethical Considerations

Before starting the survey, RMI Research and Consultancy team sent an Introduction Letter to respective survey target districts. The letter aimed to introduce the consultant, give details regarding the survey objectives, expected survey outcomes and request the appointment to interview.

Regardless that before interview, we promised confidentiality to respondents, we may not surely state that some participants may not have reserved in a way they responded and in the content of their responses.

Also, efforts were undertaken to mitigate for these limitations to a satisfactory level and we are confident that the study reflects the expressed views of the respondents, with respect to the objectives of the assessment.

4.3 Intellectual property issues

All data is confidential and is the property of the Rwanda Management Institute. Any data and/or other information generated from this survey will be released to any other interested party who may need it strictly with the written approval of RMI Director General.

4.4 Methodology

To complete this survey, we employed both qualitative and quantitative approaches as detailed below.

Qualitative participatory assessment methodology

We employed the approach to collect in-depth information regarding the M&E skills gap, training skills available within the considered district team and the capacity building need assessment toward strengthening service delivery.

This approach also was utilized based on the reason that we considered its importance in successful conduct of open group discussions and one-on-one interview sessions. Finally, we also benefited from different information sources (literature review) such as previous RMI Report, Vision 205 and NST2 reports.

4.4.1 Interview

The interview was conducted with key informants mainly those working in the Planning, Monitoring and Evaluation. As illustrated in Figure (expected vs attended informants), during this survey, we contacted the Vice Mayor Social Affairs of Rutsiro District, Vice Mayors Economic Development at Rutsiro and Bugesera districts along with the Corporate Service District Manager of Nyagatare Districts. The survey was also attended by the Directors of Planning, Monitoring and Evaluation, Monitoring and Evaluation Officers, Statisticians of Rusizi, Rutsiro, Rulindo, Nyamagabe, Huye, Burera, Nyagatare, Bugesera districts. We additionally approached the Data, Monitoring and Evaluation Specialists of Gasabo, Kicukiro, and Nyarugenge districts and the City of Kigali.

4.4.2 Questionnaire

Before starting the interview session, we translated the questionnaire into local language (Kinyarwanda as attached in the Annexes) to facilitate respondents in better understanding and responding to questions addressed. We develop the questionnaire in a way that matches the survey objectives and expected outcomes.

To ensure that the questionnaire is well filled in by respondents, we visited each respondent and allowed the respondents to ask questions which would allow in better answering the survey questions. Before, starting the interview session, we explained to each respondent the survey aim, the questionnaire content and the usage of the survey expected outcome. In addition, we facilitate the respondents to better understand some interview terms indicated in the questionnaire for better understanding of the questionnaire and providing relevant answers. After questionnaires were completed, respondents handed over to us on the questionnaire on that same interview day and signed a survey attendance proof (see in annexes).

4.5 Sampling and Sample Size

During the conduct of this survey, we targeted one best and one less performing District per province in the most recent Performance Evaluation *Imihigo* results (available on this link: [Imihigo Performance Report.pdf](#)) of the districts in 2023. The survey as illustrated in Figure 2 below, the survey response rate shows that the targeted to reach 44 respondents but only reached 33 respondents.

The reasons were that the survey took time (a) during the 1994 Genocide against Tutsi Memorial Period when some respondents were participating in the event and could not attend the interview (also added in the survey limitations section), (b) some respondents were undertaking district field visit to evaluate the implementation progress of different development projects (also added in the survey limitations section). Furthermore, to some districts, Vice Mayors and Corporate Division Managers recommend that we only work with the Planning/Statistics, Monitoring and Evaluation team. This resulted from the survey title which was named as: “Monitoring *and Evaluation Capacities Survey for Transformational Service Delivery in the Districts of Rwanda.*” Although we explained the survey aim, these respondents highlighted that considering Planning, Monitoring and Evaluation Team as the ones having exact responses instead of considering other district staff.



Figure 2: Survey target and attended respondents

4.6 Data analysis

During data collection, some questions were open allowing respondents to select the right answers based on their understanding. For the selective questions, we asked respondents to vote the answers per priority or interest. For example, on the preferred M&E modules and delivery mode, respondents answered by ranking the choices from 1 to 5 (1: Very low interest, 2 Low interest, 3: Moderate interest, 4: High interest and 5: Very high interest).

After field data collection, we collected all completed questionnaires, the provided answers were translated from Kinyarwanda to English, the reporting language. The collected data were thoroughly examined and checked for completeness and comprehensibility, and we analysed the data by using both qualitative and quantitative approaches.

To check the data completeness and comprehensibility, we checked each questionnaire to identify the missing values, verifying data consistency, and ensuring data conforms to expected formats and standards. Techniques like data profiling, validation, and statistical analysis were employed to identify and address any issues before data analysis and presentation.

The collected data were processed, collated, and analyzed by using excel spreadsheets which helped to translate the collected quantitative data into frequencies and percentages. These were then presented into Tables and graphical demonstrations to illustrate a clear picture of the survey findings. The results were presented in a way that reflects the survey objectives, and the report

ended with recommendations. The recommendations generated from the survey based on the survey results to guide RMI on the practical way forward reflective of the districts' actual M&E capacity gaps, challenges, strengths, needs and opportunities.

Descriptive Statistics

The descriptive statistics mainly displayed the description of respondents in terms of gender, education and job title along with working experience in the Planning, Monitoring and Evaluation unit at district level.

4.7 Survey Limitations

Although the survey field data was planned before including request appointment to respondents, testing the questionnaire, still we had some limitations such as that (i) respondents did not all /respond show up as expected, (ii) some respondents did not respond due to other conflicting agenda which could not allow them to have time for in-person questionnaire responding as the online option was not allowed. The main reasons of not having the expected respondents mainly resulted from the reasons that (i) that the survey took time (a) during the 1994 Genocide against Tutsi Memorial Period when some respondents were participating in the event and could not attend the interview, and that (ii) some respondents were undertaking district field visit to evaluate the implementation progress of different development projects.

5. SURVEY RESULTS

5.1 Demographic Description of Informants

This section details the results obtained from the survey in terms of age structure, gender and education of the contacted respondents, respectively. As illustrated in Figure 3 and Table 2 below, the majority (70 percent) of respondents are male compared to female who only scored 30 percent of the total respondents. It is critical to note that more efforts are still needed to engage women in the Planning, Monitoring and Evaluation sectors.

Table 2: Gender of respondents

Gender	Frequency	Percentage
Female	9	30
Male	21	70
Total	30	100

Source: Primary data

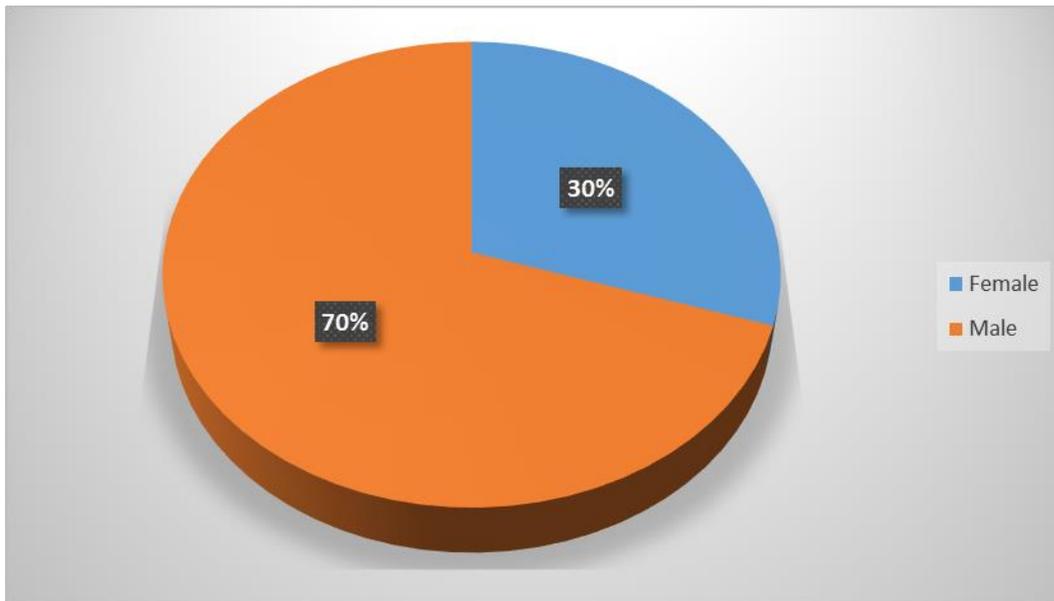


Figure 3: Gender distribution among respondents

Source: Primary data

Regarding education level distributed among respondents, as shown in Table 3 and Figure 4 below, the survey showed that 60 percent of respondents attended university at Master Level and 40 percent of respondents attended University at Bachelor's level. The education level among

respondents is good since many of them studied until Master level which can be promising in terms of possessing the necessary academic skills to perform their duties.

Table 3: Education level of respondents

Level of Education	Frequency	Percentage
Graduate (Masters)	18	60
University (Bachelor's degree)	12	40
Total	30	100

Source: Primary data

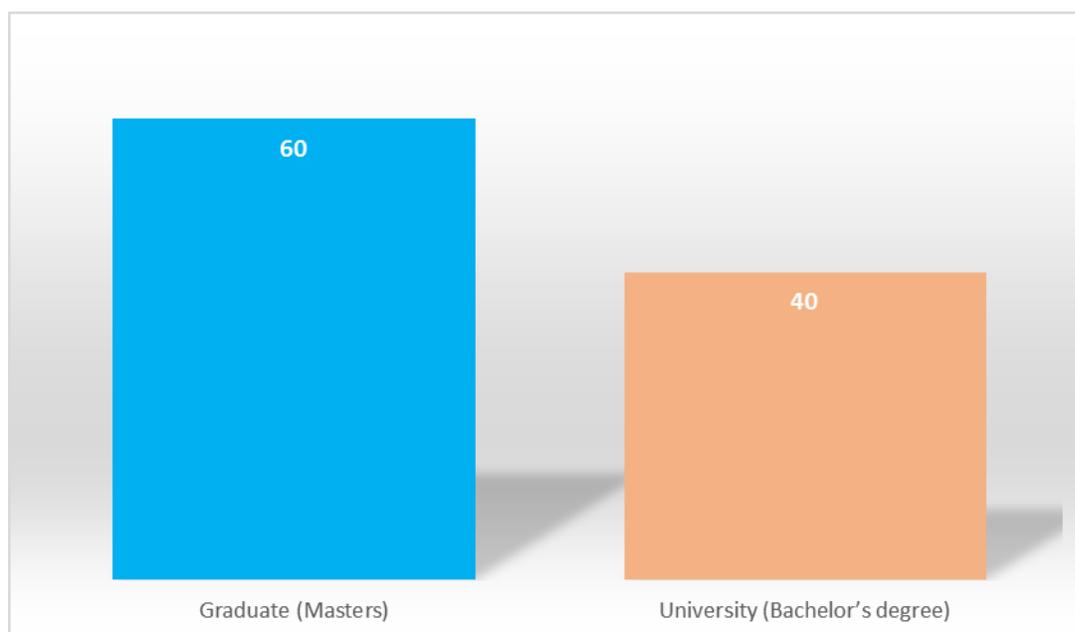


Figure 4: Education level of respondents

Source: Primary data

For the sources of the above academic qualification, the results in Table 4 and Figure 5 below show that 90 percent of respondents got their academic certificates from university. The University of Rwanda (UR), Kigali Independent University (ULK), Uganda Christian University, Mont Kenya University and Amity University Uttar Pradesh are the primary sources of academic certificates obtained by respondents.

Table 4: Sources of Academic Qualifications

Academic Qualification sources	Frequency	Percentage
A university	27	90
An International Agency or Company	1	3
A professional executive training organization/institution	1	3
Multi-lateral agency	1	3
Total	30	100

Source: Primary data

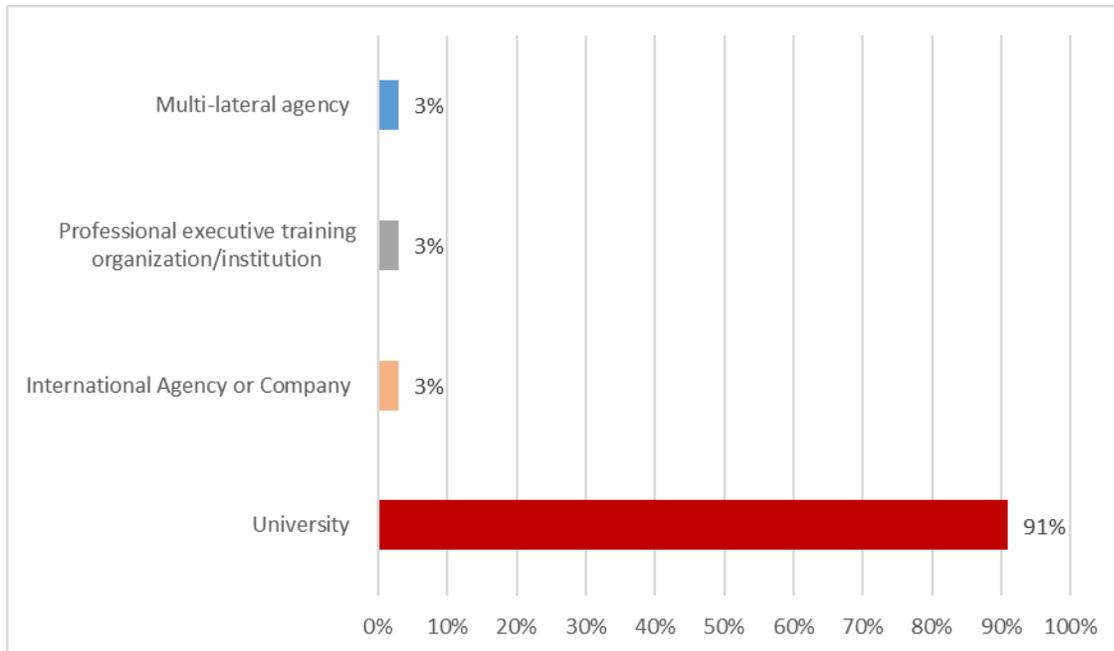


Figure 5: Sources of academic qualification among respondents

Source: Primary data

Although majority (60 percent) of respondents possesses master's degree, few of them (26 percent) have Masters' Degree in subject related to Monitoring and Evaluation or evidence-based studies. The results in Table 5 and Figure 6 below demonstrate that many respondents (74 percent) studied subjects other than Monitoring and Evaluation, namely:

- Data analysis,
- Sociology,
- Planning for Development and Development Management,
- Project Management,
- Biostatistics,
- Economics,

➤ Development Studies

Table 5: Academic subjects covered

M&E professional qualifications	Frequency	Percentage
Masters in Evaluation or evidence-based studies	7	26
Others	20	74
Total	27	100

Source: Primary data

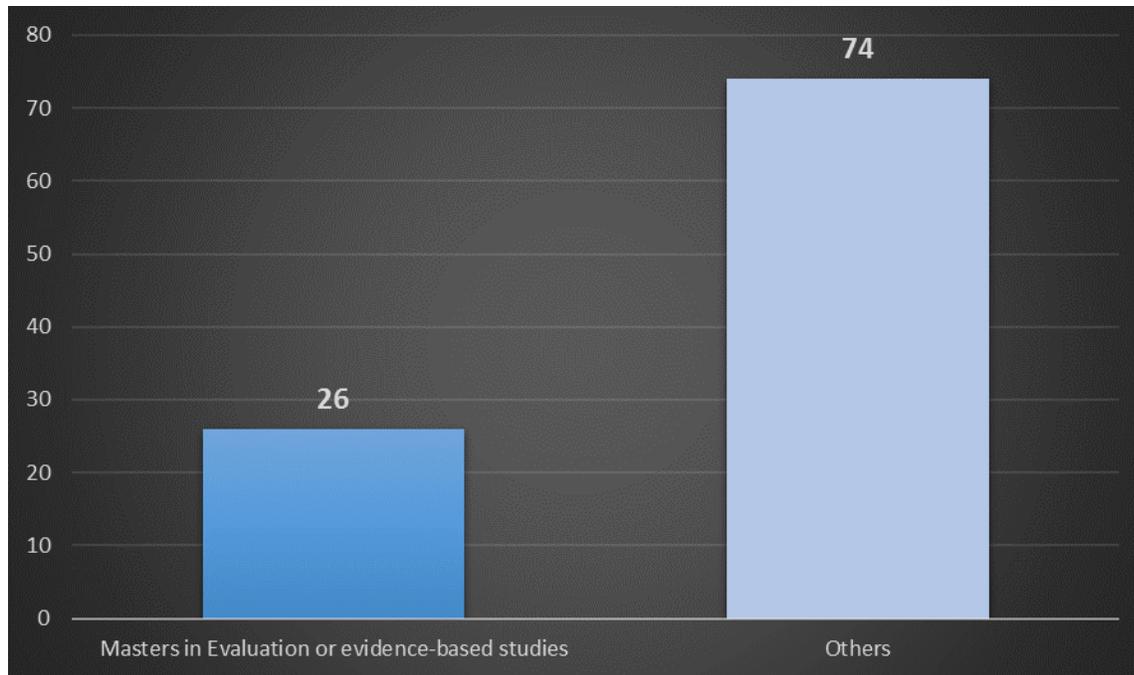


Figure 6: M&E academic related courses

Source: Primary data

5.2 Monitoring and Evaluation Professional Qualification

The survey results in Figure 7 and Table 6 below reveal that 33 percent of respondents are serving as Monitoring and Evaluation Officers while 27 percent of them serve their respective districts as Monitoring and Evaluation Directors. In all three Districts of the City of Kigali, we noticed that the M&E Staff contacted are specifically, ranked at Specialist level like that of City of Kigali as well. However, among respondents, some of them (20 percent) selected other options other positions). These are mainly Vice Mayors Economic Development, Vice Mayors Social Affairs, District Corporate Division Managers and/or other staff recommended mainly Statistician and Itorero Coach) by district management and attended the interview session.

Table 6: Job Titles of respondents

Job Title/Level	Frequency	Percentage
Officer	10	33
Specialist	6	20
Director	8	27
Other (Specify)	6	20
Total	30	100

Source: Primary data

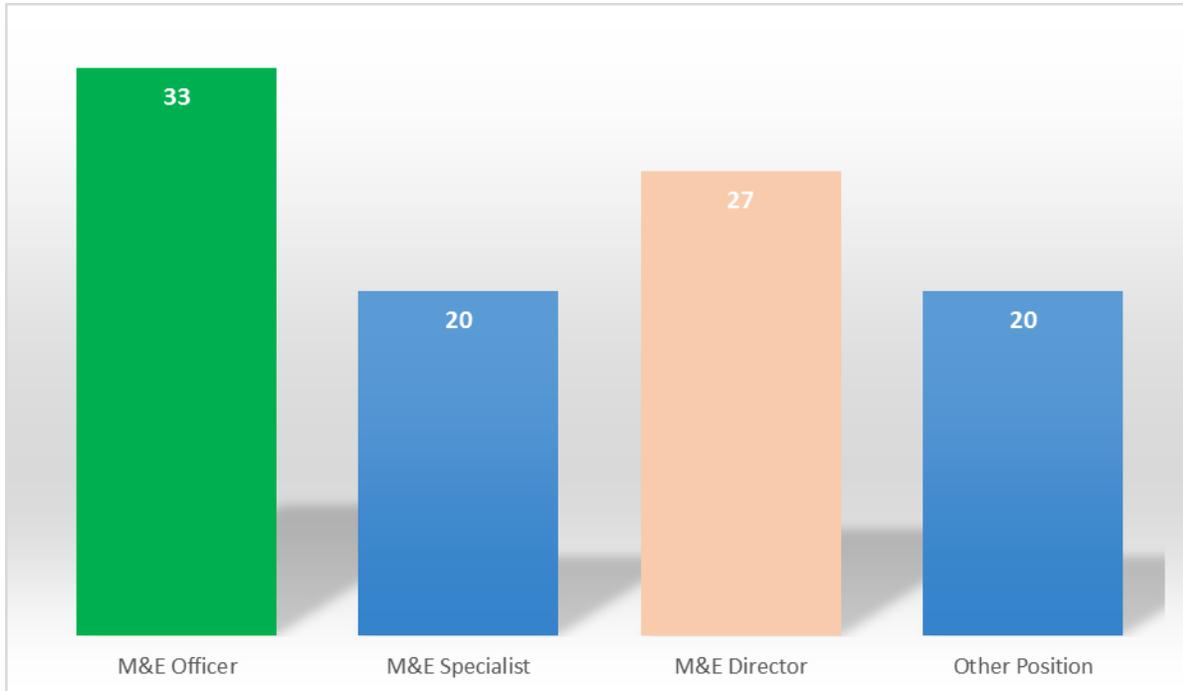


Figure 7: Job titles/position of respondents

Source: Primary data

Regarding the working experience of the contacted district staff working in the Monitoring and Evaluation responsibilities, respondents highlighted the fact that though they are not immediately linked with daily M&E functions, they do participate in M&E responsibilities in one way or another. Such ways include but are not limited to the (a) Imihigo Performance Evaluation, (b) Staff performance evaluation, (c) Budget and Activity Planning for District.

From the above background, we judged it necessary to let each respondent highlight his/her M&E experience. Therefore, as shown in Figure 8 and Table 7 below, 36 percent of respondents have an experience of higher than five years and 25 percent are in the range of two to three years of Monitoring and Evaluation working experience.

Despite the fact of not immediately being involved in daily Monitoring and Evaluation functions, it can be mentioned that the contacted District Staff reveal good working experience which can be considered for (a) mastering district challenges, (b) having internal ways of handling problems and (c) contributing to district performance as well.

Table 7: Working experience in M&E responsibilities

Number of years in M&E function	Frequency	Percentage
Less than one year	2	7
One to 2 years	3	11
Two to 3 years	7	25
Three to 5 years	6	21
More than 5 years	10	36
Total	28	100

Source: Primary data

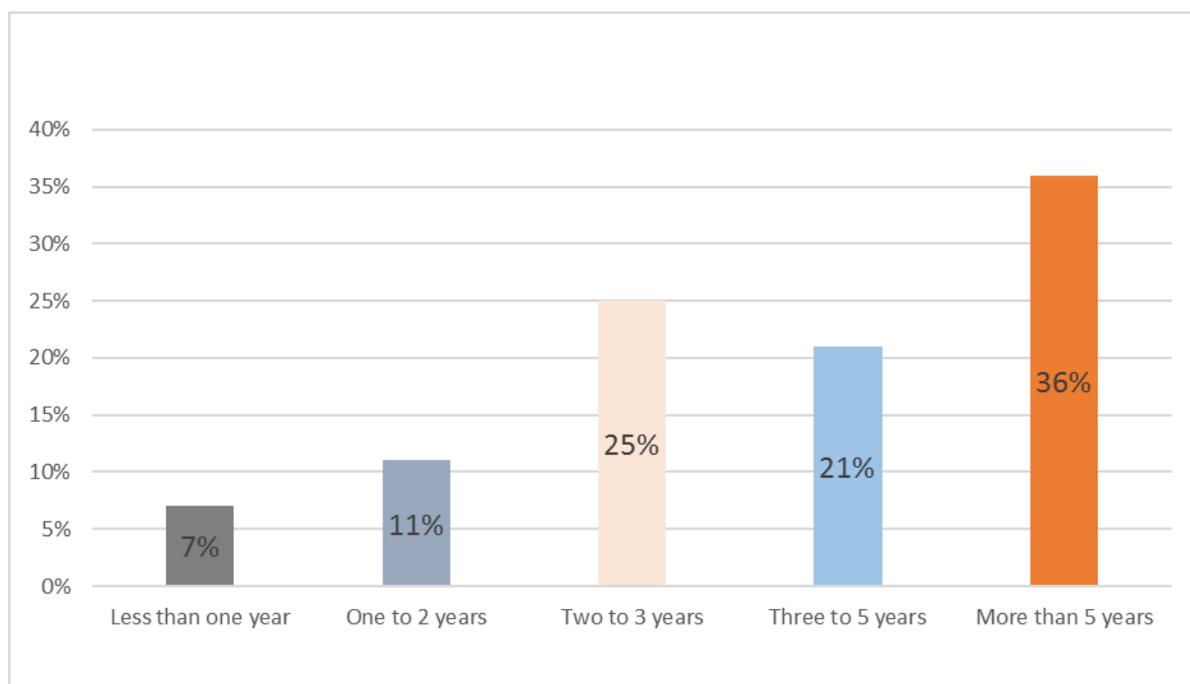


Figure 8: Experience in M&E function

Source: Primary data

However, as the survey considered the best and least Imihigo Performing districts, we can recommend a refreshment/training session on planning, monitoring and evaluation protocol at district level to update these staff who might be applying the routine procedures relying on their working experience. For the training session, it is good to make it negotiable between both RMI and the concerned districts.

5.3 Prioritization of M&E curriculum content

For the prioritization of the M&E curriculum, the respondents elected the options which seem important in case M&E module/course is provided to them. The M&E Module ranking ranged between 1 and 5 (1: Very low interest, 2 Low interest, 3: Moderate interest, 4: High interest and 5: Very high interest).

The results in Table 8 below, indicate that 13 percent expressed high interest in attending/being provided with the module of “*Using M&E results for decision making*”. The same Table 8 reveals that another M&E module preferred by respondents is the “*Digital Analytics for Monitoring and Evaluation*” voted by 11 percent. Accordingly, 10 percent of respondents voted both “*Monitoring multiple development projects (processes, collection of information, criteria for progress rating and reporting)*” and “*Fundamentals of Monitoring and Evaluation for projects, programs and policies in central and local governments*” modules, respectively.

Table 8: Prioritization of M&E curriculum content among respondents

Prioritization of M&E curriculum content											
N o.	Topics	1		2		3		4		5	
		Freq uency	%	Frequ ency	%						
1	Designing National Evaluation Systems in the Public Service	4	14	5	14	3	7	9	12	10	6
2	Fundamentals of Monitoring and Evaluation for projects, programs and policies in central and local governments.	3	10	2	6	3	7	3	4	16	10
3	Impact Evaluations for Public investment projects with an emphasis on Cost-Benefit Analysis	3	10	3	9	3	7	8	11	11	7
4	Integrating Machine-Learning in Evaluation	4	14	3	9	6	13	5	7	11	7
5	Monitoring multiple development projects (processes, collection of information, criteria for progress rating and reporting	3	10	1	3	4	9	5	7	15	10
6	Digital Analytics for Monitoring and Evaluation	3	10	1	3	3	7	4	5	17	11
7	Managing Evaluation Results.	3	10	1	3	1	2	9	12	13	8
8	How to design and negotiate the terms of reference for an evaluation		-	4	11	5	11	8	11	9	6
9	Using M&E results for decision making	2	7	2	6	2	4	3	4	21	13
10	Evaluation of private sector projects/investments	2	7	3	9	4	9	9	12	8	5
11	Evaluating conflict management programs and projects		-	6	17	6	13	5	7	9	6
12	Communication in evaluation	1	3	3	9	6	13	5	7	11	7
13	Other (please specify)	1	3	1	3		-		-	6	4
Total											

	29	100	35	100	46	100	73	10 0	157	100
--	----	-----	----	-----	----	-----	----	---------	-----	-----

1: Very low interest, 2 Low interest, 3: Moderate interest, 4: High interest and 5: Very high interest

Source: Primary data

5.4 Mode of M&E courses delivery and Location

After respondents selected their preferred M&E modules (See Table 8 above), they also selected their preferred delivery mode of the above Monitoring and evaluation curriculum. The same voting procedure (explained in the survey methodology section) was applied (Same as that demonstrated in Table 8). The respondents voted the module delivery mode per importance/interest ranging between 1 and 5 (1: Very low interest, 2 Low interest, 3: Moderate interest, 4: High interest and 5: Very high interest).

Therefore, as shown in Table 9, respondents highly selected option of delivering M&E modules, is the “*Group case study*” training delivery mode. This mode is chosen by 26 percent of respondents followed by 19 percent of respondents who voted the “*Small group simulations*” and “*Individual projects*”, respectively.

Table 9: Mode of delivering M&E Training

Proposed Mode of Training Delivery											
#	Mode of delivery	1		2		3		4		5	
		Freq uenc y	%								
1	Presentation by instructors	4	25	4	25	2	13	3	19	12	18
2	Discussions by guest experts in M&E	3	19	4	25	4	25	4	25	12	18
3	Group case study	2	13	2	13	3	19	4	25	18	26
4	Small group simulations	3	19	4	25	3	19	3	19	13	19
5	Individual projects	4	25	2	13	4	25	2	13	13	19
Total		16	100	16	100	16	100	16	100	68	100

1: Very low interest, 2 Low interest, 3: Moderate interest, 4: High interest and 5: Very high interest

Source: Primary data

Finally, respondents selected the training venue in case the Monitoring and Evaluation modules are delivered, and 50 percent of respondents chose *on-site residential* as training venue (see Table 10 and Figure 9 below).

Table 10: M&E Training venue preference

Training Venue Preference	Frequency	Percentage
On-line/virtual	2	6
On-site residential	16	50
On-site non-residential	14	44
Total	32	100

Source: Primary data

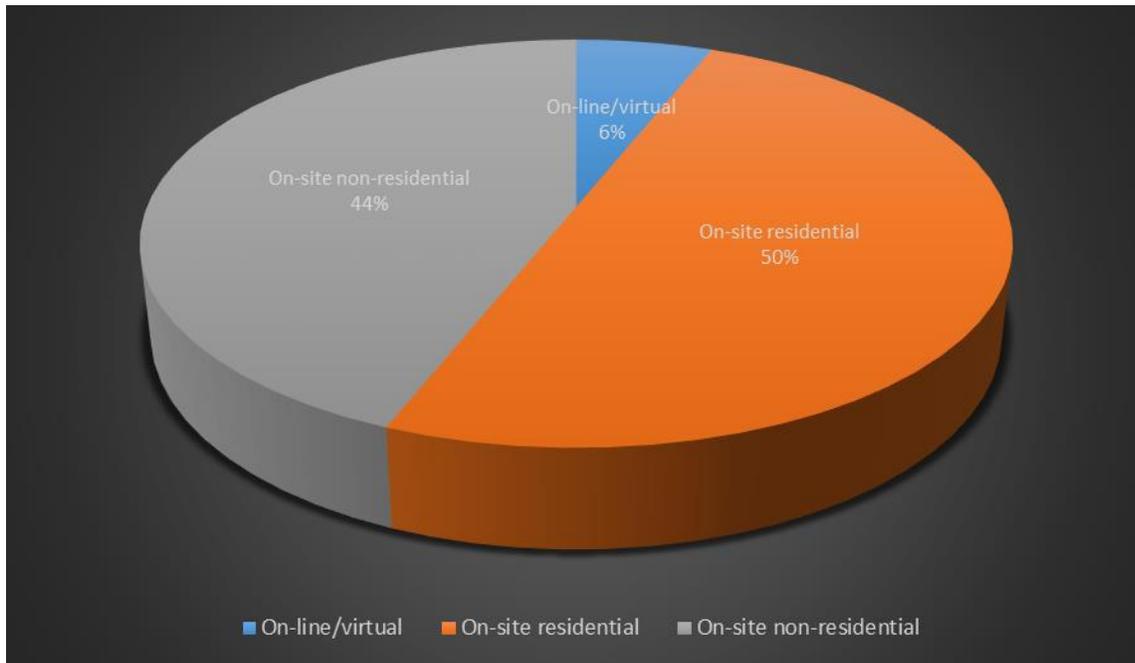


Figure 9: M&E Training Venue Preference

Source: Primary data

5.5 Open Discussion

During the conduct of this survey, respondents filled in the shared questionnaire. However, we conducted the survey in a way which facilitated open discussion during the questionnaire responding. Respondents were allowed to ask questions and/or provide more details beyond the questionnaire which enabled respondents to highlight the importance of district staff specifically those working in Planning, Monitoring and Evaluation on the district performance and community wellbeing as well. They also indicated that for the staff performance, there is need of ensuring that these team members are regularly checked on to share with them the latest projects/program planning, monitoring and evaluation approaches.

Respondents also raised the concern of pre-work training (after recruitment before starting the work) to introduce to the planning, monitoring and evaluation team the basic technical skills which will facilitate them in their practical daily duties.

Furthermore, respondents brought into the discussion the fact that considering that crosscutting cases like gender, climate change, environment, social and economic development are part of duties of the planning, monitoring and evaluation team which requires specific skills/knowledge. Hence, a refreshment/training session on these areas is important to facilitate the team in better performing across all district development areas.

The findings of this survey are very informative in terms of indicating the skills and knowledge available among the district staff mainly those working on Monitoring and Evaluation which likely can be the reasons behind each district performance. However, some gaps still exist such as that the contacted staff lack necessary/required skills either due to not having universities delivering relevant subjects or professional institutions delivering on job training/capacity development to face new development challenges. More details on the recommended actions are provided in the following section.

6. RECOMMENDATIONS

This survey demonstrated a skill gap in terms of Planning, Monitoring and Evaluation skills among respondents who were mainly the staff working in the Planning, Monitoring and Evaluation unit at District level. Although more staff has considerable working experience, it is noticed that their academic institutions and/or professional training centres still lack the integration/delivery of Planning, Monitoring and Evaluation skills that would facilitate them in their daily duties.

From the survey results, we recommend the following actions to RMI and other partners toward strengthening the Planning Monitoring and Evaluation staff at district level.

6.1 Critically setting the recruitment criteria of M&E Staff

This requires ensuring that the recruited staff possess Planning, Monitoring and Evaluation Degrees to help in gap filling of staff working under the Planning, Monitoring and Evaluation units without relevant skills as the majority possess relevant but not exact degree. However, staff with certificates in Monitoring and Evaluation can also be considered provide that they present such professional certificates.

6.2 Continuous skills gap assessment

Given the reason that M&E teams need to be updated and will be required to apply current M&E techniques, having regular capacity/skills testing approaches to identify team skill gaps will help to understand the existing gap and the types of required capacity development training/workshops.

6.3 Delivering on-duty capacity building session

These sessions are recommended to update the staff on recent Planning, Monitoring and Evaluation approaches to ensure that the staff respectively contributes to national targets which also change over time.

6.4 Delivering training out of office

During the survey some respondents were not reached due to the reason that they were working on field and/or were called for other relevant duties. Given this fact, we recommend that M&E training modules should be delivered out of staff original district to attract their attention and better training content delivery as well.

6.5 Delivering crosscutting training modules

Since Monitoring and Evaluation do cover different sectors at district, we recommend that the proposed training module does not only cover Planning, Monitoring and Evaluation, but also integrates other sectors (gender, climate change, and environment, social and economic development) in the training manuals. This would strengthen the team in terms of being able to deliver on all NTS 2 and Vision 2050 development areas.

6.6 Developing and Delivering M&E curriculum

The Rwanda Management Institute which is mandated to ensure training in Administration and Management disciplines for public service, private sector and civil society organizations personnel is recommended to (i) develop/prepare Professional M&E courses and (ii) deliver them to enhance the M&E capacities among District staff and/or any other interested candidates from both public and private institutions.

6.7 Recommended further studies

Within both best and least Imihigo performing Districts considered by this survey, we noticed that few respondents possess specific M&E degrees regardless of high experience (many record a working experience spanning over five years). However, we could not immediately conclude that lack/possession of specific degrees on M&E degrees was the main contributing factor to low or high Imihigo performance.

From the above, we recommend RMI and/or other partners in capacity building/human resources development to undertake a specific evaluation (preferably countrywide study) to assess the Imihigo Performance associated parameters in Rwanda. This would guide in better addressing the causes of poor Imihigo performance toward better achievement of both NTS2 and Vision 2050.

REFERENCES

- Ansoms, A., E. Aoun, B. Chemouni, R.-C. Niyonkuru, and T. P. Williams. 2022. The politics of policymaking in Rwanda: adaptation and reform in agriculture, energy, and education. *Journal of Eastern African Studies* 16 (2):205-227.
- Dusingizimana, P., J. Kazungu, A. Lalui, P. Milani, J. Munanura, A. Nsabimana, J. K. Sindi, D. J. Spielman, and M. Umugwaneza. 2022. *Rwanda's food systems transformation: A diagnostic of the public policy landscape shaping the transformation process*. Vol. 4: Intl Food Policy Res Inst.
- Elci, S., M. Galindo, and M. Miedzinski. 2025. Leveraging Science, Technology and Innovation to Enhance Food Security in Rwanda.
- FAO. 2025. Food and Agriculture Organization of the United Nations, Vision 2050 in Rwanda. Available at: <https://www.fao.org/faolex/results/details/en/c/LEX-FAOC206937/>, Accessed on June 20, 2025.
- Gatete, C. 2016. The Rwanda We Want: Towards Vision 2050. *Kigali, Rwanda*.
- Gubic, I., and O. Baloi. 2019. Implementing the new urban agenda in Rwanda: Nation-wide public space initiatives. *Urban Planning* 4 (2):223-236.
- IFRCRCS. 2002. *International Federation of Red Cross and Red Crescent Societies, Handbook for Monitoring and Evaluation*. Available at: https://www.measureevaluation.org/resources/training/capacity-building-resources/basic-me-concepts-portuguese/IFRC_Monitoring%20and%20Evaluation%20handbook.pdf, Accessed on June 22, 2025.
- Kamanzi, I. 2023. Analysis of the legal and institutional framework for promoting foreign direct investment (FDI) in Rwanda, ULK.
- Kamugisha, F. 2018. Effect human resources capacity building of on service delivery in local government in Rwanda, University of Rwanda.
- Kinyanjui, J. N., C. M. Gakuu, and H. K. Kidombo. 2015. Monitoring and Evaluation Skills, Performance Contracting System and Organizational Performance in Government Ministries in Kenya. *International Journal of Scientific and Research Publications* 5 (7):34.
- Leader, T. T., and P. B. Ponce. 2020. Revising Nationally Determined Contribution (NDC) mitigation and adaptation priorities for Rwanda.
- Mugabo, S., and J. Warner. 2025. *Synopsis: Enhancing smallholder farmers' profitability through increased crop commercialization in Rwanda*: Intl Food Policy Res Inst.
- Munana, F. A. 2025. Under What Conditions Does National Identity Contribute to National Stability in Rwanda and Burundi?, American Public University System.
- RMI. 2017. Rwanda Management Institute, Professional Capacity Need Assessment. Available at: <https://www.rmi.rw/index.php?id=22>. Accessed on: June 22, 2025.
- . 2025. Rwanda Management Institute, about RMI, available at: <https://www.rmi.rw/index.php?id=5>, accessed on June 18, 2025.

- Rukundo, E. 2021. Analyzing the contribution of rural agribusiness supply chain in the Gatsibo district of Rwanda, University of Rwanda.
- Tuyishime, J. B., and C. Sikubwabo. 2024. Examining the Influence of Employee Training and Development on Service Delivery in Rwandan Local Government Entities: A Case of Rubavu District, Rwanda. *ULK Scientific Journal* 46 (1).
- UNDP. 2012. *United Nations Development Programs, Afghanistan, Evaluation Report of Monitoring and Evaluation Training to Policy Staff*. Available at: <https://www.slideshare.net/dr-ayub/me-completion-training-report-oct-142012>. Accessed on June 18, 2025.
- Watkins, A. J., and A. Verma. 2008. *Building science, technology, and innovation capacity in Rwanda: Developing practical solutions to practical problems*: World Bank Publications.

ANNEXES

Annex 1: Interview Guide (English Version)

My name is, we are here under the **Monitoring and Evaluation Capacities Survey for Transformational Service Delivery in the Districts of Rwanda.**

We are working with the Rwanda Management Institute (RMI) to conduct the above survey aiming to identify existing Monitoring and Evaluation skill gaps, challenges and capacity need towards identifying the training programs that can be developed to enhance effective implementation of the NST2 and Vision 2050.

As a direct user, your responses will be central in guiding RMI to design a program that is suitable for your professional performance and career growth. Kindly take a moment to complete the following survey.

I. Gender

1. Female
2. Male

II. Level of Education

1. Graduate (PhD)
2. Graduate (Masters)
3. University (bachelor's degree)
4. Diploma
5. High School certificate
6. Other-(specify)

III. Job Title/Level

1. Officer
2. Specialist
3. Director
4. Analyst
5. Head of Department
6. Other (Specify)

IV. What type of M&E professional qualification do you have?

1. Masters in Evaluation or evidence-based studies
2. Credentialed Evaluator designation
3. Post Graduate Certificate
4. Other (Specify)

- V. Who was the provider of the qualification you obtained mentioned above?
1. A university (mention it)
 2. An International Agency or Company (mention it)
 3. A professional executive training organization/institution (mention it)
 4. Bi-lateral agency (mention it)
 5. Multi-lateral agency (mention it)
 6. Other(specify)

- VI. Number of years in core M&E function
1. Less than one year
 2. One to 2 years
 3. Two to 3 years
 4. Three to 5 years
 5. more than 5 years

VII. Please use points 1, 2,3,4,5 to signal your priority of the M&E curriculum content (More points for a course/module = more interest)

No.	Topics	1	2	3	4	5
1.	Designing National Evaluation Systems in the Public Service					
2.	Fundamentals of Monitoring and Evaluation for projects, programs and policies in central and local governments.					
3.	Impact Evaluations for Public investment projects with an emphasis on Cost-Benefit Analysis					
4.	Integrating Machine-Learning in Evaluation					
5.	Monitoring multiple development projects (processes, collection of information, criteria for progress rating and reporting,).					
6.	Digital Analytics for Monitoring and Evaluation					
7.	Managing Evaluation Results.					
8.	How to design and negotiate the terms of reference for an evaluation					
9.	Using M&E results for decision making					
10.	Evaluation of private sector projects/investments					
11.	Evaluating conflict management programs and projects					
12.	Communication in evaluation					
13.	Other (please specify)					

VIII. What mode of delivery do you propose for the delivery of the training? (Use 5 points, giving more points to the most important item)

#	Mode of delivery	1	2	3	4	5
1	Presentation by instructors					
2	Discussions by guest experts in M&E					
3	Group case study					

4	Small group simulations					
5	Individual projects					

IX. What is your preferred venue?

1. On-line/virtual
2. On-site residential
3. On-site non-residential