FFP MID-TERM EVALUATION WEBINAR HANDOUTS

Mid-term evaluation objectives and related questions

Objective 1	Objective 2	Objective 3
• Adherence to terms agreed • Target communities' perceptions of intervention • Factors challenging or supporting implementation	• Intended and unintended changes	• Adjustments to implementation and ToC or RF

The main purpose of MTE is:

Objective 1 (main): Assess adherence to terms agreed: to what extent project implementation matches the proposed plans approved by FFP (strategy, activities, beneficiary numbers, outputs, planned schedules). Analyze perception and acceptability of project interventions among key stakeholders. Evaluate strengths and weaknesses of project implementation. Explain why delays, accelerations, or deviations from the strategy have occurred. Identify factors that enhance/detract from quality, acceptability, and usefulness of implementation and outputs.

Other less important objectives of MTE are:

Objective 2: Present evidence of intended and unintended changes associated with project interventions and outputs. Assess how well observed changes reflect ToC or RF. Identify factors that impede/promote observed and intended changes.

Objective 3: Recommend adjustments to a) implementation and b) ToC or RF to improve likelihood of achieving desired results.

Five MTE questions

For objective 1:

1. How well have the project's interventions met planned schedules, beneficiary numbers, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?

2. What are the strengths of and challenges to the overall project design, implementation, management, communication, and collaboration so far? What factors appear to promote or challenge the project operations or effective collaboration and cooperation among the various stakeholders?

3. In each technical sector, what are the strengths of and challenges to the efficiency of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and project protocols? What factors in the implementation and context are associated with greater/lesser efficiency in producing outputs of higher/lower quality? Which interventions and implementation processes are more or less acceptable to members of the target communities and why?

For objective 2:

4. What changes do community members and other stakeholders associate with the project's interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the project's Theory of Change (TOC) or Results Framework (RF)?

For objective 3:

5. Based on the findings from 1-4, above, how could the project be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the project's TOC or RF be refined or modified?

Secondary data key documents

Awardee project staff are responsible for the timely provision of secondary data (project data and secondary documents and data) <u>at least 2 months prior</u> to data collection.

Secondary data should be <u>routinely</u> assembled from the beginning of the project (do NOT wait until after the SOW is approved). It is important to have good descriptions of all intervention sites, characteristics of the sites, beneficiary numbers (by intervention), and start date and end date of interventions. See below an illustrative list of secondary data.

- ✓ Documents providing geographic orientation:
    - o Lists of intervention sites with descriptions of primary characteristics (interventions, start/end dates, beneficiary numbers, ecologic zone, key demographic information…)
    - o Locations, contents, and managers of all warehouses
    - o Maps with intervention sites, warehouses, lodging, offices, and driving times
- ✓ Approved project proposal narrative, attachments, and approved modifications
- ✓ Inception report, baseline study report, and other research reports
- ✓ Complete M&E Plan, including monitoring tools, manuals and reports, and examples and lists of recipients of all types of M&E reports
- ✓ Environmental Mitigation and Monitoring Plan (EMMP)
- ✓ Project commodity management tools and reports
- ✓ Intervention implementation protocols and guidelines
- ✓ Intervention reports and data:
    - o Food, voucher, cash, and non-food item distribution reports
    - o Project monitoring data bases/tables with descriptions of their nature (e.g., format, location) and contents (e.g., type of data, period of collection)
    - o All ARRs and PREPs
- ✓ Project organogram
- ✓ Exit strategy and sustainability plan

MTE methods

- Mostly qualitative methods, especially unstructured or semi-structured interviews and observation.
- FFP will not support a large scale quantitative survey to collect primary data. However, the following quantitative methods are encouraged:
    - o Quantitative analyses of project data and secondary data
    - o Small-scale surveys to collect primary data to test a hypothesis, capture perceptions, or cross-check local findings
- Sampling: Ensure diversity of views based on factors that affect implementation and results:
    - o **Site selection:** Geography, livelihood zones, etc.
    - o **Informant selection:** Beneficiaries and non-beneficiaries, socioeconomic status, members of different stakeholder groups, etc.
    - o **Project intervention:** Level of program integration, etc.

Project responsibilities clarified in SOW

1. Prepare SOW <u>on time</u>

2. Select <u>appropriate</u> evaluation team

3. Provide secondary data <u>on time</u>. Project staff should routinely collect and assemble secondary data from the start of the award (not wait until SOW is approved)

4. Serve as informant (verbal and written information)

5. Provide logistical advice as stated in the SOW

6. Offer administrative support (optional) as stated in the SOW

MTE team composition

Team Leader should:

- Be an evaluator (formal education) with <u>both quantitative and qualitative</u> experience

- Be external to project and all agencies involved in project implementation

(Experience evaluating integrated food security projects highly desirable, but not absolutely required)

Technical specialists:

- Post-graduate degree plus extensive practical experience in at least one relevant sector

- A member of an implementing agency who had no responsibility in design/implementation of the project (e.g., regional advisor, headquarters staff member)

  or

- A USAID staff member who never had direct oversight responsibilities for the project may serve as a technical specialist on the MTE team

Overall team:

- Expertise in all project's technical sectors and cross-cutting themes

- Substantial application of qualitative research skills in developing countries

- No member of MTE should have had any responsibility in design/implementation of project

- Must be approved by the AOR prior to engagement

MTE ethical guidelines

Every MTE team member must adhere to ethical guidelines by AEA:

- Systematic Inquiry

- Competence

- Integrity/Honesty

- Respect for People

- Responsibilities for General and Public Welfare