

FOOD FOR THE HUNGRY INTERNATIONAL

**IMPROVING FOOD SECURITY PROGRAMMING AND RESOURCE
MANAGEMENT**

PL 480 Title II Institutional Support Agreement (FY1999-FY2003)

FINAL EVALUATION



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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

1.1	Introduction	4
1.2	Goals and objectives of ISA (FY1999-FY2003)	4
1.3	Objective of the final evaluation	5

CHAPTER 2: METHODOLOGY

2.1	Introduction	6
2.2	Objectives of the field visits	6
2.3	Methodology	7
2.4	Groups and resources	9
2.5	Field visit schedule	10

CHAPTER 3: MONITORING AND INDICATOR TRACKING TABLE

3.1	Introduction	11
3.2	Program performance indicator tracking table	11

CHAPTER 4: OVERVIEW OF PROGRAM RESOURCES AND ACTIVITIES

4.1	Introduction	16
4.2	Staffing	16
4.3	Budgets and expenditure	19
4.4	Modus operandi	20

CHAPTER 5: ACTIVITIES, ACHIEVEMENTS AND IMPACT

5.1	Introduction	23
5.2	Tools for the design and implementation of food security programs	23
5.2.1	<i>Project proposals</i>	23
5.2.2	<i>Educational Messages</i>	25
5.2.3	<i>Positive Deviance</i>	28
5.2.4	<i>Barrier analysis/TIPS</i>	30
5.2.5	<i>Monitoring and Evaluation</i>	32
5.3	Commodity management	34
5.4	Emergency response preparedness	38
5.5	Food security needs assessments	43
5.6	FAM cooperating partnership and working groups	44
5.7	FAM knowledge of and proficiency in using information technology	47

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

TABLE OF CONTENTS (continued)

ANNEX A: SCOPE OF WORK

ANNEX B: DETAILED METHODOLOGY

ANNEX C: FIELD VISIT SCHEDULE

ANNEX D: DETAILED TABLES

LIST OF TABLES

	PAGE
Table 1: Summary of the groups consulted during the field visits	7
Table 2: Sampling of community based staff and their supervisors.....	8
Table 3: ISA effect/impact indicator performance	12
Table 4: ISA Activity/output indicator performance	13
Table 5: Staff composition and changes in staffing	17
Table 6: ISA team member outputs and activities for the period FY1999-Fy2002	18
Table 7: USAID perceptions about the most recently submitted Title II DAP proposal	24
Table 8: Educational message delivery: a comparison of the situation	26
Table 9: Comparative ranking of community level trainings attended	27
Table 10: Knowledge about and use of barrier analysis and TIPS	31
Table 11: Use of Quality Improvement checklists at regional and community level	33
Table 12: External assessments of changes in monetization and CM	37
Table 13: Emergency response preparedness	39
Table 14: Emergency responses by FHI in the four years preceding ISA.....	41
Table 15: Activities related to FAM information technology	48
Table 15: Number of subscribers to the FAM listserves	50

LIST OF GRAPHS

Graph 1: Categorization of program expenditures FY1999-FY2002	19
Graph 2: Visits to the FAM website FY1999-FY2002	49

LIST OF ACRONYMS

CD	Country Director
CDP	Child Development Program
CHW	Community Health Worker
CIP	Children in Program
CM	Commodity management
CS	Cooperating Sponsors
DPRP	Disaster Preparedness Response Plan
EO	Extension Officer
ER	Emergency response
FAM	Food Aid Management
FFP	Food for Peace
FHI	Food for the Hungry International
FHI/B	Food for the Hungry Bolivia
FHI/K	Food for the Hungry Kenya
FHI/M	Food for the Hungry Mozambique
FSRC	Food Security Resource Centre
FY	USAID Financial Year (September to August)
ISA	Institutional Support Agreement
ISG	Institutional Support Grant
i.t.o	in terms of
KPC	Knowledge, Practice and Coverage
LCB	Local Capacity Building
LOA	Life of Activity
MCHN	Maternal and Child Health
M&E	Monitoring and Evaluation
MYOP	Multi-year Operational Plan
N/a	Not available
QICL	Quality Improvement Checklists
RDA	Rapid Disaster Assessment
TA	Technical Advisor
TIS	Technical Information Specialist
US	United States
USAID	United States Agency for International Development
VOC	Voice of community
WFP	World Food Program
WHO	World Health Organization

EXECUTIVE SUMMARY

Introduction

USAID awarded its first Institutional Support Grant (ISG) to FHI for the period January 1997 to August 1998. The ISG's main objective was to strengthen the monitoring and evaluation (M&E) systems and tools used by FHI's Title II fields. Upon successfully meeting this objective, FHI was awarded a second grant for the period FY1999 to FY2003. The main goal of the FHI's ISA is to increase the impact of its Title II food security programs in Bolivia, Ethiopia, Kenya and Mozambique via the improvement of its technical, programmatic and managerial capability.

This goal was to be achieved through the following objectives:

- 1) Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the current ISG program in M&E system standardization;
- 2) Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;
- 3) Conduct needs assessments in the West African Sahel (Mali, Niger, Burkina Faso) and Haiti to determine rationale for and feasibility of initiating activities in those countries;
- 4) Improve FHI's capacity to efficiently and effectively manage commodities;
- 5) Collectively improve, with the other cooperating sponsors (CS): a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors.
- 6) Contribute toward the improvement of FAM knowledge and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM (mentoring partnership).

This report summarizes the findings of the final evaluation of the FHI ISA. This evaluation took place in October/November 2002 and its purpose was to provide an assessment of the results achieved, reasons for levels of achievement or non-achievement, and lessons learned from the ISA program. Its focus is on an external review of the ISA's contribution towards food security achievements through FHI Title II programs.

The evaluation methodology consisted of two distinct parts. The first included a thorough review of existing information and documentation, whilst the second focused on collecting new information via questionnaires and group interviews. The following groups and individuals were consulted: FFP; CS members based in the US; USAID missions in Bolivia, Kenya, Mozambique; FHI managerial staff, regional supervisors and community based staff in Bolivia, Mozambique and Kenya.

General findings

The FHI ISA successfully completed most of its targeted activities and outputs. With one year of the program still to be completed, thirty-eight of the forty-two output/activity targets of the FHI ISA, were fully met or exceeded. Three of the four targets that were not met were only slightly below target and adequate explanations could be given for underperformance. An analysis of staff outputs and budget and expenditure patterns shows that activities largely correspond with planning done in the original project proposal.

Training materials were generally comprehensive and well prepared. It is important that enough time and resources be allocated during the next ISA, to consolidate and compile all the training materials of this ISA. Post test scores and comments by the course participants, suggest that there has been a significant increase in knowledge amongst those who attended the training. Several suggestions as to how the format of workshops can be improved have been included in the report (pages 22-23).

Objective specific findings and impact

In addition to increasing staff knowledge, the ISA also succeeded in improving implementation of various aspects of its Title II programs. In so doing it positively impacted the ability of its Title II fields to meet their food security targets. However, the team found that most of the ISA trainings are only likely to make significant impacts on food security during the next DAP cycle.

Objective 1: Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation

Several training workshops were conducted to impact this objective. These include: a program design and analysis workshop (17 participants), workshops on educational messages and methods messages and methods (73 participants), Positive Deviance and Hearth Method (100 participants), Barrier-analysis/TIPS (76 participants) and remedial M&E (81 participants).

The evaluation team noted the following impacts that may be attributed in large part to these workshops:

- The quality of recent project proposals has improved significantly and staff participation in the process has increased.
- The evaluation team found that all fields have developed training curricula and lesson plans as a result of the ISA assessment and training. Where lesson plans already existed before the ISA, their quality has also improved. In most fields, training has become more participatory and the use of appropriate visual aids and other techniques to facilitate learning has increased.
- Awareness and use of Quality improvement checklists (QICs) is high in Mozambique and Kenya. Use of QICs has probably contributed to improved performance by community-based workers and has strengthened FHI's M&E capacity. On the other hand, the evaluation team also noted that turnover of key management staff during the past two years has weakened FHI's M&E capacity in some countries.

The following program improvement tools have only been partially implemented in the fields and it is still too early to note an impact on program implementation and food security:

- Positive Deviance has been implemented in Mozambique, but not yet in Kenya and Bolivia. Both Kenya and Bolivia plan to implement it in 2003.
- The use of Barrier analysis and TIPS was very limited in all three fields although the main reason for this may be that training was done quite recently.

Objective 2: Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;

A total of eight training workshops, related to emergency relief, were presented during the first four years of the ISA program. Topics covered in these workshops include: Emergency Relief preparedness (9 participants); rapid disaster assessment workshop(15 participants); Emergency program design and implementation workshop (9 participants); Improving capacity to respond to emergencies and rapid transition to development (35 participants) and emergency program M&E workshop (14 participants)

The evaluation team found that less than 20% of the managers who attended the first three courses are still working in FHI country programs. The Title II fields in Kenya and Mozambique have applied, albeit on a small scale and in a modified form, the knowledge that was gained during the ISA training. There is some evidence that the training had an impact outside FHI's Title II fields e.g. the DRC, Kosovo, Nicaragua and India.

Objective 3: Conduct needs assessments in the West African Sahel (Mali, Niger, Burkina Faso) and Haiti to determine rationale for and feasibility of initiating activities in those countries;

The evaluation team concluded that this objective has been completed successfully. The assessments were based on careful consideration of all the factors that could have an influence on a decision about FHI's Title II expansion.

Objective 4: Improve FHI's capacity to efficiently and effectively manage commodities;

This program component included a significant monitoring and support component and focused on the two FHI fields that are directly involved in handling Title II commodities (Bolivia and Ethiopia). Seven training workshops were presented. These workshops were mainly aimed at explaining the monetization process and introducing/refining commodity management systems. In general, the team found evidence of the standardization and streamlining of commodity management systems in Bolivia and Ethiopia and increased knowledge at FHI's headquarter level in respect to all aspects of commodity management.

Objective 5: Collectively improve, with the other cooperating sponsors (CS): a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors.

FHI had a significant impact on the M&E working group in terms of its contributions as chair of the working group and in terms of research and other support that went into the development of the M&E toolkit. Its involvement in the monetization and local capacity working groups were less significant.

Objective 6: Contribute toward the improvement of FAM knowledge and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM (mentoring partnership).

FHI met the overall objective and the three sub-objectives that it set out to achieve in relation to FAM information technology capabilities. It also assisted with the creation of the FSRC database, which is an activity that was not included in the original project proposal. The evaluation team concluded that this has been a very successful mentoring partnership. FHI's support enabled FAM to achieve most of its technology related objectives.

Recommendations

The evaluation team had the following recommendations:

- The loss of managerial level staff was high in all fields. Since the capacity built during this ISA was lost with them, FHI should assess the underlying reasons for what appears to be a higher than normal turnover rate and then take appropriate action to resolve the problem.
- The ISA team, in conjunction with FHI Regional Directors and Country Directors (CD's), should develop a basic orientation package of documents, tools and methods that should be given to new food security managers in order to improve program continuity.
- FHI should continue to think strategically about how to improve its capacity to respond to emergencies and facilitate a rapid transition to development. The practice of training development staff to become "emergency experts" and then expecting them to assume leadership of emergency relief activities in times of a disaster appears to be less than ideal. Additionally, high turnover rates of staff trained in Emergency and Relief management have negated to some degree the benefits of the ISA Emergency and Relief Management training.
- Future ISA training programs should consider putting increased emphasis on training of trainers, to improve the ability of in-country managers who receive ISA training to effectively replicate that training with their subordinates
- The mentoring component of future ISA programs should be increased.
- The next ISA should consolidate the training materials and strengthen the implementation of the new tools and methods introduced during the current ISA and previous ISG. If fields are expected to implement Barrier Analysis, TIPS and Positive Deviance effectively, additional mentoring will be required.

In terms of the content of a future ISA program, various possible themes emerged from this evaluation. The most important of these are:

- Consolidating the training materials of the current ISA into manual format
- Developing and expanding CD-ROM and general reference library capabilities in Title II fields
- Linking monitoring to management information systems with the objective of strengthening the relationship between monitoring information and changes in program implementation. Training in data analysis: basic EPI-Info and SPSS; statistical methods for more advanced data analysis
- Technical support in the areas of income generating activities, marketing and livestock
- Continued support in terms of Commodity management and FAM information technology
- Identifying, adapting and sharing food security innovations used by Non-Title II development programs.

CHAPTER1: INTRODUCTION

1.1 Introduction

Food for the Hungry International (FHI) implements and facilitates a variety of development programs in Asia, Africa, Latin America, and Eastern Europe. The worldwide goal of FHI is to reduce hunger and poverty. One of its key objectives is to increase food security via increased agricultural production and improved health and nutrition. FHI focuses on building local capacity in order to enable communities to progress beyond meeting their basic needs. By strengthening leadership and community cohesion, the organization strives to empower communities to continue to grow and develop even after FHI is no longer present (FHI 1998) One or more of the following components are usually included in the organization's integrated community development programs:

- Agricultural production
- Water and sanitation
- Natural resources management
- Health and nutrition
- Income generation
- Child education

In addition to receiving private donations from individuals and organizations, FHI also receives funding from a variety of International Donors such as EEU, USAID and ODA amongst others. FHI's first Title II funded activities began during the mid-1980's, when Bolivia and Ethiopia initiated their first Multi-Year Operational Plans (MYOP¹). Kenya followed shortly afterwards in 1989 whilst FHI Mozambique received its first Title II grant in 1997.

USAID awarded its first Institutional Support Grant (ISG) to FHI for the period January 1997 to August 1998. The ISG's main objective was to strengthen the monitoring and evaluation (M&E) systems and tools used by FHI's, Title II fields in Bolivia, Ethiopia, Kenya and Mozambique. Its related purposes were to improve the following components of the food security M&E continuum: 1) macro-targeting, 2) micro-targeting, 3) indicator development, 4) baseline data collection and analysis, 5) monitoring, and 6) evaluation. Upon successfully meeting the objectives of this ISG², FHI was awarded a second grant for the period FY1999 to FY2003. The next section briefly describes the main objectives of this agreement.

1.2 Goals and objectives of ISA (FY1999-FY2003)

The main goal of FHI's Institutional Support Agreement (ISA) is to increase the impact of its Title II food security programs via the improvement of its technical, programmatic and managerial capability.

¹ These were later changed into Development Activity Proposals (DAP)

² USAID changed the name of the Institutional Support Grant (ISG) to Institutional Support Agreement (ISA) in 1998.

This goal was to be achieved through the following objectives:

- 1) Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the current ISG program in M&E system standardization;
- 2) Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;
- 3) Conduct needs assessments in the West African Sahel (Mali, Niger, Burkina Faso) and Haiti to determine rationale for and feasibility of initiating activities in those countries;
- 4) Improve FHI's capacity to efficiently and effectively manage commodities;
- 5) Collectively improve, with the other cooperating sponsors (CS): a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors.
- 6) Contribute toward the improvement of FAM knowledge and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM (mentoring partnership).

The main beneficiaries of the ISA program have been:

- FHI Title II programs in Bolivia, Ethiopia³, Kenya and Mozambique,
- Potential future FHI Title II programs
- Other FAM-member CS's

Food For Peace (FFP) requested all CS's who benefited from the current ISA grant period to do their final evaluations at the beginning of FY2003 so that the findings could be used as the basis for the proposals for the next grant period. This report summarizes the findings of this final evaluation.

1.3 Objective of the final evaluation

The purpose of the final evaluation was to provide an assessment of the results achieved, reasons for levels of achievement or non-achievement, and lessons learned from the ISA program. Its focus is on an external review of the ISA's contribution towards impacts on food security through FHI Title II programs.

³ FHI Ethiopia decided to suspend its Title II funded activities at the end of FY 2002. Ethiopia will therefore not be included in the planned ISA activities for FY 2003.

CHAPTER 2: METHODOLOGY

2.1 Introduction

The evaluation methodology consisted of two distinct parts. The first included a thorough review of existing information and documentation. Details about the nature of these documents are contained in the Scope of Work (Annex A). The second part focused on collecting new information via questionnaires and group interviews.

Most of the questionnaires, especially those aimed at FFP, and CS members based in the United States (US), were dispatched electronically. Follow-up questions were also sent in this manner. In order to conduct the group interviews, three of the four Title II programs supported by this grant were visited. The programs included in the field visits were: Kenya, Mozambique and Bolivia. The main reasons for selecting these fields were that Bolivia and Kenya were not visited during the Mid-Term Evaluation. Ethiopia was visited during the Mid-term Evaluation, but phased out its Title II activities in FY2002. ISA program activities were re-focused towards the other three fields once it became clear that FHI Ethiopia would not be continuing with Title II activities.

A combination of questionnaires, semi-structured group interviews and focus groups were used during the field visits. The remainder of this document contains details about the nature of these interviews and the people who were interviewed.

2.2 Objectives of the field visits

Within the framework of the overall objective of the evaluation⁴ the in-field information collection was aimed at:

- Collecting information about the ISA program that is not contained in existing documentation.
- Measuring the impact indicators as defined in the Monitoring and Evaluation Plan.
- Determining the extent to which ISA training messages are being used and applied in the field.
- Determining the extent to which ISA messages have contributed towards improving the quality of its food security programs.
- Identifying the factors that may have influenced the adoption of ISA training messages.
- Setting a process in motion (through the use of participatory interviewing methods) whereby field staff actively identify and remove barriers to the adoption (by FHI staff) of alternative or improved practices.

⁴ The purpose of the final evaluation was to provide an assessment of the results achieved, reasons for levels of achievement or non-achievement, and lessons learned from the ISA program. The evaluation centers around an external review of impact-level results on the ISA's contribution to impacts on food security achievements through FHI Title II programs.

2.3 Methodology

A combination of questionnaires, semi-structured group interviews and focus groups were used during the field visit. These interviews were conducted with a wide range of FHI staff, counterparts and donor representatives. Details of the people who were interviewed, the questionnaires and interview schedules are provided in Annex B. The table below summarizes the composition and size of the groups interviewed in each field.

Table 1: Summary of the groups consulted during the field visits

Nature of focus group	Number of people interviewed		
	Bolivia	Mozambique	Kenya
USAID mission	2	2	1
FHI Commodity management	4	4	3
FHI Emergency response	-	4	3
FHI National management	8	4	4
FHI Regional management	8	19	*
FHI Community based staff	17	32	17

* This group interview was done jointly with the community based staff

As can be seen in the preceding table, most group interviews were with focus groups, consisting of between 2 and 10 members. However, one interview – the semi-structured group interview with community-based staff and their supervisors, sometimes had up to 41 staff members present. The semi-structured interview was preceded by a questionnaire survey that was completed by a random sample of 30 staff members⁵ who work at community level. The data of the survey was analyzed immediately after the completion of the questionnaire and the findings were integrated in the semi-structured group discussion. During the group interview, the Community Level Staff and their direct supervisors were present. The purpose of this big group interview was to illicit discussions between staff members and their supervisors about reasons why ISA promoted practices are being used or not. Thus, this particular group discussion was not only aimed at providing information to the evaluators, but its participatory nature set a process in motion that could enhance the implementation of the country programs and the next ISA program.

The in-field assessment also included a community based assessment of the educational practices⁶ used in each country, because the success of most of FHI's food security programs rely heavily on community training and influencing behavior change at community level. As a result of limited time and limited

⁵ The number thirty was selected as it is the biggest possible group that can be managed in a group interview of this nature. In some cases such as Kenya, the group included all staff members and their supervisors and the total was less than 30. In the case of Mozambique 30 represented 43% of the total community level staff. Combined with their supervisors 41 staff members were interviewed in Mozambique.

⁶ Objective one of this program focused on promoting and training staff in the use of high quality tools for program implementation. One of the training courses that was developed centered around improved methods that can be used to train rural communities.

existing information on this⁷, the evaluation team had to base their conclusions on a random selection of six community trainers per country. The six trainers were randomly chosen from the already randomly selected list of thirty health and agricultural workers, who participated in the semi-structured group interview. To save time and enable the evaluators to complete this exercise in one day, the selected trainers worked in three non-randomly selected villages. One evaluation team member was allocated to each village. The evaluators had to evaluate the training methods of one health and one agricultural trainer in the village allocated to them. These villages were all located in the same operational area (region). In order to extrapolate observations about community training methods to the country as a whole, the evaluators also asked the groups, who were being trained, whether their training normally is like the one presented to them on that day. The evaluators also had a short meeting afterwards, during which they compared notes and discussed their observations during the training.

Table 2: Sampling of community based staff and their supervisors in each field

Country and regions	Health sector			Agriculture and Natural resource management		
	Total number of staff	Number of staff interviewed	% of staff interviewed	Total number of staff	Number of staff interviewed	% of staff interviewed
Bolivia⁸						
Cochabamba	8	4	50	10	3	30
Sucre	4	3	75	10	4	40
TOTAL	12	7	58	20	7	35
Mozambique						
Gorongosa	12	4	33	15	7	47
Caia	10	4	40	11	5	45
Nhamatanda	11	5	45	14	6	43
Marromeu	10	6	60	8	4	50
TOTAL	43	19	44	48	22	46
Kenya						
Marsabit	8	8	100	9	9	100
TOTAL	8	8	100	9	9	100

The randomly selected community level trainers were told of their selection on the afternoon preceding the training. They could cover any topic during the field visit. The topic choice largely depended on community needs and trainings that preceded the visits of the evaluators. The community workers, who normally work in the three selected communities, were also present during the training in order to introduce the group and help smooth over possible problems related to having a 'different' trainer present in the community. Translators also accompanied the three evaluators during these visits. After training, the evaluators gave individual feedback to the trainers.

⁷ The final evaluations of most of these country programs did not include a detailed assessment of community level training.

⁸ Nineteen people were interviewed and completed the questionnaires; five were from other departments not listed here.

2.4 Groups and resources

The groups and individuals that were consulted during the evaluation consisted of two distinct groups. Those based outside the countries where FHI Title II programs are being implemented and those who live and work in those countries. The former group mainly supplied documentation and information about the project, but some also completed short questionnaires about the ISA program. Even though two of the ISA team members formed part of the evaluation team, none of the other team members were visited personally. However, a range of individuals and groups were interviewed and visited in the country programs.

Prior to the field visit, the following sources and individuals were consulted:

- 1) FAM working group members
- 2) The FAM Information technology representative and the FAM Executive Director
- 3) Information obtained from ISA staff members/consultants about implementation
- 4) Final impact evaluation of field projects: Kenya, Ethiopia, Bolivia and Mozambique
- 5) ISA Project documentation
- 6) Electronic Interviews/questionnaire for ex-ISA team members and ISA staff members who are not evaluation team members

The visits to the country programs included discussions with USAID representatives and FHI staff members involved in the implementation of Title II programs. All the USAID delegations are based in the country capitals. The three programs that were visited are organized differently and for this reason a short description of each is given below:

Mozambique:

The Country Director and national level management are based in Beira. The Title II program has activities in three districts in Sofala province: Nhamatanda, Marromeu and Gorongosa. In these regions there are supervisory staff members and Community Level Staff who work directly with communities.

Kenya:

In Kenya, the Title II program is focused in one geographical area, Marsabit. The Title II program manager and his management team are based in Marsabit, whilst the Country Director and his senior management team are based in Nairobi.

Bolivia:

The country director and national level management of the FHI Bolivia program are based in La Paz. Title II program activities are restricted to two geographical areas namely the Cochabamba and Potosi departments⁹. In each geographic area, there are some regional or middle management staff and Community Level Staff who work directly with communities.

⁹ The water and sanitation program was also implemented in La Paz and Oruro departments, but since most of the ISA activities focused on capacity building in the areas of health, agriculture and commodity management, only the Head Office and the two geographical areas where agricultural and health activities were implemented will be considered for the evaluation.

In all three programs, staff that work directly with the implementation of Food Security programs, were regarded as operational staff. This included all technical specialists in the fields of health and agriculture. Staff members, who work with logistics, administration and finance are referred to as support staff.

Summary of the interviews conducted during country program visits:

- 1) A random sample of 30 Community Level Staff (operations) participated in a questionnaire survey and group interview. Sampling was based on a complete list of health and agricultural workers working at community level in all regions¹⁰.
- 2) Regional level staff. The supervisors and coordinators of Community Level Staff (operations) from all regions: one group interview
- 3) Regional and National Level Staff (operations): one focus group discussion
- 4) Staff involved in emergency response: focus group discussion – only for Kenya and Mozambique
- 5) Staff involved in commodity management: Inspection of the commodity management process and focus group interview.
- 6) USAID local missions– One Title II representative and one M&E representative.

2.5 Filed visit schedules

The following schedule for the visits to each country is a generic example of the field activities. In some countries this was changed slightly as a result of logistical considerations. A detailed field visit schedule is attached in Annex C.

Day one: Interviews in capital with USAID

Day Two: Community based staff complete the questionnaire (1/2-1 hour max)
Analysis of their responses while monetization/emergency response interview takes place (1 hour)
Monetization/emergency response interview (2 hours)
Group interviews with community staff & their supervisors (2 hrs)

Day Three: Field visit: team split : one per community; attend training of two groups in each village; have short interview with attendees and give feedback to trainers. Whole day.

Day Four: Management interviews/outstanding matters (2 to 4 hours)

¹⁰ In Kenya and Bolivia, the total number of field staff was less than 30. All the Kenya staff attended the group interviews. In Bolivia, not all of the staff could participate in these interviews as a result of an evaluation and training program that were running concurrently with the ISA evaluation. However, all staff members that were available at the time were interviewed.

CHAPTER 3: MONITORING AND INDICATOR TRACKING TABLE

3.1 Introduction

The ISA's program performance and monitoring plan (FHI1999b) was approved at the beginning of FY2000. The original indicator tracking table that formed part of the project proposal was included in this document, as well as program impact indicators. The activity/output indicators had specific annual targets and were measured annually. These indicators mainly reflected the number of workshop presented, number of participants and pre- and post-test scores. Most of this information was obtained from workshop attendance records.

The effect and impact indicators were only to be measured during the final evaluation that was originally scheduled for FY2003. These indicators were reflective of the actual impact that the program would have on food security program planning and implementation at field level.

3.2 Program performance indicator tracking table

FHI fully complied with the monitoring and evaluation activities that it set out to do according to its monitoring and evaluation plan (FHI 1999b). A mid-term evaluation was conducted in April-June 2001 (FHI 2001b). The annual reports always included a detailed indicator performance tracking table which contained all the indicator information that was associated with planned activities for that year. In some cases, where program activities were modified as a result of new advances or other factors, this was also reported on and the absence of performance indicators values was justified. Table Two on the next page summarizes the program's performance for the period FY1999 to FY2002.

With one year of the program still to be completed, thirty eight of the forty two output/activity targets that the FHI ISA set out to achieve, were fully met or exceeded. The four targets that were not met were:

- Educational methods and messages post-test score (70% instead of 80%)
- Number of staff trained on how to adequately prepare for an emergency (9 instead of 10)
- Number of staff trained in designing and implementing an emergency program (9 instead of 10)
- Average post test score for emergency transition workshop participants (65% instead of 80%)

In the case of educational messages most fields were close to the target, but Mozambique's score of 58% was very low. Several reasons for the lower-than-planned post-test scores in the educational messages workshops were given (FHI 2000:4):

- 1) The workshops covered a lot of topics and adding a day or two may have helped the staff to fully absorb the material;
- 2) One of the test questions was answered incorrectly by almost all the participants, which is generally a sign that the question was poorly worded.

Without that question test scores would have been close to or greater than 80% for three of the four fields in question;

- 3) In the case of Mozambique (post test –score 58% vs. 80% planned), the workshop was conducted by second-generation trainers as the original workshop was postponed due to the flooding in the program area in February 2000.

In the case of lower than planned test scores for the workshop on transitioning from emergencies into development, one of the main reasons may again be that a lot of materials were covered within a very short time period. It is also important to note that average pre-test scores increased from a low 31% to 65%. Thus staff, who attended the workshop, probably started from a much lower knowledge base than expected (FHI 2001a:6). The number of staff trained in emergency preparedness and the design and implementation of emergency programs was only one short of the target. Considering that ISA only recommends who should attend training and the fields make the actual decision on who and how many staff members will be trained, this difference is not significant from the ISA perspective.

Table 3: ISA effect/impact indicator performance (FY1999-FY2002)

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Bold Font = Goal was exceeded () = Goal was not met	Planned	Achieved¹¹
90% of Bolivia and Ethiopia Title II managers will be correctly using standardized commodity management procedures established by the FHI ISA team	90%	Bolivia
Percentage of FHI Title II staff (educators and trainers) who will be using participatory and learner centered educational methods and messages ¹²	75%	90%
Percentage of FHI Title II field programs that will have at least one staff person who is correctly using Factor Analysis to discover barriers to behavioral change	90%	Mozambique Bolivia
Percentage of FHI title II fields that will be implementing the Hearth methods in its health/nutrition programs	50%	Mozambique
Percentage of FHI Title II fields that will be implementing a Census-based, impact oriented approach to food security programming	25%	Not implemented ¹³
Percentage of FHI Title II fields that have responded to an emergency using ISA recommended response plan	100% ¹⁴	Kenya Mozambique
Percentage of FHI fields that have responded to a recent disaster in the country using the FHI ISA standard set of methods/tools selected for designing, monitoring and evaluating emergency programs	75% ¹⁴	Kenya Mozambique
Number of FAM staff persons who will be successfully managing FAM's web site listservs and chats	1	1

¹¹ Ethiopia was not included in the evaluation due to the phasing out of Title II projects. Original targets for indicators expressed as 'percentage of Title II fields' included Ethiopia.

¹² This calculation is based on the percentage of non-supervisory staff members who reported using three or more of the eight educational methods promoted by ISA. Weights were applied to adjust for sampling bias.

¹³ This approach was included in the original project proposal, but FHI since then decided not to implement.

¹⁴ Bolivia was never targeted for emergency training. The 100% therefore originally referred to Ethiopia, Mozambique and Kenya.

Table 4: ISA Activity/output indicator performance(FY1999-FY2002)

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Bold Font = Goal was exceeded () = Goal was not	Planned	Achieved
Objective 1: Program Design and Implementation		
Number of ISA team staff oriented to program	4	5
Number of surveys conducted to determine remaining M&E problems	1	1
Number of field practicums conducted on 3 most problematic M&E tools	4	4
Number of staff trained in remedial M&E	60	81
Number of reviews of tools for problem analysis and a review to identify the best practices in program design.	1	1
Number of training workshops conducted for Title II program managers from all fields in generic tools for problem identification, analysis and solving and review of best-practice program design.	1	1
Number of staff trained in problem analysis and program design.	12	17
Average post-test scores for problem analysis and program design workshop	80%	85%
Number of field assessments conducted in educational methods and messages being used in Title II programs.	4	4
Number of Epi-Info workshops conducted	1	1
Number of staff trained in Epi-Info	12	14
Average post-test scores for Epi-workshop	80%	87%
Number of field training exercises conducted in educational methods and messages.	4	4
Number of staff trained in educational methods and messages.	60	73
Average Post-test score for educational methods and messages workshop participants	80%	(70%)
Number of training workshops and field exercises on the Hearth method in nutrition and positive deviance models for agriculture	4	4
Number of Title II staff trained on the Hearth method in nutrition and positive deviance models for agriculture	60	100
Average Post-test score for Hearth workshop participants	80%	82%

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Bold Font = Goal was exceeded () = Goal was not	Planned	Achieved
Number of workshop/practicums conducted in barrier analysis of food security-related behavior change.	4	3 (Eth not done) ¹⁵
Number of Title II staff trained and having completed practicum in factor (barrier) analysis.	60	76
Objective 2: Disaster Relief		
Number of visits to review of two emergency/transition programs in SSA that have successfully transitioned from an emergency to development program in the quickest possible time	1	1
Core sets of tools selected for design and M&E of emergency and transition programs	1	1
Number of workshops conducted for IRO/Title II staff in how to prepare for an emergency	1	1
Number of IRO/Title II staff trained in how to adequately prepare for an emergency.	10	(9)
Number of training workshops conducted for IRO/Title II staff in how to conduct rapid disaster assessments	1	1
Number of IRO/Title II staff trained in how to conduct rapid disaster assessments	10	17
Average Post-test score for rapid disaster assessment workshop participants	80%	93%
Number of training workshops conducted for IRO/Title II staff in designing and implementing an emergency program	1	1
Number of IRO/Title II staff trained in designing and implementing an emergency program	10	(9)
Number of Title II staff trained in how to transition quickly from emergency to development programming	15	35
Average post test score for emergency transition workshop participants	80%	(65%)
Number of training workshops conducted for Title II staff in how to monitor and evaluate emergency programs.	2	2
Number of Title II staff trained in how to monitor and evaluate emergency programs.	15	15
Objective 3: Food security needs assessments		
Number of food security needs assessments conducted in the West African Sahel and in Haiti	2	2
Objective 4: Commodity Management		
Number of assessments of current commodity management system and FHI capacity	1	1

¹⁵ Dropped due to the phasing out of Title II in that field as approved for the 02 Work Plan

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Bold Font = Goal was exceeded () = Goal was not	Planned	Achieved
Number of reviews of commodity management methodologies, procedures, and tools in current use by other CSs and FFP	1	1
Number of training workshops conducted on standardized commodity management procedures.	6	7
Number of Title II commodity staff trained in standardized commodity management procedures.	60	97
Average Post-test score for commodity management procedures workshop participants	80%	85%
Objective 5: Collaboration with Cooperating Sponsors		
Number of FAM workshops conducted on statistical sampling	1	1
Collaborative efforts with other FAM members in M&E, monetization, and local capacity-building (ongoing, not quantified)	yes	Yes
Objective 6: FAM Mentorship		
Number of FAM information system mentoring outputs achieved.	3	4

CHAPTER 4: OVERVIEW OF PROGRAM RESOURCES, ACTIVITIES AND CURRENT STAFF CAPACITY

4.1 Introduction

The primary aim of this ISA was capacity building of FHI staff working in Title II fields. Themes covered by the training were tools for the design and implementation of food security programs (objective 1); commodity management (objective 4) and emergency programs (objective 2). Other aspects, such as support to FAM in terms of information technology (objective 6) and close cooperation with cooperating sponsors in developing common methods (objective 5) were ongoing and may be regarded as secondary activities in terms of the time and resources spent on them. Objective three namely 'food security needs assessments in Haiti and the Sahel', was a once off activity that was completed in FY 1999.

This chapter briefly reviews the general inputs and resources used for the implementation of the program. Short descriptions and an analysis of the staff and financial resources used are provided. This is followed by a description of the methods used to implement the program and suggested changes and opportunities for future programs.

4.2 Staffing

All the team members spent only a part of their time on ISA activities. At any one time, most of them also had other responsibilities within FHI. With the exception of the team leader, who was busy for 90% of his time with ISA activities, the relative contribution of the other team members varied between 25 and 75%. The MCHN Trainer is the only one of the five team-members, who was not a full-time employee of FHI. He was called in as a consultant when needed. Generally, the outputs of the ISA team corresponded well with the activities contained in the original project proposal (FHI 1998). The discussion of the program results in Chapter 5, indicate that ISA achieved most of its output objectives. During the past four years the ISA team developed a total of fourteen training courses. Approximately 550 people¹⁶ were trained. In the case of commodity management, a considerable amount of time was devoted to mentoring, training and providing head office support to aspects related to monetization, commodity management and the management of Title II resources in general.

With regards to the team leader, one would suspect that the ISA program activities took place in spite of a very heavy workload. The first team leader doubled as Regional Director for Africa. In that position he had several difficult situations to resolve and several large country programs to supervise, in addition to keeping up with the demands of the ISA program. Currently the team leader doubles as the Regional Director for Latin America. The fact that the program was largely executed as planned, in spite of heavy additional demands on the team leaders, is an indication of their commitment and dedication to the work of FHI and the objectives of ISA.

¹⁶ Some people attended more than one training course.

The table below illustrates the composition of the team that implemented the ISA program as well as changes in staffing that took place between FY1999 and FY2002.

Table 5: Staff composition and changes in staffing (FY1999-FY2002)

Position	Main Technical Responsibilities	Time devoted to ISA	FY1999				FY2000				FY2001				FY2002			
			Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Team Leader	General Program Management Objectives 1, 3, 5 Tech. support agric.	90%																
MCHN TA & Trainer	Objectives 1, 3, 5 Technical support Mother and Child Health	50%																
Info. Systems TA & Trainer	Objective 6 Technical support Information systems	25%																
CM TA & Trainer	Objective 1, 4 Technical Commodity Management	75%																
ER TA & Trainer	Objective 2&4 Technical Emergency response	30%																

Key:

Original incumbent
New staff member



There have been some changes in the ISA team composition during the past four years. The preceding table shows that three of the five positions in the ISA team had to be filled by new incumbents during the past four years. Two of the three positions became vacant as a result of internal restructuring and promotions within FHI. There is some evidence to suggest that the changes in staffing did not affect the functioning of the team negatively. For example, in the case of information technology support, FAM specifically mentioned in their FY 2000 evaluation that these changes did not affect the support provided to them, because other staff members stepped in to ensure continuity (FHI 2000). Table 5 and the analysis of expenditure on especially travel, shows that there was a slight decrease in activity during FY2002. This can probably be attributed to the need for the new team leader to find his feet, but it is also a reflection of the fact that by the beginning of FY2002 most of ISA's training objectives have already been met. The only training scheduled so far for FY2003 is on Pocket PCs that will substitute training on the Census-based Impact Oriented Methodology (CBIO).

Table 6: ISA team member outputs and activities for the period FY1999-FY2002

Position (% time)	Technical aspects related to the Main Program Objectives	FY1999				FY2000				FY2001				FY2002			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Team Leader (90%)	O1:Tools for program design & implementation																
	Reviews/assessments/orientation																
	Training/workshops ¹⁷	1	2	2		1		1	1	2	1	1	1			1	2
	O3:Needs assessments in Sahel and Haiti																
	Reviews/assessments/orientation																
	O5:FAM: M&E, monetization, capacity building																
	Development of FAM tools																
	O6:FAM and FHI Information technology																
Mentoring																	
General Program Management and Coordination																	
MCHN TA &Trainer (50%)	O1:Tools for program design & implementation																
	Reviews/assessments/orientation																
	Mentoring																
	Training/workshops ⁹		2	2		1		2	1	2	1	1	1			1	1
Info systems TA & Trainer (25%)	O3:Needs assessments in Haiti																
	Reviews/assessments/orientation																
	O4: Improved commodity management																
	Training/workshop																1
	O6:FAM and FHI Information technology																
Systems developed																	
Mentoring/training FAM staff																	
CM TA & Trainer (75%)	O4: Improved commodity management																
	Reviews/assessments/orientation																
	Mentoring/preparation of manual/general support																
Training/workshop							1	1				2				1	
ER TA & Trainer (30%)	O2:Emergency response and transition to dev.																
	Reviews/assessments/orientation																
	Mentoring																
	Training/workshop				1			1	2			1	1				2

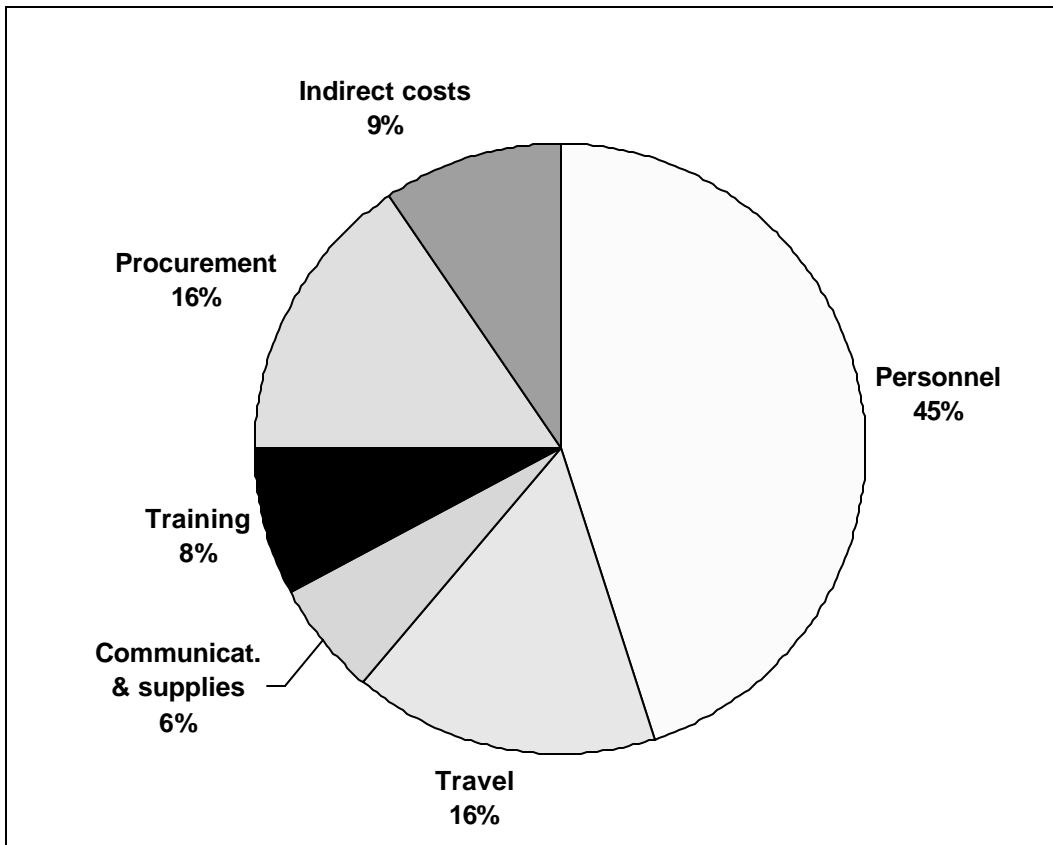
¹⁷ The team leader, who is an agricultural specialist, normally presented training courses jointly with the MCHN trainer. Thus, the number of courses reported for the team leader and MCHN TA, are similar, because they normally taught as a team.

4.3 Budgets and expenditure

The total budget for this ISA was 1,399,432 USD for the period FY1999 to FY2003. FFP provided approximately 71% of these funds and FHI the remainder. The FHI ISA financial data is audited according to A-133 regulations.

To date, program expenditure closely matched annual budgets, with approximately 25% of the total budget remaining for FY2003. The Graph below shows the program's expenditure on the various budget categories during the past four years. In order to achieve their outputs, the FHI ISA spent nearly 50% of its budget on personnel and 16% respectively on travel and procurement (procurement includes the cost of consultants such as MCHN TA and mid-term evaluation). Other less significant expenditures included: indirect costs, training, communication and supplies.

Graph 1: Categorization of program expenditures FY1999-FY2002



Expenditure on personnel showed a 23% increase during the four-year period under review. This probably reflects FHI's efforts to bring their salaries closer to industry standards. Expenditure on travel varied significantly, but followed activity patterns closely (especially the presentation of workshops).

Actual training costs were kept relatively low, partly because of contributions made by the Title II fields. In instances where workshops for various countries were presented in one place, fields had to contribute towards flight costs and in some cases accommodation. Even though it did not appear as if the expenditures in themselves were a problem, one field did mention that they do not get sufficient warning to include additional expenditures related to the ISA into their budgets. This problem could be avoided if annual training plans were developed and agreed upon with fields prior to the start of FHI's annual budget process in July. Given that ISA fiscal year beginning in September, this should be possible.

4.4 Modus operandi

4.4.1 General description

At the onset of the ISA, the team leader made contact with the Country Directors (CD's) of Title II fields and asked for their inputs in relation to program composition. Thereafter they were briefed about the main objectives and contents of the program. Since then, new country directors have been appointed in two of the four fields originally targeted by the ISA. During the ISA final evaluation, the Mozambique CD expressed a need for a more thorough briefing/explanation about the objectives of ISA and other aspects of the organization. Mozambique in particular, lost several of its senior managers during the past two years and it appears as if this program has been affected by a lack of continuity and gaps in its institutional memory.

Generally, ISA team members precede the development of training materials by informal or formal needs assessments and situation analysis. Tools for food security program design and implementation were selected on the basis of its ability to meet specific needs within the organization, but also in terms of proven effectiveness elsewhere. The spirit of the program was from the beginning to expose project staff to a set of tools/methods that they can use as is or adapt for their own programs. One of the comments made in Bolivia about the ISA training was:

'The courses that we received before ISA were mostly technical and were not of such great benefit to us. There has been a definite move within FHI towards working in a more systematic and integrated manner'.

Before the onset of training, a course outline is usually sent to the CD's for their comments. During the evaluation field visit some community level staff and supervisors said that they would like to participate more actively in the process of determining the contents of courses. This probably suggests that some CD's do not involve all their staff members in discussions about the draft course contents.

Most of the training materials were adapted and refined during the course of presenting the training courses repeatedly. The materials were nearly always sent a few weeks in advance to especially Bolivia and Mozambique where it was translated into Spanish and Portuguese by FHI staff. This was mainly done to save costs, but the country programs (specifically Mozambique) expressed their reservations about the effectiveness of this method and suggested that professional translators be used in the future.

The training materials are now ready for consolidation and the preparation of more formal handbooks or manuals are being planned for the next ISA. In the case of commodity management, an excellent and comprehensive manual¹⁸ containing standard procedures has already been compiled.

The mid-term evaluation recommended that an action plan be developed during trainings and that materials be developed that could be used for follow-up training to train the staff members who were not included in the original training (FHI 2001b). This was done for the trainings that took place during FY2002 (barrier analysis and TIPS).

4.4.2 Field Suggestions for future ISA programs

Community level staff and management suggested the following general additions/changes to the way in which ISA training courses are presented:

- A general comment across all fields was that most of the training courses covered too much material in too short a time period. Courses should either be extended or less material should be included in each course.
- In countries such as Mozambique, where replication has to be done, groups should be small so that trainees can receive a lot of attention and get a better understanding of the subject matter.
- Most fields suggested that courses should include even more opportunities for practical exercises and using the techniques being taught.
- A request for the consolidation of training materials in the form of manuals was made in Bolivia
- Most fields requested to be provided with additional resource materials. For example the FANTA documentation proved to be very useful reference materials during the baseline survey. They would like to get similar backup materials, books, bibliographies or CD ROMS related to the other training courses that were presented by ISA.
- Videos are a great help when trying to replicate materials and training sessions. Such tools will help fields to orientate new staff members quickly.
- Field staff prefer being trained in mixed groups – health combined with agriculture and/or groups from different regions/countries and even organizations. The opportunity to share practical experiences with others, who work under different conditions or with slightly different target groups, increase motivation and enrich workshops.
- Exchange programs that give staff the opportunity to visit other fields and see how some of the tools promoted by ISA are being used will help them broaden their experience.
- There may be some instances in which ISA should consider involving specialist consultants. However, fields are also aware that one of the disadvantages of this would be that the consultant may not know the organization and its needs well.

¹⁸ Parts of this manual are based on the CARE Commodity Manual, which was made available to the CS's as part of FAM working group activities.

- Bolivia and Mozambique expressed a need to appoint specific people in each field to be responsible for training and the replication of training.
- The trainers need to visit fields to follow up training and provide some mentoring
- Management commitment is essential if training is to be translated into practice. One of the suggestions would be to work the implementation of these methods into the monitoring and evaluation plans of each DAP.
- There is a need for a better road map or mechanism that will help identify who should attend the training.
- An annual training plan, which is developed jointly with the fields at the time when they do their annual planning, will be useful.
- The possibility of linking fields with Universities for backstopping purposes should also be investigated.

Field staff suggested the following new themes for future ISA training courses:

- New ideas/systems in the area of income generation and marketing. Indicator development should also be included for this focus area.
- New ideas/systems in animal husbandry support (Kenya)
- New strategies and approaches for the implementation of health/nutrition programs
- Management skills, team management and coordination
- Best practices for integrating nutrition, health and agriculture
- FFP Washington training on regulations/procedures related to Title II for CS's and USAID missions to improve understanding and clarify appropriate exercise of roles and authority.
- Environmental mitigation techniques (Kenya)
- Integrated pest management (Mozambique)
- Local capacity building and the training of counterparts at various levels
- Organizational audits are needed where one looks at resource flows, levels of authority, responsibility etc.

CHAPTER 5: ACTIVITIES, ACHIEVEMENTS AND IMPACT

5.1 Introduction

This chapter focuses on the activities and achievements of the FHI ISA during the first four years of program implementation. It is structured according to the six objectives of the program beginning with the design and implementation of food security programs. This will be followed by commodity management, emergency response preparedness, food security needs assessments, FAM cooperating partnership and working groups and finally FAM knowledge of and proficiency in using information technology. For each objective, a brief description of activities and outputs will be followed by a summary of the achievements as well as an assessment of the impact of that specific program component on FHI's Title II fields and food security. Where applicable, this is then followed by a section that lists the suggestions made by the FHI country programs for future ISA programs.

5.2 Tools for the design and implementation of food security programs (Objective 1)

5.2.1 Project proposals (Objective 1)

5.2.1.1 Activities and inputs

A program design and analysis workshop was held in Zimbabwe in September 1999. Sixteen participants (all in managerial/supervisory positions) from all four fields attended the training. The most important objectives of this workshop were to:

- Discuss food security problem analysis within the context of achieving the Vision of a Community
- Learn some tools/techniques for problem identification
- Apply those tools to various simulated food security problems
- Learn basic steps in program design
- Review and discuss gold standard program designs
- Conduct critical analysis of Title II program designs in FHI and suggest improvements

5.2.1.2 Achievements and impact

Summary of key findings:

The evaluation team found evidence to suggest that, at least in some countries, ISA support has led to improved quality of project proposals. Improvements were noted in the areas of better problem identification/analysis, broader staff participation in project design, increased staff ownership of project plans, improved M&E plans. However, the evaluation notes with concern a lack of continuity of key managerial staff in some fields which threatens to erode improved institutional capacity in this area

Discussion of key findings: Upon completion of the five day course, the average post- test score of the participants was 85% compared to a pre-workshop test-score of 44%. Considering the content of the above training program, one would expect changes in the process of compiling Title II project proposals, as well as changes in their content and presentation. During group interviews with FHI managerial,

supervisory and field staff the team asked them to compare the process of developing the present DAP proposal with the previous one. The following findings were common to all three fields:

- The process was much more participatory and included staff at least down to regional supervisory level. Community groups and other stakeholders were consulted and included in the process to a much greater degree than before.
- Staff in general are more familiar with the contents of the DAP proposal and feel a greater degree of ownership than during the previous DAP.

The evaluation team leader also studied the previous DAP project proposals of Mozambique, Bolivia and Kenya. These were compared with the recently submitted proposals in terms of the structure of the proposal, the degree to which it was based on thorough problem identification and analysis, and the fit between problem analysis and proposed activities. It was found that in all three cases, the quality of the most recently submitted DAP proposals were higher than the previous proposals. Of the three proposals, the Bolivia proposal stood out as exceptionally well written and presented. These observations are confirmed to some extent by the ratings given to the current FHI DAP proposals by the various USAID/FFP representatives that work with FHI. Their views are summarized in table 7.

Table 7: USAID perceptions about the most recently submitted Title II DAP proposal

PROPOSAL CHARACTERISTICS	FHI Bolivia		FHI Mozambique		FHI Kenya	
	FFP Washing-ton	USAID Local Mission	FFP Washing-ton	USAID Local Mission	FFP Washing-ton	USAID Local Mission
Degree to which proposal is based on good problem identification and analysis	Above Average	Average	Above Average	No response	Above Average	Average
Degree to which goals and objectives have been clearly written and defined	Above Average	Above Average	Average	No response	Above Average	Average
Degree to which the proposed interventions are appropriate to the identified problems and needs	Above Average	Above Average	Average	No response	Above Average	Below Average
Degree of fit between the objectives of the proposal and the strategic objectives of the USAID local mission	Above Average	Average	Average	No response	Above Average	Average
Degree to which a balanced mix of impact, effect and output indicators have been included in the M&E plan	Above Average	Above Average	Average	No response	Above Average	Average

Source: Questionnaire sent to Food Aid Officers (FFP Washington) responsible for the three countries and representatives of the USAID missions in Kenya, Mozambique and Bolivia.

It is heartening to see that so many staff members have been involved in the process of preparing the DAP proposal and that the general knowledge and experience base has increased within the organization. However, it is important to note that less than 35% of the people who attended this training were still working in the FHI Field offices at the time of the ISA final evaluation. In the case of Mozambique and Kenya, none of the managerial or supervisory staff, who were interviewed during the evaluation, attended this specific course. The possible negative consequences that this may have on the next cycle of proposal writing may be mitigated by the fact that many of the current managerial staff participated actively in the preparation of these proposals. Furthermore, the general capacity of FHUS/International to support proposal writing activities has increased significantly, partly because some of the staff who used to be in managerial positions in the field, have been promoted.

In Bolivia, the problem analysis concepts that formed part of this course, are used extensively in communities to identify strengths, weaknesses, opportunities and threats.

5.2.1.3 Suggestions for future ISA programs

The following suggestions related to report and proposal writing were given by some of the country programs:

- Some fields expressed a need for more training and mentoring in report writing. Even though they admit that some progress have been made, they feel that there is a need for more growth in this regard
- Additional training that focuses on proposal writing in general, providing practical examples and different formats for different donors will be helpful.

5.2.2 Educational messages (Objective 1)

5.2.2.1 Activities and inputs

The main activity related to educational messages was the *Educational messages and methods workshop*. The aim of the workshop was to improve the quality of educational messages, make them more appropriate in order to affect behavior change and to improve the way in which educational messages are being delivered.

This training course was presented during FY 2000 in all four fields:

Kenya: April 2000, 25 trainees

Mozambique: June 2000, 20 trainees

Bolivia: August 2000, 26 trainees

Ethiopia: September 2000, 23 trainees

The original workshop in Mozambique was cancelled due to flooding. Once the crises passed, the course was presented by two FHI Mozambique staff members. Before the educational messages and methods training course was developed, a field assessment was done to review educational messages and their relationship to key behavioral changes being promoted. This assessment covered both the health and agricultural sectors in all four Title II fields. Its purpose was to uncover key factors that would lead to the improvement of the capacity of FHI Title II program educators and

trainers to successfully promote positive behavior change of Title II program participants.

5.2.2.2 Achievements and impact

Summary of key findings:

The evaluation team found that all fields have developed training curricula and lesson plans as a result of the ISA assessment and training. In most fields, training has become more participatory and the use of visual aids and other techniques to facilitate learning amongst non-literates has increased. This is probably the one area in which ISA has already impacted on food security in its Title II fields.

Discussion of key findings:

Average workshop pre-test scores were 39%. This increased to 70% after the workshop was completed. The evaluation team found a lot of evidence that several significant changes took place in all three Title II fields after the workshop was conducted.

Table 8: Educational messages and message delivery: a comparison of the situation before and after the workshop

Educational aspect	Bolivia		Mozambique		Kenya	
	1999	2002	1999	2002	1999	2002
Agriculture						
Extension curriculum in place	No	Yes	No	Yes	No	Yes
Holistic messages in place	Few	Yes	No	Some	No	Yes
Standardized lesson plans in place	Few	Yes	Few	Yes	No	Yes
Use of non-formal training techniques	No	Some	No	Some	No	Yes
Use of visual aids	No	No	No	Some	No	Some
Review of existing knowledge; evidence of flexibility and message renewal	No	Some	No	Some	No	Some
Health						
Health curriculum in place	No	Yes	No	Yes	No	Yes
Holistic messages in place	Some	Yes	No	Some	No	Yes
Standardized lesson plans in place	No	Yes	Yes	Yes	No	Yes
Use of non-formal training techniques	Some	Yes	Yes	Yes	Yes	Yes
Use of visual aids	Some	Yes	Yes	Yes	Yes	Yes
Review of existing knowledge; evidence of flexibility and delivery of new/appropriate messages	No	Some	No	Some	No	Some

Table 8 summarizes the present situation in so far as educational messages and message delivery are concerned (Field visits ISA Final evaluation 2002). This is compared with the findings of the assessment of educational messages that was done prior to the development of the training course (FHI 1999c). The table shows that most fields made significant progress in developing training curricula, lesson plans and using non-formal educational techniques and visual aids. Countries who had lesson plans before the training also improved significantly on them.

There is room for improvement in the use of visual aids and non-formal educational methods in the agricultural sector in Bolivia and Mozambique. In all three fields, but a little more so in Mozambique, attention should be given to more message innovation. The use of tools such as barrier analysis and TIPS may be very useful in this process. Mozambique also needs to do some more work in the area of holistic message development for both health and agriculture. The health program in Bolivia has made considerable progress in introducing non-formal training techniques and visual aids in their trainings. Health Curricula reviewed in all three countries were very good. Although significant improvement has been made, there is room for innovation in curricula in both health and agricultural sectors. Agriculture also needs to work a little harder on using non-formal education techniques and developing appropriate visual aids.

Table 9: Comparative ranking¹⁹ of community level trainings attended by the evaluation team

COUNTRY	Degree of involvement, interest and participation of audience	Appropriateness of message i.t.o. farmer/mother characteristics	Use of visual aids and demos	Use of holistic messages	TOTAL
HEALTH					
Bolivia	5	6	8	6	25
Mozambique	7	8	8	5	28
Kenya	7	9	4	7	27
AGRICULTURE					
Bolivia	6	5	4	5	20
Mozambique	3	7	5	4	19
Kenya	9	9	9	8	35

Table 9 shows the comparative ranking allocated by the evaluation team to the training sessions they attended during the evaluation. In general, health trainings were good and similar in all three fields. In the case of agriculture, the team felt that Kenya had an exceptionally good agricultural training program. Mozambique and Bolivia had similar

¹⁹ The comparative ranking was done independently by the three evaluators. Each evaluator attended one health and one agricultural training session per country. A total of six training sessions were evaluated per country. Ranking was based on a scale of 1-3; with 1 being the worst and 3 the best. Similar ranks could be allocated to two different countries for the same aspect. The maximum score that any country could achieve in any category was 9. The maximum total score that any country could achieve was 36.

overall scores. The low degree of involvement and interest of the farmers in Mozambique is probably largely the result of a lack of message renewal and to some extent the limited use of visual aids and demos.

In terms of staff capacity for the new DAP cycle, the evaluation team found that 84% of the staff in Bolivia said that they received training in educational message delivery, whilst all staff in Mozambique and Kenya have undergone training. All of the Bolivian staff, who have not been trained are non-supervisory staff. Most have been working for FHI for less than one year and are working for the health program.

Across all fields, the tools most widely used by non-supervisory staff are:

- Lesson plans: 86%
- Stories: 78%
- Development related bible studies: 68%
- Cultural proverbs: 64%
- Songs: 54%

Supervision and guidance of community-based staff in terms of community based training is the strongest in Mozambique, where all staff reported having had a visit from their supervisor while training community members. In Kenya 82% received such a visit and in Bolivia only 40%. In the areas of giving guidance with lesson plans and developing stories and ideas to be used in training, Mozambique once again came out tops at 67%, followed by Kenya 27% and Bolivia (20% for guidance with lesson plans and 7% in developing stories and ideas for training).

It is worthwhile to note that the supervisors of both the health and agricultural sectors in Mozambique call meetings of all their staff every two weeks. During these meetings the current situation in the communities is discussed and community education plans for the coming two weeks are developed.

5.2.3 Positive Deviance (Objective 1)

5.2.3.1 Activities and inputs

Positive deviance workshops were scheduled and held during FY2001. A total of 100 participants took part in the workshops that were held in Ethiopia, Kenya, Bolivia and Mozambique. The objectives of these workshops were to (FHI2001a:4):

- Introduce Title II staff to the concept of Positive Deviance and its use in food security programming
- Train staff to conduct a positive deviance study in one or more communities where FHI conducts food securities activities
- Train staff to organize and conduct nutritional rehabilitation workshop for malnourished children using information gained during the positive deviance study
- Work with agriculture staff to collectively brainstorm possible methods for conducting agricultural rehabilitation workshops and plan extension visits for negative deviant farmers using information gained during positive deviance study

Participants from World Vision Peru and Bolivia and Save the Children Bolivia also participated in the training. Participants from World Relief participated in the PD workshop in Mozambique. According to the trainer the participation of people from these organizations significantly enriched the workshop discussions and practicum activities (FHI2001a:4).

5.2.3.2 Achievements and impact

Summary of key findings:

In the case of Positive Deviance, the activity impact would have been an improved capacity of FHI field staff to successfully use positive deviance in nutrition and agriculture leading to less malnutrition and increased technology adoption on the part of the beneficiaries. The evaluation team found that Mozambique is the only program that is implementing the Hearth Method. Kenya and Bolivia plan to implement it in 2003.

Discussion of findings:

Mean post-test scores for this course was 82%, which exceeded the target of 80%. Even though agricultural staff was included in the training on an experimental basis, it was found that positive deviance will need substantial adjustments if it has to be applied to agriculture. This discussion will therefore largely focus on the perceptions and knowledge of the health staff about positive deviance.

During the evaluation it was found that 86% of the health staff in Bolivia and all the Mozambican and Kenyan staff have heard about Positive deviance. Of the health staff in Bolivia, 20% could identify the correct definition for Positive Deviance. In Mozambique, 78% of the respondents marked the correct option and in Kenya 83%.

In so far as the technique impacted on the work of the field programs and per implication food security, Mozambique is the only country where we could find evidence that Positive Deviance is being implemented. The health manager is enthusiastic about it and they have received significant mentoring from the MCHN TA who is assisting them with its implementation. Reports on mentoring visits and interviews with the health department's manager and staff indicate that staff at all levels have bought into the method. It is also being adjusted and modified according to the needs and characteristics of target communities. According to the health manager they have been able to follow through with the implementation of the Hearth method because they developed an action plan after training. The action plan attached specific responsibilities to specific people.

In Kenya, all staff attended the ISA training course and awareness about the method is high. To date, positive deviance has not been extensively used in Kenya, although FHI/K Title II plans for 2003 outline its use. The FHI Food Security Team will want to monitor this situation, as some FHI/K health staff have expressed the opinion that Positive Deviance may create community conflict within their cultural context.

Some of the health staff in Bolivia are enthusiastic about the potential of Positive Deviance in their communities, however, to date it has not been used widely. New staff members have not received training in the method. According to the health manager, all the materials needed have been prepared and FHI/B plans to orient all staff and begin implementation in January 2003. Their policy is to introduce new concepts

gradually, rather than give training in all tools at once. Another factor that may have influenced implementation may have been the fact that FHI/B spent the first nine months of their new DAP with an acting CD, before the current CD was appointed.

5.2.4 Barrier analysis/TIPS (Objective 1)

5.2.4.1 Activities and inputs

Barrier Analysis is designed to help community workers discover and overcome obstacles to food security-related behavior change. Between May and July 2002 barrier analysis and TIPS workshops were held in Kenya, Mozambique and Bolivia. A total of 76 staff members attended the training.

Several of the recommendations of the mid-term evaluation (FHI 2001b) were implemented during this course. The most important being:

- To conduct a training needs assessment for FY2003
- In Mozambique, a training of trainers was conducted – this was done because there are so many field staff and also because some ISA trainers are not fluent in Portuguese.
- Development of in-country action plans after the training
- Staff who attended the training were requested to conduct a second generation training

5.2.4.2 Achievements and impact

Summary of key findings:

The evaluation team found that the use of Barrier analysis and TIPS was very limited in all three fields and the main reason for this may be that training was done quite recently. Replication has taken place in Mozambique, but it has not been used widely and could therefore not have had an impact on food security programs. The replication training may also not have been of high quality as less than 60% of the staff who knew about these methods could identify their correct definitions. The lack of replication in Bolivia probably reflects a lack of management commitment to the implementation plan that was developed after completing the training course.

Discussion of findings:

The activity impact will be an improved capacity of FHI field staff to successfully use this method to help Title II program beneficiaries to overcome their obstacles to behavior change. It is hoped that this turn will have a positive impact on their food security.

The table on the next page summarizes the findings of the questionnaire survey that was conducted amongst community based staff and their supervisors. The table confirmed the findings of the group discussions in so far as replication of the training is concerned. It is important to note that even though Mozambique had a very high awareness of these concepts, a large percentage of them could not identify the most appropriate definition, possibly putting the quality of the replications that were done into question.

Table 10: Knowledge about and use of Barrier Analysis and TIPS

Variable	Bolivia	Mozambique	Kenya
% of staff who heard of barrier analysis	63	100	100
% of those who heard of barrier analysis who could identify the definition correctly	73	59	94
% of staff who heard of TIPS	47	100	100
% of those who heard of TIPS who could identify the definition correctly	78	22	63

This training course was presented six months before the final evaluation, thus it is unrealistic to expect an impact on food security at this stage. Field visits confirmed the following:

- All fields made action plans. However, the only country where the action plan was fully implemented was Mozambique.
- Bolivia and Mozambique prepared training materials that can be used for follow-up training
- Mozambique conducted its follow-up training in October. This training condensed the original four-day ISA training into two days. Bolivia Title II funded programs have not yet done any follow-up training. Even though they say that they did not have time, they are in exactly the same cycle as Mozambique. In that sense both countries had to hire new staff and conduct their baseline studies during FY2002. It is worth noting however that FHI Bolivia's Child Development Program, that sent staff to participate in the ISA training, has already replicated the barrier analysis training and has plans to replicate TIPS training in 2003. The Kenya program temporarily suspended operations shortly after the ISA training and hence has not yet replicated the barrier analysis or TIPS training. However, all of the Kenya Title II staff were included in the ISA training, thus reducing the need for further replication of that training within FHI Kenya.
- Kenya has just restarted with their new DAP cycle and may soon start implementing barrier analysis and TIPS. One agricultural supervisor in Mozambique reported having used TIPS in six communities in his area. The health section in Mozambique used barrier analysis to identify barriers that prevent mothers from attending their HEARTH workshops. A full-scale barrier analysis was done in Bolivia in two communities as a follow-up of the findings of the baseline survey. The agricultural sector used barrier analysis in one province to determine the factors that prevent women from accepting leadership positions. The Child Development Program in Bolivia (non-Title II funding) has been using Barrier Analysis extensively. They are planning to start implementing TIPS in 2003.

5.2.5 Monitoring and Evaluation (Objective 1)

5.2.5.1 Activities and inputs

The ISG²⁰ that preceded the ISA was mainly aimed at establishing a robust monitoring and evaluation system in support of FHI's Title II programs. Under this program, 394 Title II staff received training in M&E methodologies and tools. Building on these workshops, the current ISA team conducted a review to evaluate food security staff's post ISG knowledge and practice of various M&E methods and tools. The team also reviewed recent field monitoring and KPC reports. Four remedial M&E workshops (including a lot of practical work) were held during FY1999 and a total of 81 staff members were trained.

This workshop focused on the following areas:

- Review of food security definitions
- Development and use of factor analysis tool
- Development of a good system to monitoring annual progress towards the achievement of impact indicators
- Use of focus groups to fill in baseline data gaps
- Development and use of Quality Improvement Checklists
- Indicator Development and Operationalization

5.2.5.2 Achievements and impact

Summary of key findings:

Awareness and use of Quality improvement checklists is high in Mozambique and Kenya. This has probably contributed to improved performance by community-based workers and as such had an impact on improved food security in the target communities. Monitoring and evaluation capacity was strengthened, but losses of key management staff during the past two years has left gaps in Mozambique and Kenya for their new DAPs.

Discussion of findings:

Considerable progress has been made within FHI in regards to monitoring and evaluation. In Bolivia (Interview with USAID 2002), FHI has been used as the role model in a recent effort to develop common indicators and a common baseline survey methodology amongst PVO's. Most of the FHI managers interviewed felt confident about their combined ability to develop and manage their monitoring and evaluation system. In the past they used to hire consultants and now they can largely do it on their own. During the FY2002 baseline study, FHI staff used the focus group interview techniques that they learned during ISA M&E training courses.

The M&E system in Mozambique has likewise been robust and well implemented during the previous DAP. This is evident from the final evaluation report of its FY1997 to FY2001 DAP (FHI 2001d). However, during the ISA final evaluation team visit, USAID expressed concern about M&E in FHI. Several managers and the M&E officer left the organization at approximately the same time. The position of M&E officer was vacant for more than a year before it was filled. According to USAID, they expected

²⁰ The ISG covered the period January 1997 to August 1998.

FHI to play a leadership role in the process of developing common indicators, but instead noted that FHI staff contributed little to the discussions. According to USAID, there is a problem with continuity within FHI Mozambique. For example the FHI person trained on INCPROX has left and now USAID has to repeat the training with another staff member.

In Kenya the situation is more complex. A robust system for collecting monitoring information was established in the program. In general, good baseline studies were conducted. However, before the mid-term evaluation was due, both the agricultural and health managers left the program. The staff who replaced them as managers did not have all the M&E training that their predecessors received. Although new staff continued with routine information collection, some gaps developed in the implementation of the monitoring and evaluation plan of the DAP (FHI 2002b). These problems were already evident in the annual reporting from FY2000 onwards, but the situation was not rectified until it was time for the final evaluation. One of the reasons why this situation developed, is the fact that there were three different country directors during the previous DAP. A lack of continuity in this respect led to a lack of the necessary backup for the new health and agricultural managers.

Another aspect that was covered during this training was the monitoring of work quality through quality improvement checklists. During the field visits groups of health and agricultural community based staff and their supervisors completed questionnaires aimed at establishing the extent of use of some of the tools introduced during ISA trainings. The table below summarizes the finding for Quality Improvement checklists.

Table 11: Use of Quality Improvement Checklists (QICL) at regional and community level

Variable	% of supervisors and community staff		
	Bolivia	Mozambique	Kenya
% of staff who knows about QICL	79	98	94
Of those who know about the method:			
% who could select the right definition for QICL	60	67	94
% whose supervisor has used the checklists with them	60	87	81
% whose supervisor explained what is expected of them while using the checklists	60	66	67

The above data shows that QICL are known to most staff in Mozambique and Kenya. Kenya was the only country where a significant percentage of the staff, who knows about QICL, could select the exact definition²¹ (94%). The use of QICL is also more widespread in Mozambique and Kenya than in Bolivia. More than 80% in the latter two countries reported that their supervisor has used it with them, whilst only 60% in Bolivia could say the same. Even though Bolivia has a lot of new staff, who started at

²¹ The definitions used in the questionnaire was phrased to also capture the spirit of a particular tool. Other options were also supplied that were similar, but definition recognition was only possible if you were really familiar with the whole concept.

the beginning of FY2002, this does not provide an explanation for the low recognition and usage rates of QICL as the staffing situation is very similar in Mozambique. Amongst the staff who completed the questionnaire, 47% of the Bolivian and 46% of the Mozambican staff reported having worked for FHI for less than two years.

5.2.5.3 Suggestions for future ISA programs

- Bolivia expressed a need for training in more detailed data analysis. They have a lot of baseline survey data that could help them a lot if they knew how to analyze it in more detail.
- Both Kenya and Mozambique expressed a need to learn how to use the software used to analyze monitoring and evaluation data i.e. Epi Info and SPSS.
- Continued support to establish FHI Kenya capacity to establish and implement a robust monitoring and evaluation system.
- USAID in Bolivia and Mozambique were also concerned about M&E. Bolivia specifically mentioned developing systems that link monitoring information more closely to program modifications – thus moving monitoring systems closer to the realm of management information systems. The main concern in Mozambique was continuity as a result of staff changes.

5.3 Commodity management (Objective 4)

5.3.1 Activities and inputs

The commodity management (CM) component of the ISA was mainly aimed at helping FHI to improve its institutional capacity to manage commodities effectively. The main objectives of this activity was to:

- Improve and standardize FHI's Title II commodity management system based on best practice models
- Train and provide technical assistance to FHI Title II staff in all aspects of the standardized procedures
- Improve the capacity of FHI headquarters commodity management staff to successfully move towards best-practice commodity management

During FY 1999 an assessment was made of commodity management systems and capacity in Ethiopia and Bolivia (FHI 1999:22). The methods, procedures and tools used by the CS's and FFP were also reviewed. On the basis of this, the ISA Commodity management TA developed workshop materials and an FHI Commodity management manual. She sourced materials from the CARE manual and also used aspects of the FAM monetization manual. This manual was translated into Spanish and was distributed to the Title II fields during FY2002. The commodity management training materials were subdivided into three parts and a total of seven workshops were held between June 2000 and July 2002. An average of 16 people were trained per workshop. Even though most of the workshop attendees were from Bolivia and Ethiopia, staff from Mozambique and Kenya also participated. A considerable amount of time also went into mentoring and acting as a link between field offices and FFP in Washington in so far as resource requests and other aspects related to monetization is concerned.

FAM and or FFP have been conducting on-going workshops to keep CS's informed of new developments in the area of commodity management and transportation issues. The ISA CM TA attended most of these meetings throughout the four years of project implementation.

5.3.2 Achievements and impact

Summary of key findings:

In general, the team found evidence of the standardization and streamlining of commodity management systems in Bolivia and Ethiopia and increased knowledge at FHI's headquarter level in respect to all aspects of commodity management.

The management of warehouses and commodities was good in Bolivia even before the ISA. However, the ISA mentoring and training support led to further refinement and improvements in their systems. Ethiopia benefited significantly from the ISA Commodity Management training, especially in the areas of warehouse management and loss control.

Discussion of findings:

During the final evaluation, the field visit to Bolivia was the main source of information of the impact of the ISA CM component on Commodity Management within FHI Title II fields. The evaluation team found many positive aspects about commodity management in Bolivia. This perception was confirmed by USAID Bolivia who rated them as slightly more advanced than the other CS's in this respect (USAID group interview 2002). However, it is difficult to attribute these strengths to ISA, as many were there even before the ISA was implemented. The most important of these strengths are:

- Warehouses are well managed and maintained; computerized inventory systems contribute to greater efficiency and better quality information
- They had a commodity management procedures manual even before the ISA. This manual was used as a tool to develop the ISA manual
- FHI/Bolivia hired consultants in 1998 to develop a computerized inventory system. USAID Bolivia was so impressed with the system that they bought the rights to the program and encouraged other CS's to also use it.

The evaluation team reviewed the commodity management training materials and found them to be comprehensive, well researched and well written. Staff in Bolivia (final evaluation group interview 2002) and Ethiopia (mid-term evaluation FHI 2001b:32) were generally very positive about the quality of the commodity management workshops. Comments made by staff in Ethiopia and Bolivia were that the training was participatory and well organized. The average commodity management workshop's post-test score was 85%. The FHI commodity management manual is well written and it is evident that a lot of time and effort was spent on researching and finding the most appropriate materials to include. The draft manual was circulated extensively before finalization and the field offices in Ethiopia and Bolivia contributed towards its final version. The manual was described as useful by the Bolivia and Ethiopia staff and as such it succeeded in standardizing procedures in the two fields where FHI actively manages Title II commodities. A measure of its appropriateness and success is the fact that other CS's have been requesting copies of the FHI Bolivia ISA commodity management manual.

Staff in Mozambique and Kenya also received copies of these manuals, but felt that it is of limited use to them as their program resources are 100% from monetization proceeds²². One specific addition to the work of ISA in terms of the workshops and manual, might have been a section on warehousing that is not just aimed at the needs of Ethiopia and Bolivia, but also Mozambique and Kenya. The latter two deal with commodity management within an emergency context. Within the present ISA period, both Mozambique and Kenya had to deal with disasters – in the case of Mozambique serious flooding and in Kenya droughts. The Kenya program and to some extent Mozambique, experienced problems with commodity losses as a result of faulty storage and loading procedures. Kenya eventually managed to improve their systems with the help of a World Food Program (WFP) training course. They also largely adopted WFP systems for commodity management in their warehouse.

Staff in Bolivia and Ethiopia²³ felt that the ISA workshops and manual had the following benefits:

- Improved knowledge of the whole system and chain related to Title II commodities
- Improved knowledge and use of commodity survey reports, improved procedures for the inspection and off-loading of goods and better preparation of call forwards
- Increased cooperation between staff and improved motivation to continue to improve commodity management procedures²⁴. The evaluation team found a very strong spirit of wanting to reduce losses even more and wanting to perfect systems as much as possible.
- Ethiopia reported significant improvements in warehouse management and procedures. Storage inspection lists were introduced and deemed of great benefit.
- Bolivia has used the video about Food Aid²⁵ extensively in their communities. It has helped significantly to dispel negative perceptions about food donations. Other CS's have asked them for copies of this video.
- The implementation of the 'delivery survey', with surveyors present in the warehouses, resulted in a reduction of losses. USAID Bolivia was so impressed with this that they requested all the other PVO's to also use this system.

One of the commodity management challenges faced by Title II fields, is frequent change in administrative regulations. The ISA CM TA was also responsible for keeping

²² FHI in Kenya and Mozambique are not directly involved in monetization and the distribution of Title II commodities. Lead agencies (CRS in Kenya and WV in Mozambique) are responsible for all these activities and then transfer the money into the other CS's accounts.

²³ Even though Ethiopia was not formally included in the final evaluation, it was considered important to include them in the section on commodity management as Bolivia and Ethiopia were the two main fields that benefited from this intervention. References to Ethiopia in this section therefore refer to the findings of the mid-term evaluation, as well as to personal communications with Thomas Stocker, the present Country Director of Ethiopia.

²⁴ In Bolivia the evaluation team sensed a very strong spirit of wanting to perfect systems even more. One example of this is losses. Even though commodity losses is less than 1% at the moment, the Bolivia team wants to look at ways of helping to reduce losses between the port of embarkation and the destination port.

²⁵ The CM TA gave FHI/B a video aimed at rural communities that explains the motivation for and the process of providing Food Aid.

the fields informed about these changes. An additional benefit of this position has been improved CM related communication with USAID (FHI 2001b:33). In Bolivia, CM staff mentioned that they regularly contact ISA's commodity management TA for information and assistance (Group interview with commodity management staff 2002). In July 2001, FHI was one of four PVO's selected by USAID to do their own surveys as it was felt that they have sufficient capacity to do so (Memo, USAID 2001). All other documentation and information e.g. commodity status reports and internal audit reports, show that the capacity of FHI CM headquarter staff to respond to the requirements of USAID and the needs of the field offices has increased considerably during the past four years. According to Sylvia Greeves of FFP Washington, FHI's performance has improved during the past four years. She regards the organization's ability to meet USAID commodity management requirements as above average. As can be seen in the table below, her observations are to some extent confirmed by her colleagues, who have noted slight improvements in certain aspects of FHI's CM.

Table 12: External assessments²⁶ of changes in monetization and commodity management

Factor	USAID Bolivia	USAID Kenya	FFP Washington: Kenya	FFP Washington: Mozambique
Changes during the past four years to making timely and appropriate resource requests	Improved slightly	Improved slightly	Lack sufficient time in position to judge	Improved slightly
Present ability to make timely and appropriate resource requests	Average	Average	Above average	Average
Changes in FHI's ability to overcome short-term cash flow problems	Not applicable	Improved slightly	Lack sufficient time in position to judge	Lack sufficient time in position to judge
FHI's ability to deal with short term cash flow problems	Not applicable	Above average	Average	Average
FHI's ability to maintain approved commodity levels	Average	Average	Average	Average
Changes during the past four years in regards to expenditure and commodity reports	Improved a lot	No change	Lack sufficient time in position to judge	Improved slightly
Ability to supply quality and appropriate information in its CSR4 reports	Above average	Average	Average	Average

²⁶ USAID Mozambique did not complete a questionnaire, whilst the FFP representative for Bolivia has not been in his present position for long enough to judge.

The table on the previous page summarizes the assessments of USAID local missions and field officers responsible for the country programs included in the evaluation. Slight improvements have been noted during the past four years in FHI's ability to make timely and appropriate resource requests and its expenditure and commodity reports. However, despite these improvements, FHI's performance is being judged as average in most instances covered by the questionnaire²⁷.

5.3.3 Suggestions for future ISA programs

- The FHI field staff expressed a need for continued backstopping in the area of commodity management. This discipline has so many variables and there are so many different things that can go wrong that the CM teams are faced by new situations all the time. In addition to this, FFP and US Government regulations change from time to time and it is nearly impossible for the field offices to remain informed or abreast of these changes without permanent support in Washington.
- In Bolivia USAID wants the CS's to accept more responsibilities, such as for example contracting surveyors. This implies new and more responsibilities and more administrative work. They are busy developing new systems and finding appropriate ways of dealing with the new challenges and would like support from the ISA team.
- FHI Bolivia would like to observe what happens between the port of departure and the receiving port. They felt that they can make a contribution towards improving systems and reducing losses that are incurred before commodities reach their destinations.

5.4 Emergency response preparedness (Objective 2)

5.4.1 Activities and inputs

A total of eight training workshops, related to emergency relief, were presented during the first four years of the ISA program. Field staff members from Ethiopia, Kenya and Mozambique were trained. Less than 20% of the managers trained during the first three courses are still working in FHI.

Staff who attended the emergency preparedness training, ranked it between very good and excellent. One of the strengths of the training as seen from the Kenyan staff's viewpoint was that the trainer was from FHI, knew the organization well and could share practical experiences, based on her work elsewhere in Africa. The evaluation team looked at the training materials and felt that it was comprehensive, concise and professionally prepared. English, Spanish or Portuguese versions were made available to the training participants.

²⁷ At this stage it is important to note that the kind of assessment used in this evaluation is dependent on a strong institutional memory. In the case of FFP in Washington, frequent staff changes make it difficult to obtain judgments that relate to changes over time. This problem is less pronounced at the USAID mission level as the questionnaires were generally completed by a group of people.

The table below summarizes the training courses that were presented as part of the ISA emergency preparedness component.

Table 13: Training courses presented as part of the emergency preparedness component

Name of Training Course	Dates	Presenters	Participating Countries	# of trainees	# of Manager trainees	% Managers still in FHI
Emergency Relief Preparedness Workshop	Aug. 1999	Walsh	Kenya Ethiopia Mozambique	9	9	22
Rapid disaster assessment workshop	April 2000 June 2000	Walsh Fitzpat.	Ethiopia Kenya Mozambique	15	10	20
Emergency Program Design and Implementation Workshop	Aug.2000	Fitzpat.	Kenya	9	9	11
Improving capacity to respond to emergencies and rapid transition to development	April 2002 Aug. 2002	Fitzpat.	Ethiopia Kenya Mozambique DRC Rwanda	35	Unknown	Unknown
Emergency Program M&E Workshop	Aug.2002	Fitzpat.	Kenya Mozambique	14	6	100

5.4.2 Achievements and impact

Summary of key findings:

There is evidence that some aspects of the training have been useful and have had a positive impact on FHI relief programs in the DRC and relief efforts in Kosovo, Nicaragua and India. There is also some evidence that Kenya (in Meru) and Mozambique (in Malawi) have used the ISA training knowledge, albeit in a modified form, in their most recent response to emergencies.

Discussion of findings:

The disaster relief training was mainly aimed at Africa and had two planned effects. These were to:

- Increase capacity to respond efficiently and effectively to emergencies and transitional situations
- Successfully monitor and evaluate the results of FHI's assistance which will lead to more lives saved and an increase in the number of regions that are equipped to transition to development activities.

An analysis of the kind of staff trained in emergency response and whether they are still in the organization, shows that staff turnover is one of the factors that seriously affects the impact of this program component. An assessment of the actual impact of the ISA training on emergency preparedness within FHI also needs to take the specific characteristics of each field into consideration. Mozambique does not have full-time

staff members devoted to emergencies, as their whole program and its resources is geared towards development. They tend to believe in training various staff members, who would normally be working in the areas of health or agriculture, in emergency preparedness. If there is a sudden disaster, such as for example a flood, these staff members stop with their normal activities and work jointly with an external consultant who is hired for the duration of the emergency. However, as a result of recent staff losses, only two ISA trained staff members remain (Interviews with management 2002).

The last emergency experienced in Mozambique was the floods of 2000/2001. The second ISA workshop was presented during that time. The Rapid Disaster Assessment (RDA) tools that they developed during the workshop were not applied to their flood response as the Mozambican Government preferred that NGO's use their own and the UN's tools (Mid-term evaluation 2001:30). At the time of the mid-term evaluation, Mozambique had a Disaster Preparedness Response Plan (DPRP), but this was aimed at slow onset disasters such as droughts and inappropriate for the 2000/2001 floods. A more appropriate plan was developed with the help of Merry Fitzpatrick in 2001. The logistics director²⁸ felt during the mid-term evaluation that he was not given the 'time nor supervision' to enable him to implement what he learnt at the emergency preparedness response workshop (Mid-term evaluation 2001:30). Since then most of the senior management of FHI Mozambique has left the organization and it appears as if there are some gaps in terms of institutional memory and access to documents such as the DPRP. During the ISA final evaluation Mozambique was busy with a small seeds and tools distribution in Malawi as part of a drought relief effort. According to the coordinator of this effort, they have used a modified form of the RDA promoted by ISA to assess the situation before they went there. During the implementation of their disaster relief plan, they used most of the programmatic aspects promoted by ISA, but in a slightly modified form.

In the case of Ethiopia²⁹, emergency response is institutionalized, mainly because of endemic droughts. They have a full-time Relief Project Manager and are very experienced in handling emergencies/disasters. Their familiarity with emergencies and the procedures they developed, is at such a level that some team members felt that the ISA training may have been too basic for them. The DPRP that was developed as a result of the ISA training was written too late for their drought response of 2000, but they have used it to develop new proposals for disaster relief programs. They also used their RDA tools and knowledge to do three post workshop assessments (Mid-term evaluation 2001:30-31).

Kenya has an altogether different situation. Even though the Title II program area is also hit by periodic droughts (like Ethiopia), the geographical area covered by the program is relatively small. Like Mozambique, FHI Kenya does not have a full-time emergency response team. However, the Marsabit Financial and Administrative Manager has received some training and knows that in the event of a disaster he will

²⁸ At the time of the final evaluation the logistics director was busy in Malawi with a Drought Relief Emergency response and was not available for the interviews.

²⁹ Even though Ethiopia has been excluded from the field visits as they will not continue with Title II programs, they are included in the discussion on Emergency Response as this program component was targeted at the organization in general and not just Title II fields. Thus in order to comprehensively evaluate the impact of this ISA program component, one needs to also look at Ethiopia.

become responsible for coordinating relief activities. Several other national level staff members have been trained in all aspects of emergency preparedness. They can for example be mobilized to write proposals and do other support tasks at short notice. FHI has trained community members in the DAP target area to work as food monitors and according to the Marsabit Finance and Admin manager they can be mobilized within one week to start with food distributions. More recently, knowledge that they gained through the ISA training was used to assess the situation in Meru after a landslide took place. The Vice Chancellor of the Kenya Methodist University asked FHI Kenya to train 50 pastors in the Meru area on emergency assessment methods. This training was scheduled for the last week of November 2002. According to the trainer he was basing his training largely on the training and training materials that he received from ISA (Interview with management 2002).

Table 14: Emergency responses by FHI in the four years preceding ISA and the four years after ISA*

Country	Donors	Nature of intervention	Transition into development	Value of cash component in USD	
				1994-1998	1998-2002
Kenya	WFP, DFID, SIDA, FH	Commodity and food distribution; drought relief	Run concurrently with development programs	1,938,100	1,194,378
Mozambique	EEC, ODA, WFP, FH, OFDA, FH OFDA,DFID, WFP, FH,	Commodity and food distribution, war relief, flood relief.	Transitioned in FY 1995	4,510,486 ³⁰	1,229,160
Angola	UCAH,USAID, FH	Rehabilitation of disarmed soldiers, seed, tools and food distributions	Did not transition	357,525	0
Ethiopia	FH, USAID,CFGB,CR WRC	To meet immediate food needs of drought affected people in different parts of the country	Run concurrently with development programs	2,984,440	4,807,438
Rwanda	FH, UNHCR, UNICEF,USAID	Child related programs; housing and agricultural rehabilitation	Transitioned in FY 1999	6,892,845	409,941
Congo	USAID,UNHCR, WHO,EU, Tearfund, FH, Local	War relief, commodity and food distributions	In transition at present	2,343,000	4,386,000
TOTAL				19,026,396	12,026,857

* Countries where emergency responses involved less than 100,000 \$ have been excluded from this table

³⁰ This amount includes 1,120,049 ECU converted with a 1\$:1ECU exchange rate and an amount of 951,202 BP converted with a 1\$:1.5BP exchange rate.

The FHI Regional Finance Director for Africa, Tobias Mahiri, feels that the overall capacity of FHI to deal with emergencies inside and outside Africa, has increased significantly during the past four years. He felt that the ongoing relief operations in Africa as well as the ISA training, enabled FHI to respond to emergencies in Kosovo, Nicaragua and India³¹. For example, during the Kosovo emergency, he and several FHI staff members from Ethiopia and the great lakes region went to assist. In the case of the Congo, the program has evolved significantly over time, especially since the year 2000. It has become much more effective and has become more recognizable in terms of its coverage, nature and number of beneficiaries. The ISA trainer on emergency response, Merry Fitzpatrick, has been one of the main forces that shaped this particular program.

Table 14, on the previous page, summarizes the value of the monetary component of the ISA emergency responses in Africa for the period before and during the current ISA. According to the table, the amount of money donated towards FHI's relief activities has not increased significantly during the ISA period, despite several conflict and other emergency situations on the continent. FHI also did not initiate any significant emergency relief activities in new fields during the ISA period. A small emergency response effort was underway in Malawi during the evaluation field visit and a food security assessment is currently being conducted in Sudan. It is planned that both Sudan and Malawi will result in OFDA funded food security programs in early 2003.

An additional spin-off of the emergency response component was that some of the workshop materials that were developed for the ISA, were also presented at a training workshop for staff of the Global Hope Network (FHI 2001a:7).

5.4.3 Suggestions for future ISA programs

- The Kenyan management team felt that they are strategically well placed to house a regional emergency response team. They would like to continue to participate in ISA capacity building programs to enable them to play a stronger regional role in this respect.
- Trainees need more time during training for interacting and sharing ideas with each other. They benefit a lot from mutual sharing.
- Training formats that include learners from different countries are more beneficial as the trainees exchange ideas and experiences.
- Including blueprints of emergency proposals, indicating the needs, requirements and definitions of them all, will be very useful to staff involved in Emergency preparedness.
- There is a need for more resource materials such as reference books and CD's.
- Country programs want to know more about coping mechanisms used by farmers and slow-onset emergencies. There is a need to establish cut-off points that distinguish emergencies from non-emergency situations.

³¹ The cash component of the relief effort in Honduras amounted to 454,000 USD, in India 293, 000 USD and 2,355,980 USD in Kosovo.

5.5 Food security needs assessments (Objective 3)

5.5.1 Activities and inputs

One of the objectives of the ISA was to conduct needs assessments in Mali, Niger, Burkina Faso and Haiti to determine a rationale for and feasibility of starting with Title II activities in those four countries³². Niger was dropped from the list with the approval of FFP, as it became clear before the assessment, that USAID in Niger did not see room for including more CS's in its Title II program.

Two ISA team members³³ visited the three countries targeted for this assessment during FY 1999. The team reviewed secondary data and met with Government officials, USAD/FFP and NGO's during their visits (FHI 1999:8). Their assessments looked at regional differences within each country and were primarily based on the following parameters:

- Current food availability and access from a smallholder producer perspective
- Demand for monetized products in each region as per Bellmon analysis and other indicators
- Food utilization as reflected in malnutrition rates; breastfeeding and weaning practices; under-five child mortality rates; incidence of diseases such as diarrhea
- Financial implications for FHI (availability of private funding)

In the case of Haiti and Burkina Faso it was found that these countries have food security problems, but that they generally do not have room for expansion in the area of monetization and Title II programming. Burkina Faso had less serious food security problems than Haiti and was also generally well covered by NGO's. In Mali, food security problems were found to be mainly behavioral and thus linked to utilization. It was also the only country amongst the three visited which was identified by the team as having the biggest potential as an FHI field for the future (FHI 1999:16). During FY2000, FHI had several meetings with CRS and OICI with the view of doing a micro-level assessment in Mali. Finally the idea was abandoned as it became clear that USAID in Mali was opposed to Food Aid and would not welcome proposals for Title II programs (Personal communication with Dave Evans, November 2002).

5.5.2 Achievements and conclusion

A review of the reports compiled during the assessments showed them to be comprehensive and well researched. The conclusions reached by the assessment teams were based on careful consideration of all the factors that could have an influence on a decision about FHI's Title II expansion. The evaluation team therefore has to conclude that this objective has been completed successfully and in line with the original project proposal.

³² Copies of the assessment is available on FHI's Food security Extranet: www.fhi.net/gme/fse

³³ In the case of Haiti the team consisted of Dave Evans and Ted Okada, whilst Mali and Burkina Faso were covered by Dave Evans and Tom Davis.

5.6 FAM cooperating partnership and working groups (Objective 5)

5.6.1 Introduction

Four FAM working groups were established in order to increase cooperation between CS's and to create forums where common needs can be addressed. These working groups are: the monetization working group, environmental working group, local capacity building working group and the monitoring and evaluation working group. Within the context of the present ISA, FHI committed itself to work actively with three working groups: Monitoring and evaluation, monetization and local capacity building. FHI served as the chair of the FAM steering committee during FY2001. Other FAM activities/resources which the FHI ISA team used and which they deem valuable are:

- Food Security Resource center
- FAM web site
- FAM list serves
- Food forum newsletter
- ISA managers meetings

Generally, FAM regards FHI's representatives as having exceptional team skills. They are very committed to FAM's work and their strong leadership and facilitation skills make a significant contribution towards the spirit of collaboration within FAM. They are described as very active, making good comments and presenting excellent ideas (FHI 2001b:36). These comments were confirmed by some of the CS's representatives who participated in the peer review and described FHI's involvement in FAM working groups as '*dynamic*'.

5.6.2 Monitoring and evaluation working group

Summary of key findings:

FHI had a significant impact on the M&E working group in terms of its contributions as chair of the working group and in terms of research and other support that went into the development of the M&E toolkit.

Discussion of findings:

In its ISA project proposal, FHI proposed to commit ISA and other resources to a five-year FAM collaborative effort with other CS's in M&E. The objectives of this joint effort were to:

- 1) review and recommend a set of robust tools to design, monitor and evaluate Title II programs, and
- 2) produce instructions on how to use those tools in various situations

A variety of inputs and reviews were necessary in order to achieve these objectives. FHI played an active role in this working group throughout the period under review. During FY1999 and part of FY2000, the ISA team leader was the chairperson for this working group. The working group completed reviews of baseline research and survey methods for agricultural projects and health and nutrition programs, as well as a review of health and agriculture project monitoring tools for Title II funded programs during that time. Subsequently a complete toolkit for the monitoring and evaluation of Title II programs was also developed.

Three workshops were organized by the working group:

- Sampling for Title II managers (FY1999): attended by three FHI staff members
- Data analysis (FY2000): attended by two FHI staff members
- Monitoring tools and methods (FY2002): attended by four FHI staff members. Dave Evans, the former ISA team leader and Tom Davis, the ISA MCHN TA, presented the majority of this workshop.

It was anticipated that the above outputs would lead to the following effects on FHI:

- Improved program design and results measurement
- Monitoring and evaluation toolkit developed cost effectively for all PVO staff
- Monitoring and evaluation toolkit produced through PVO staff collaboration resulting in greater field use and improved monitoring and evaluation systems.

As the Monitoring Tools and Methods workshop was only presented at the beginning of the year 2002, it is still too early to determine its possible impact on results achievement. However, staff who attended the workshop, rated it as highly relevant and the quality of the toolkit is certainly high. Time will show to what extent it will be integrated in the monitoring and evaluation activities of the field programs.

A short questionnaire, aimed at assessing FHI's role in this working group was circulated to six monitoring and evaluation working group members. Five of them responded. The average time of involvement of the members who responded to the survey varied between one and two years. They agreed that the working group achieved most of its objectives and is still on track in terms of what needs to be achieved during FY2003. According to them the FHI representative was present at most meetings and the quality of his contributions was rated as very valuable by four of the five respondents and valuable by the remaining one. The role played by FHI has been described as providing comments on work done by other members, involvement in the writing and production of materials, driving force in the production of tools/materials, as well as involvement in the organization and presentation of FAM workshops. The following additional comments about FHI were made:

- FHI is a valuable member of working groups as they are quick to accept responsibility for organizing meetings and programs and also to facilitate them.
- I would appreciate it, if FHI can make a bigger contribution in terms of writing/sharing/presenting its experiences.
- FHI's participation in the working group is valuable. Comments, suggestions or thoughts about the working group's activities have been useful.

5.6.3 Monetization working group

Summary of key findings:

FHI made a contribution towards the development of the monetization manual, actively participated in working group meetings and the general exchange of information and expertise between members. However, participation was not nearly as significant as in the case of M&E.

Discussion of findings:

In its ISA project proposal, FHI agreed to collaborate in the following joint activities as part of joint CS's efforts:

- 1) *Development of a Cooperating Sponsor Monetization Manual. This practical manual was to reconcile existing materials, building on the USAID Food for Peace "Monetization Field Manual" and incorporating best practices and lessons learned from Title II Country Programs.* According to the CM TA, FHI participated in the development of this manual. It was published during FY1999 and was also used by FHI as a reference, while FHI was developing its own Commodity Management manual.
- 2) *Participate in the organization of Monetization Training Workshops aimed at building capacity in the area of monetization.* Four regional workshops were held between 1998 and 2001. Three FHI staff members participated in monetization training courses. These were regarded as highly relevant and useful to FHI's programs (FAM final evaluation, FHI response 2002).
- 3) *Maintain ongoing Collaboration Mechanisms, which facilitate information sharing and distance learning among Cooperation Sponsors and USAID/FFP had to be set up by the working group. The aim of these efforts would have been to promote interactive communication with field offices, increase learning and improve the dissemination of new trends and best practices in monetization programs.* To some extent there is evidence that this aspect has been implemented. For example, when the FHI commodity management manual was developed, the CM TA relied heavily on manuals and materials used by other CS's. These would have been obtained through working group contacts.

According to the CM AT, they have noticed an improvement in the quality of monetization plans. There has also been some reduction in commodity losses, especially in Ethiopia³⁴ (FHI 2001b:32). Some of this can be attributed to the outputs of this working group. A short, one page questionnaire aimed at verifying FHI's participation in this working group was sent to six working group members. Only two of them responded. The respondents confirmed that FHI attended most of the meetings and made valuable to very valuable contributions towards the work of the group. They felt that FHI contributed in terms of commenting on the work done by other members, produced some of the tools/materials and were also involved in the organization and or presentation of FAM workshops.

5.6.4 Local capacity building (LCB)

Summary of key findings:

The local capacity working group was less active than anticipated and FHI's involvement has been restricted to commenting on documents generated by the group as a result of a lack of staff.

³⁴ Bolivia seemed to have had a negligible loss percentage even before the initiation of the working group activities.

Discussion of findings:

Several objectives were formulated for FHI's participation in this working group. Most of the activities envisaged for this specific working group were:

- The development of position papers
- Development of a best practices manual
- Regional meetings to share best practices and consolidate positions
- Ongoing collaboration between CS's.
- The development of food security monitoring and evaluation indicators related to LCB.

In practice, FHI's involvement in the LCB working group was limited to providing feedback as part of the larger FAM annual review and planning process. The main reason for this scaled down involvement is a lack of staff (FHI 2001c:5). Whilst FHI was chair of the FAM steering committee (FY 2001), indirect support was given through a funding strategy for this working group's activities. By the end of FY2002, the ISA team rated this working group as having relevance to their program of two (on a five point scale with five the highest relevance) (FAM questionnaire 2002:7). A review of available documentation suggests that with or without FHI's participation this working group was not very active. To date, no best practices manual has been developed and limited references could be found about workshops and position papers.

5.7 FAM information technology capabilities (Objective 6)

5.7.1 Activities and inputs

Under FHI's proposed ISA activities, FAM and FHI agreed to pursue a mentoring partnership to improve the information technology capabilities of FAM. This partnership had two goals. Firstly FAM would learn and become proficient at current/new information technology capabilities. Secondly that the FAM consortium will receive the ultimate benefit and become stronger as a result of the technical leadership of FHI and FAM. The original project proposal (FHI 1998) outlines three objectives related to its FAM mentoring effort: Improvement of the FAM website with basic maintenance by FAM; establishment of listserv capability and management skills by FAM; and the establishment of internet relay chat capability and encouragement of increased usage by the FAM consortium.

The table on the next page summarizes the role that FHI played in the development of FAM information technology capabilities between FY1999 and FY2002. The last row shows the creation of a FSRC database. This activity was not part of the original FHI ISA proposal, but they were asked by FAM to assist with it. They provided technical support to the consultant who was hired by FAM to establish the database.

Table 15: Activities related to the FAM information technology for the period FY1999-FY2002

Main objectives of FAM mentoring	FY1999	FY2000	FY2001	FY2002
<i>Improve FAM website with basic maintenance by FAM</i>	FAM taught to manage and update website independently; general mentoring on website management; FHI server used as host for website.	FAM TIS leaves, but is self-sufficient enough to train new TIS in web maintenance from Mexico. FHI provides NeTracker software to FAM	Website completely redesigned; provided technical mentoring for search engine and website survey	Amount of links and documents nearly doubled; domain name changed
<i>Establish listserv capability and management skills</i>	FHI developed template on FHI server to host FAM listserves; FHI provide training and mentoring on listserve management	FHI mentors and assists FAM through episode with hackers;	FHI provided new listserv software; number of listserves expanded from 5 to 7	Assisted FAM to maintain seven list-serves
<i>Establish internet relay chat capability and encouragement of increased usage by the FAM consortium</i>	Advantages were presented to FAM members, unwilling/unable to fully pursue this technology within their organizations	Not explored as option as a result of the departure of FAM TIS	FAM and FHI tested chat capabilities	Research indicate a limited application for this, especially outside the US. Trial voice chats may be done in 2003
<i>Development of on-line FSRC database³⁵ (not part of the original objectives)</i>	Started with the assistance of FHI and pro-bono programmer	Continued	Prototype completed by consultant FHI provides technical support to the consultant.	Completed; FHI provides the physical location

Source: FHI annual reports FY1999 to FY2002

5.7.2 Achievements and impact

Summary of the key findings:

This has been a very successful mentoring partnership. FAM regards the training and support that they received as excellent and oriented towards their needs. FHI's support enabled FAM to achieve most of its objectives that relied on technology for its execution. In addition to this, FHI also supported an additional activity that was not contained in the original project proposal - the development of a FSRC database.

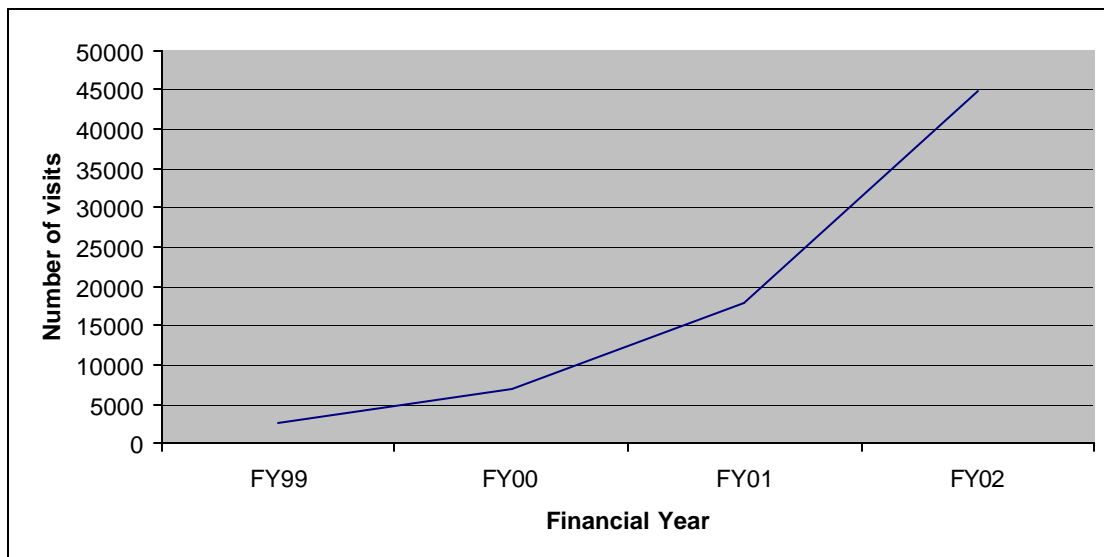
³⁵ This objective was not included in the original objectives of FHI's ISA. However, once FAM identified the need for this, FHI provided assistance to both the consultant and FAM.

Discussion of the findings:

FHI met the three sub-objectives that it set out to achieve under this ISA objective³⁶. In addition to this, the organization also assisted with an activity that was not included in the original proposal, namely the creation of the FSRC database. FHI provided technical support to a pro-bono consultant who developed the database. FAM rates FHI's support as going 'above and beyond the call of duty' (FAM 2002). Examples include additional support in the form of making their server available to FAM free of charge and providing software such as web tracking software exceeded the basic needs of FAM and FHI's original objective. According to FAM (2002), they would not have been able to function effectively without FHI's assistance in the areas of website development and maintenance, provision of FHI server capabilities, hardware backstopping, setting up and management of listserves. They also rated all FHI's services, with the exception of training in software use, as *excellent*. However, software training was still rated as *very good*.

It's support in the development and maintenance of the FAM website has been fruitful to the whole partnership and beyond. The FAM website has been singled out by both FAM members and non-members as the most important service of FAM. Visits to the site nearly doubled during FY2000 and increased by 150% during FY2001. The graph below shows the extent to which visits to the FAM website has increased during the period FY1999-FY2002.

Graph 2: Visits to the FAM website FY1999-FY2002



Source: NetTracker 4.5 (internet website tracking software), FAM 2002.

³⁶ The objective of establishing internet relay chat capabilities, was met in the sense that it was tested by FAM and FHI. However, it has not yet been adopted widely by the FAM consortium for a variety of reasons, most of which relate to constraints within those organizations. Further work is planned on this objective for FY2003.

Unfortunately, this resource has not yet found its way to the field offices. On average four staff members per FHI field know about the FAM website. They are usually national or regional staff, who speak English. Some fields, for example Kenya (Marsabit) and Mozambique (Beira) have some problems getting and maintaining internet connections and even though they may know about the website, few of them are actually able to use it. In Bolivia, where the connections are generally quite good, staff who do not speak English generally do not know about the website and if they do, find it less accessible and useful as a result of language barrier. The three staff members who reported having used it, are all expatriates. Another factor that has to be considered is that even if internet connections are good in a particular field, only a limited number of managerial staff are authorized to use the internet as a result of the cost implications. One of the alternatives presented to the trainees who attended the FAM M&E Toolkit workshop, is a selection of website materials on CD-Rom. This was very well received and some staff reported having already used this information.

Listserve were created for the first time in FY1999. Five were initially formed and two were added during FY2001. The table below shows that most listserve doubled their number of subscribers during the past financial year. Their main purpose is to improve communication and contact between FAM working group members and also non-members interested in the specific focus of the listserve. Some listserve members request and receive technical assistance through the listserve.

Table 16: Number of subscribers to the FAM listserve

Name of Listserve	Number of subscribers	
	FY01	FY02
Commodity Management	67	134
Environment	146	292
Local Capacity Building	145	290
Monitoring & Eval	217	434
Monetization	176	352
Nutrition	41	82
FAM members listserve	-	70

Source: FAM 2002

Over time, FAM's needs changed from direct training to requesting help from FHI as required by their new initiatives. According to them, FHI has been flexible enough to adjust to their changing needs. They regard FHI as consistently client oriented and considerate of FAM's needs. Advice and/or suggestions related to new technologies were based on a thorough understanding of FAM's needs. Their advice and training was also always given in such a manner that FAM was able to continue working independently (FAM 2002). One example that shows the extent to which the FAM TIS became self-sufficient as a result of FHI's training, is the transition during FY2000 from one TIS to the present occupant of the position. The first TIS was sufficiently well versed in website management (as a result of FHI mentoring) that she could provide training and support from Mexico to the new TIS.

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CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The FHI ISA successfully completed most of the activities and outputs that it set out to achieve. With one year of the program still to be completed, thirty-eight of the forty-two output/activity targets were fully met or exceeded. Three of the four targets that were not met were only slightly below target and adequate explanations could be given for underperformance.

Training materials were in general comprehensive and well prepared. There is some evidence that the ISA trainers were continually striving to improve the quality of their training materials and presentation. Handouts given during the workshops can be improved with more detailed and in-depth information. It is important that enough time and resources be allocated during the next ISA, to consolidate and compile all the training materials of this ISA.

Post test scores and comments by the people who participated in the courses, suggest that there has been a significant increase in knowledge amongst those who attended the training. However, the main goal of the ISA was not only to increase knowledge, but also to increase the technical, programmatic and managerial capability of FHI to ultimately increase the impact of its Title II food security programs.

The next section summarizes the conclusions of the evaluation team on program impact. The discussion leaves no doubt that the program has succeeded in improving several aspects related to the functioning of its Title II fields. This impact is expected to grow as implementation of the new DAPs progress.

6.2 Conclusions on impact

Objective 1: Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation

Several training workshops were conducted to impact on this objective. The evaluation team found ample evidence that the ISA program impacted on certain program aspects in such a way that it contributed towards an increased ability of the fields to meet food security targets.

- The process of preparing and writing project proposals has become more participatory and feelings of ownership of the process and the new DAP has increased significantly.
- The quality of food security problem analysis and the general structure and presentation of project proposals have improved in all fields.
- The activity impact of the educational messages and methods workshop was to be an improved capacity of FHI field staff to successfully promote behavior change on the part of Title II program

beneficiaries. The evaluation team found that all fields have developed training curricula and lesson plans as a result of the ISA assessment and training. In most fields, training has become more participatory and the use of visual aids and other techniques to facilitate learning amongst non-literates has increased. This is probably the one area in which ISA has already impacted on food security in its Title II fields.

- In the case of Positive Deviance, the activity impact would have been an improved capacity of FHI field staff to successfully use positive deviance in nutrition and agriculture leading to less malnutrition and increased technology adoption on the part of the beneficiaries. The evaluation team found that Mozambique is the only program that is implementing the Hearth Method. Kenya and Bolivia plan to implement it in 2003.
- The evaluation team found that the use of Barrier analysis and TIPS was very limited in all three fields and the main reason for this may be that training was done quite recently. Replication has taken place in Mozambique, but it has not been used widely and could therefore not have had an impact on food security programs. The replication training may also not have been of high quality as less than 60% of the people who knew about these methods could identify their correct definitions. The lack of replication in Bolivia probably reflects a lack of management commitment to the implementation plan that was developed after completing the training course.
- Awareness and use of Quality improvement checklists is high in Mozambique and Kenya. This has probably contributed to improved performance by community-based workers and as such had an impact on the ability of Title II fields to improve food security.
- Monitoring and evaluation capacity was strengthened, but losses of key management staff during the past two years, has left a gap in Mozambique and Kenya for the new DAP.

Objective 2: Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;

There is some evidence that aspects of the training has been useful and has impacted on programs such as the DRC and relief efforts in Kosovo, Nicaragua and India. There is some evidence that Kenya (in Meru) and Mozambique (in Malawi) have applied, albeit in a modified form, the knowledge that was gained during the ISA training.

Objective 3: Conduct needs assessments in the West African Sahel (Mali, Niger, Burkina Faso) and Haiti to determine rationale for and feasibility of initiating activities in those countries;

The conclusions reached by the assessment teams were based on careful consideration of all the factors that could have an influence on a decision about FHI's Title II expansion. The evaluation team therefore has to conclude that this objective has been completed successfully and in line with the original project proposal.

Objective 4: Improve FHI's capacity to efficiently and effectively manage commodities;

The management of warehouses and commodities was good in Bolivia even before the ISA. However, the ISA mentoring and training support led to further refinement and improvements in their systems. Ethiopia benefited significantly from the ISA Commodity Management training, especially in the areas of warehouse management and loss control. In general, the team found evidence of the standardization and streamlining of systems and increased knowledge at FHI headquarter level as regards to all aspects of commodity management.

Objective 5: Collectively improve, with the other cooperating sponsors (CS): a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors.

FHI had a significant impact on the M&E working group in terms of its contributions as chair of the working group and in terms of research and other support that went into the development of the M&E toolkit. There is also some evidence that FHI made a contribution towards the activities of the monetization working group, but it was not nearly as significant as in the case of M&E. The local capacity working group was less active than anticipated and FHI's involvement has been restricted to commenting on documents generated by the group.

Objective 6: Contribute toward the improvement of FAM knowledge and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM (mentoring partnership).

This has been a very successful mentoring partnership. FAM regards the training and support that they received as excellent and oriented towards their needs. FHI's support enabled FAM to achieve most of its technology related objectives.

6.3 Recommendations

All indications are that this particular ISA has been implemented successfully. However, there is also a definite need to continue with this kind of capacity building program in FHI's Title II fields. The following recommendations are aimed at highlighting the most important aspects of program management and implementation that could be modified to increase the impact of future ISA's capacity building efforts.

- I. The loss of managerial level staff that participated in the ISA program was high in all fields. No program aimed at building capacity within an organization can be successful if there is a high staff turnover and lack of continuity. It would appear that FHI needs to assess the underlying reasons for what appears to be a higher than normal turnover rate and then take appropriate action to resolve the problem.

- II. The ISA team, in conjunction with the Regional Directors and CD's, should develop a basic orientation package of documents, tools and methods that should be given to new managers. Changes in management should be accompanied by an assessment of their training and mentoring needs, so that program continuity can be enhanced. The next ISA may need to contain a specific component that focuses on this aspect.
- III. There is a need to do some more thinking about the emergency component of FHI. Besides losing most of the staff trained in Emergency and Relief Management, the present practice of using development staff to become 'emergency experts' when relief operations are necessary, may not be the ideal. Not only does it withdraw resources away from development programs, but it also makes it very difficult to develop a corps of well trained and motivated emergency experts. Having specialized regional units can also make a significant contribution towards the expansion of emergency programs in Africa.
- IV. Several excellent recommendations have been made during the mid-term review about the format of the training. The most important of these being, greater consultation with the fields about the nature and content of training courses, the development of implementation action plans after a training course is presented and the development of a handbook to include all topics covered by the present ISA. The ISA team needs to continue building on those.
- V. The replication of trainings have had mixed results. Part of the problem is a lack of management commitment in some countries to do the replications. However, in Mozambique, where training has been replicated faithfully, test scores and present knowledge of definitions of the main interventions were low. Even though relying on replications is the most sustainable and practical for large fields such as Mozambique, more attention should perhaps be given to mechanisms to improve the quality of replications. This could perhaps be done by for example training smaller groups of trainers over a longer period of time. Also if the replications are shorter than the original training, there should be a commitment towards several follow-up trainings/sharing of experiences whilst implementation takes place.
- VI. Mentoring is normally a task of regional and program management. However, when completely new tools and methods are introduced, a good case can be made for the active mentoring of implementation for at least a year after training was completed. This can serve three purposes: increase the quality of implementation; increase innovation and improve the sharing of innovative experiences between fields. The frequent requests of field staff for more practical sessions during the training will probably be better addressed by a mentor system, as a significant amount of training time is already devoted to practical exercises.

The ISA should consider building time and resources into the next ISA to mentor the implementation of Barrier Analysis, TIPS, Positive Deviance and the new themes that will be introduced.

- VII. Even though there is a need to introduce new themes during the next ISA, it may be advisable to focus a large part of the resources on the consolidation of the training materials and the strengthening of implementation of the new tools and methods introduced during the current ISA and previous ISG.
- VIII. In terms of the content of a future ISA program, various possible themes emerged from this evaluation. These are:
- Tools for Title II program design and implementation*
- Consolidating the training materials of the current ISA into manual format
 - Providing mentoring assistance to fields for the implementation of Barrier Analysis/TIPS within the context of refining agricultural and health training curricula. The mentoring activities of Positive Deviance in Mozambique should be continued and expanded to the other two fields.
 - Developing and expanding CD-ROM and general reference library capabilities in Title II fields
 - Linking monitoring to management information systems with the objective of strengthening the relationship between monitoring information and changes in program implementation
 - Training in data analysis: basic EPI-Info and SPSS; statistical methods for more advanced data analysis
 - Management skills, team management and coordination
 - Technical areas that could be considered for inclusion are: program innovations/techniques that can be used income generation activities and marketing programs
 - Establishing mentoring relationships between Universities and FHI for specific program areas. For example, FHI/K will be involved with livestock development activities for the first time. Are there resources/institutions that can enter into a formal relationship with them to develop and test new innovations?

Commodity management support

There is a need for continued support in the area of commodity management given the demands of monetization and continual changes in the administrative requirements.

FAM information technology support

FAM expressed a need for continued cooperation and support with FHI. Various CS's commented that FHI has played a pivotal role in the past. Continuing in some sort of a support and mentoring role, may lead the partnership to new heights.

Innovation and renewal

Our ability to effectively impact on food security largely depends on merging new ideas with existing, but ever-changing realities. The FAM working groups have been successful in spreading innovation and promote sharing of experiences between Title II CS's. However, there is a wealth of other development agencies, who by virtue of not being Title II participants, have different experiences, systems and approaches. It may be in the interest of FHI and the partnership if a specific component is added to the ISA that focuses on learning from non-Title II agencies; identifying, adapting and sharing food security innovations.

REFERENCES

- FAM 2002** **Statistics provided by FAM. Responses to questionnaire sent to them. FAM: Washington.**
- FAM question. 2002** **Questionnaire sent to FAM members as part of the FAM Final Evaluation. FAM: Washington.**
- FHI 1998** **Program proposal: Improving Food Security Programming and Resource Management. FHI: Gettysburg**
- FHI 1999a** **FY 1999 Annual Report. FHI: Gettysburg.**
- FHI 1999b** **Program Performance Monitoring and Evaluation Plan. August 1999. FHI: Gettysburg.**
- FHI 1999c** **Food security education messages and methods assessment report. December 1999. FHI: Gettysburg.**
- FHI 2000** **FY 2000 Annual Report. FHI: Gettysburg.**
- FHI 2001a** **FY 2001 Annual Report. FHI: Gettysburg.**
- FHI 2001b** **Mid-term review report: improving food security program and resource management report. FHI: Gettysburg.**
- FHI 2001c** **Annual work plan for FY2002. FHI: Gettysburg.**
- FHI 2002b** **DAP Final Evaluation, Marsabit. FHI: Nairobi**
- USAID 2001** **Memo from director of FFP, USAID to USDA. July 3, 2001. FFP: Washington.**
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ANNEX A: EVALUATION SCOPE OF WORK



FOOD FOR THE HUNGRY INTERNATIONAL

**P.L. 480 TITLE II
INSTITUTIONAL SUPPORT ASSISTANCE PROGRAM**

Award #: FAO-A-00-98-00032-00

***“IMPROVING FOOD SECURITY PROGRAMMING AND
RESOURCE MANAGEMENT”***

SCOPE OF WORK FOR FINAL EVALUATION

Submitted to USAID/DCHA/FFP/CTO on 7 June 2002

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TABLE OF CONTENTS

1.	BACKGROUND	1
2.	PURPOSE OF THE REVIEW	2
3.	EXISTING PERFORMANCE INFORMATION SOURCES	3
4.	REVIEW QUESTIONS	4
5.	REVIEW METHODOLOGY	5
6.	REVIEW TEAM COMPOSITION	6
7.	TIMEFRAME	7
8.	REPORTING	8

1. BACKGROUND

Food for the Hungry International (FHI) has been implementing Title II food security programs in Africa and Latin America since 1985. Despite that long history and contrary to many other cooperating sponsors who have been receiving ISG/As since the beginning, FHI received its first institutional support grant in 1997. The grant period for that ISG was 20 months with the goal being to achieve significant impact in food security via the establishment of a robust monitoring and evaluation (M&E) system in FHI's Title II programs. The focus of the ISG activities was to design and develop methodologies and systems, and train and provide technical assistance to FHI Title II-related field staff in the following components of the food security M&E continuum: 1) macro-targeting, 2) micro-targeting, 3) indicator development, 4) baseline data collection and analysis, 5) monitoring, and 6) evaluation. FHI met all and surpassed many of its targets that it set for the ISG outputs and activities.

As a follow-on to the ISG, FHI is currently implementing a five-year ISA program that began in September 1998 and is scheduled to end in August 2003. The program is addressing six major headquarters' and field priority areas:

1. program design and implementation of development programs,
2. emergency and transition programs,
3. new country program initiation,
4. commodity management,
5. collaborative efforts in M&E, monetization and local partner facilitation, and
6. information systems.

The goal of the ISA activities is to increase the impact of FHI's Title II food security programs via the improvement of its technical, programmatic and managerial capability. This is being accomplished by way of the following objectives:

- A. Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the former ISG program in M&E system standardization;
- B. Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa;
- C. Conduct needs assessments in Mali/Burkina Faso and Haiti to determine rationale for and feasibility of initiating activities in those countries;
- D. Improve FHI's capacity to efficiently and effectively manage commodities;
- E. Collectively improve a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors; and

- F. Via a mentoring agreement, contribute toward the improvement of FAM knowledge of and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM.

FHI's ISA program is targeted to impact three distinct sets of beneficiaries in the following order of importance: 1) current FHI Title II programs in Bolivia, Ethiopia, Kenya and Mozambique, 2) potential future FHI Title II programs, and 3) other FAM-member Title II Cooperating Sponsors. The program is implemented by a five-member, multi-disciplinary team composed of 1) a team leader (who also serve as the technical assistant in agriculture and training facilitator), 2) a technical assistant and trainer in maternal-child health and nutrition, 3) a technical assistant and trainer in commodity management, 4) a technical assistant and trainer in information systems, and 5) a technical assistant and trainer in emergency response programming. In addition, FAM staff and other Title II Cooperating Sponsors provide indirect support to the program via the collaborative efforts described above in objective E.

FHI is now completing the fourth year of its ISA program having accomplished the great majority of its activity and output objectives to date. USAID/FFP's comments on FHI's Mid-Term Evaluation included the following:

- With two minor exceptions, all the planned activities and outputs have occurred. Achievement of targets has been very strong.
- Trainings are high quality and have resulted in improved field capacity and tools, including the adaptation of tools from other PVOs.
- While it is difficult at this stage to link improvements in food security directly to the ISA, field staff do perceive the ISA to be having a positive impact on food security through higher quality programs, more efficient use of resources, and improved techniques learned from ISA training.

As FHI is completing implementation of this ISA program we will now conduct the planned external review to assess achievement of planned objectives in activities and outputs as well as effects and impact.

2. PURPOSE OF THE REVIEW

The purpose of this final evaluation will be to provide an assessment of the results achieved, reasons for levels of achievement or non-achievement, and lessons learned from the ISA program. An emphasis of the evaluation will be an external review of impact-level results on the ISA's contribution to impacts on food security achievements through FHI Title II programs.

Other considerations for the final evaluation:

- Need for statistically valid quantitative data collection
- Externally oriented assessment
- Indicator Performance Tracking Table will be updated for all indicators

- Recommendations can suggest where the need may or may not exist for further institutional strengthening activities.

3. EXISTING PERFORMANCE INFORMATION SOURCES

In order for the review team to successfully conduct the mid-term review, they will need to conduct a thorough review of existing ISG/ISA documentation. The following list of documents is comprehensive, but not necessarily exhaustive. All of these documents can be obtained through FHI's ISA team leader and on FHI's Food Security Extranet at:

<http://www.fhi.net/gme/fse/isapr/index.htm#isadocumentreview>

- FHI's corporate identity (including Vision of Community);
- 1997-98 ISG final proposal;
- Quarterly and final reports for the ISG;
- 1999-2003 ISA final proposal;
- ISA program performance M&E plan;
- 2000, 2001, 2002, and 2003 ISA annual work plans;
- 1999, 2000, 2001, and 2002 annual results reports;
- FHI Food Security Extranet website;
- ISA team orientation notes;
- Mali/Burkina Faso and Haiti food security needs assessments;
- FHI Title II commodity management procedures manual;
- Educational messages and methods assessment report;
- Workshop notes and handouts for the following ISA workshops:
 - M&E remedial;
 - Food security problem analysis and program design;
 - Epi-Info
 - HEARTH methodology (positive deviance)
 - Food security education messages and methods;
 - Barrier Analysis (Factor Analysis)
 - Emergency program preparation;
 - Rapid disaster assessments;
 - Emergency program design;
 - Emergency program monitoring and evaluation; and
 - Commodity management procedures – part 1 and 2.
- Pre/post test scores for the workshops above;
- Participant evaluation summaries of the workshops above;
- Quality improvement checklist scores from Title II fields;
- Food Aid Management (FAM) website
- FAM annual evaluations of FAM mentoring activities; and
- FHI ISA Mid-Term Evaluation

4. REVIEW QUESTIONS

Several key questions need to be answered in order to fully review FHI's ISA performance. The questions below should form the bulk of the review. However, it is likely that additional questions will arise as a result of going through the review process. The review team should include these additional questions—and their answers—in the review report.

1. To what extent were the planned objectives achieved for the program? Specifically, were the annual monitoring indicators (activities and outputs) and final impact indicators (effects and impacts) successfully reached?
2. In what ways and to what extent has the ISA program made a positive impact on FHI's ability to increase food security at the field level?
3. Which ISA program components were the most effective in strengthening FHI's food security program capacity? Why? Which program components were the least effective in strengthening FHI's food security program capacity? Why?
4. To what extent were the recommendations from the Mid-Term evaluation implemented?
5. What were the most significant constraints and/or difficulties in implementing the program and, where appropriate, how did FHI overcome them? What lessons learned does the review team identify that have implications for future capacity building programs?
6. Given that a large part of FHI's ISA focuses on capacity building of Title II staff, what has been the change in the related knowledge, skills and practices of those staff?
7. Are the ISA training materials appropriate- tailored to the user and, accurate, state of the art? Which materials need strengthening, if any, and how?
8. What is the perspective of FHI Title II field staff with regards to the services provided under the ISA?
9. How did the best practices identified in the CS collaborative efforts in M&E, monetization and local capacity building effect FHI's ISA program?
10. What are lessons learned from this program? What implications for future institutional support activities can be extracted from those lessons learned?

11. What specific future needs can the review team recommend be prioritized for future institutional support activities? Of activities in the current ISA, which areas would benefit from further support in the future?

Stage 3: Field Data Collection
Time Frame: 08 – 25 November 2002

The team leader will plan and coordinate all the necessary logistics for the qualitative and quantitative collection of data at the field level. The FHI evaluation team members will assist the team leader as requested in this stage. FHI proposes conducting the field review in three of its four Title II fields—Bolivia, Kenya and Mozambique. The reasons for selecting these fields are: Bolivia and Kenya were not visited in the Mid-Term Evaluation. Ethiopia is phasing out its Title II activities in FY2002 and as a result will not be a focus of this Final Evaluation as program activities have been re-focused in the other three fields during the last two years of the ISA. The team will spend a maximum of four days in each of these three fields collecting data.

Stage 4: Write Evaluation Report
Time Frame: 20 November – 15 December 2002

Upon completion of the field data collection, the team leader will draft the evaluation report with conclusions and recommendations. The team leader will hold a meeting (in person or virtual) with FHI ISA staff to present findings, lessons learned, and recommendations. The final report will be submitted to USAID/DCHA/FFP no later than 31 December 2002.

6. REVIEW TEAM COMPOSITION

The final evaluation team will include an external technical consultant who will serve as the evaluation team leader and two selected FHI ISA team members. The final evaluation will be conducted over a ten-week period at an estimated cost of \$28,159.

The final evaluation team will be composed of:

1. Team Leader

The team leader will be an external technical consultant who will be responsible for structuring and designing all review activities and methodologies, assigning evaluation tasks among the other team members, conducting interviews, meeting the specified objectives, collaborating with USAID and/or FANTA, and writing the report according to the defined timeline.

2. Two FHI ISA team members (from headquarters)

Two members of FHI's ISA team will assist the external consultant in providing requested background and organizational (HQ and field) information, arranging evaluation logistics for field data collection, and generally facilitating requested information to the team leader. The presence of these FHI ISA team members will be beneficial by enabling FHI

to experience greater insight into the lessons learned of the program. One member will be the ISA Team Leader. The other member will be the trainer in information systems.

7. TIMEFRAME

The following time frame and deliverables reflect the management plan for this evaluation and, as such, each set of dates is the expected time of completion for each evaluation component and set of deliverables.

Stage 1: Review of Existing Documentation -- Time Frame: 1 September -15 October 2002

Total Person/Days = 9 (3 days x 3 team members)
Deliverables: None.

Stage 2: Refinement of Review Methods --Time Frame:1-15 October 2002

Total Person/Days = 12 (8 days x 1 team leader + 2 days x 2 team members)
Deliverables: Field visit schedule and itinerary, respondent selection, and data collection tools.

Stage 3: Field Data Collection -- Time Frame: 8 – 25 November 2002

Total Person/Days = 57 (19 days x 3 team members)
Deliverables: Completed survey tools, data.

Stage 4: Write Report -- Time Frame: 20 November – 15 December 2002

Total Person/Days = 13 (8 days x 1 team member + 2.5 days x 2 team members)

Deliverables: Draft to FHI by 6 December 2002 for comment; 18 December 2002 final report to FHI; Final Report submitted by 31 December 2002 by FHI to USAID/DCHA/FFP.

Total Time Frame: 1 September – 31 December 2002

Total Person/Days = 90 (38 days for team leader (external consultant), 26 days for two ISA team members)

8. REPORTING

The final report must be submitted to USAID/DCHA/COTR on or before 31 December 2002. The report must contain at least the following sections. Additional sections may be recommended by the review team.

1. Executive Summary
2. Introduction
 - a. Objective of SOW
 - b. Brief description of project
3. Methodology
4. Updated Indicator Performance Tracking Table
5. Discussion of Performance Results
 - a. Brief description of interventions
 - b. Achievement of results
 - i. Meeting targets (annual and impact indicators)
 - ii. Other achievements
 - c. Discussion of general evaluation questions
6. Cross-Cutting Issues
7. Lessons Learned
8. Recommendations for further institutional strengthening activities
9. Annexes
 - a. Evaluation SOW
 - b. Composition of the team
 - c. Methods
 - d. List of sites visited
 - e. List of key informants
 - f. References
 - g. Indicator Performance Tracking Tables (IPTT)
 - h. Survey tools
 - i. List of acronyms

ANNEX B: DETAILED METHODOLOGY

FOOD FOR THE HUNGRY INTERNATIONAL
FAM WORKING GROUP PEER REVIEW
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

We would appreciate your contribution towards the Final Evaluation of our Institutional Support Agreement for FY1999-FY2003. The aim of this questionnaire is to capture your views about the role played by FHI representatives in working group activities. Thank You.

NO	QUESTIONS	OPTIONS	ANSWER
1	Please make a cross next to the working group in which you participate	Monitoring and evaluation	1
		Monetization	2
2	Please indicate how many years you have been participating in this working group. (If less than one year, specify the number of months and write the word months, e.g. 10 months).		
3	How would you classify the effectiveness of the working group	The group achieved all its objectives	1
		The group achieved most of it objectives	2
		The group achieved some of its objectives	3
		The group achieved none of its objectives	4
4	How would you classify the <i>attendance of working group meetings</i> by the FHI representative(s). He/she attends.....	Always	1
		Most of the time	2
		Sometimes	3
		Never	4
5	What kind of contributions did the FHI representative(s) make to working group activities?	Nothing	1
		Comments on work done by other members	2
		Writing/production of some of the tools/materials	3
		Driving force in the writing/production of tools/materials	4
		Involved in the organization and presentation of FAM workshops	5
		Other (specify)	6
6	What do you think of the <i>quality</i> of the FHI representatives' <i>contributions</i> ? The contributions have been.....	Very valuable	1
		Valuable	2
		Of some value	3
		Of no value	4
7	Do you have any other comments about FHI's participation in FAM working group activities that may be of value in the evaluation? If yes, please write them in the next column		

FOOD FOR THE HUNGRY INTERNATIONAL
FAM INFORMATION SYSTEMS REVIEW
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

We would appreciate your contribution towards the Final Evaluation of our Institutional Support Agreement for FY1999-FY2003. The aim of this questionnaire is to capture your views about the role played by FHI in mentoring FAM in information systems development. Please bear the two distinct purposes that FHI set out to achieve in mind when thinking about these questions.

The main purposes of the FHI support program were:

FAM will learn and become proficient at current/new information technology capabilities through the existing knowledge base of FHI; and the FAM consortium will receive the ultimate benefit and become stronger through the technical leadership of FHI and FAM.

Thank you for your cooperation.

NO	QUESTIONS	OPTIONS	ANSWER
1	How would you rate your level of satisfaction with the work that FHI has been doing with FAM during the past four years in the area of information systems development	Very satisfied	1
		Satisfied	2
		Not satisfied	3
2	Please give a reason for your answer in the previous question:		
3	How would you rate the following aspects (next column) of FHI's support to FAM in relation to information systems development (please use five point scale below): 1- Always 2- Most of the time 3- Usually 4- Sometimes 5- Never	They responded quickly to assist and solve problems when needed	
		They were client orientated and considered our needs before giving advice and/or suggesting new technologies/methods	
		The technologies/methods they promoted were the most appropriate/best available at the time	
		Their advice and training enabled us to continue working independently	
4	When considering the overall work of FAM, how would you rate the <i>importance</i> of the FHI contributions in the next column (please use the five point scale below): 1- We could not function effectively without it 2- Very important 3- Important 4- Some contribution 5- No contribution	Website development and maintenance	
		Provision of FHI server capabilities	
		Training in the use of software e.g. NetTracker; Dream weaver	
		Hardware backstopping	
		Setting up and management of listservs.	
		General mentoring/advice	

5	<p>How would you rate the <i>quality</i> of the FHI contributions listed in the next column (please use the five point scale below):</p> <p>1- Excellent 2- Very good 3- Good 4- Poor 5- Very Poor</p>	Website development and maintenance	
		Provision of FHI server capabilities	
		Training in the use of software e.g. NetTracker; Dream weaver	
		Hardware backstopping	
		Setting up and management of listservs.	
		General mentoring/advice	
6	Do you have any other comments about FHI's contribution towards FAM's information technology capabilities?		

**FOOD FOR THE HUNGRY INTERNATIONAL
USAID REVIEW OF PROPOSALS, M&E and COMMODITY
MANAGEMENT**

FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

We would appreciate your contribution towards the Final Evaluation of our Institutional Support Agreement for FY1999-FY2003. The aim of this questionnaire is to capture the views of USAID officials about changes that may have taken place in relation to selected aspects of FHI's Title II programs during the past four years. Your responses will form the basis of a brief focus group discussion that will take place when the evaluation team visits your country. Thank you.

PROPOSAL WRITING			
NO	QUESTIONS	ASPECTS	ANSWER (use codes as indicated in the question block)
1	<p>We would like you to evaluate the most recently submitted FHI Title II DAP proposal. Please use the three point scale below to rate each of the aspects listed in the next column.</p> <p style="margin-left: 40px;">6- <i>Above average</i> 7- <i>Average</i> 8- <i>Below average</i></p>	Degree to which the proposal is based on good problem identification and analysis	
		Degree to which the goals and objectives have been clearly written and defined	
		Degree to which the proposed interventions are appropriate to the identified problems and needs	
		Degree of fit between the objectives of the proposal and the strategic objectives of the USAID local mission	
		Degree to which a balanced mix of impact, effect and output indicators have been included in the M&E plan	
2	<p>Please compare the most recently submitted DAP proposal with the previous one submitted by FHI in respect to the various aspects listed in the next column.</p> <p>Use the three point scale below: The most recent project proposal is:</p> <p style="margin-left: 40px;">1- <i>Better</i> 2- <i>The same</i> 3- <i>Worse</i></p>	Degree to which the proposal is based on good problem identification and analysis	
		Degree to which the goals and objectives have been clearly written and defined	
		Degree to which the proposed interventions are appropriate to the identified problems and needs	
		Degree of fit between the objectives of the proposal and the strategic objectives of the USAID local mission	
		Degree to which a balanced mix of impact, effect and output indicators have been included in the M&E plan	
3	Do you have any other comments about the most recent FHI proposal submitted to your mission?		

**MONITORING AND EVALUATION:
PLEASE REVIEW THE MOST RECENTLY COMPLETED OR ALMOST COMPLETED DAP**

NO	QUESTIONS	OPTIONS	ANSWER
4	The quality of the original monitoring and evaluation plan was	1- Above average 2- Average 3- Below average	
5	The execution of the monitoring and evaluation plan was	1- Above average 2- Average 3- Below average	
6	The selected indicators generally gave a reflection of program achievements	1- Good 2- Acceptable 3- Poor	
7	The selected <i>impact indicators</i> gave a reflection of program impact	1- Good 2- Acceptable 3- Poor	
8	The quality of indicator measurement was.....	1- Above average 2- Average 3- Below average	
9	The indicator information provided in annual reports werecomplete and corresponded with commitments made in the monitoring and evaluation plan	1- Always 2- Mostly 3- Sometimes 4- Never	
10	The original targets that were set for this program were generally	1- Too high 2- Realistic 3- Too low	
11	The quality of the mid-term evaluation was	1- Above average 2- Average 3- Below average 4- Not done	
12	The quality of the final project evaluation was	1- Above average 2- Average 3- Below average 4- Not done	
13	Please compare the Monitoring and Evaluation plan of the most recently completed/almost completed DAP with the plan in the new DAP proposal. The quality of the M&E plan in the new DAP is	1- Better 2- The same 3- Worse	
14	When considering the past four years, has there been any change in the way FHI project management has dealt with USAID Title II monitoring and evaluation requirements? If yes, qualify the change that took place.	1- No change 2- Improved a lot 3- Improved slightly 4- Deteriorated slightly 5- Deteriorated a lot	
15	Please give a reason for your answer in question 14:		

MONETIZATION AND COMMODITY MANAGEMENT

NO	QUESTIONS	OPTIONS	ANSWER
16	Have you noticed any changes during the past four years in regards to FHI's ability to make timely and appropriate resource requests. If yes, please specify the nature of the change.	1- No change 2- Improved a lot 3- Improved slightly 4- Deteriorated slightly 5- Deteriorated a lot	
17	How would you rate FHI's ability at present to make timely and appropriate resource requests.....	1- Above average 2- Average 3- Below average	
18	If for example a ship arrives much later than planned, and there are delays in monetizing the commodities, have you noticed any changes during the past four years in regards to FHI's ability to overcome short-term cash flow problems. If yes, please specify the nature of the change.	1- No change 2- Improved a lot 3- Improved slightly 4- Deteriorated slightly 5- Deteriorated a lot	
19	How would you rate FHI's ability to deal with short-term cash flow problems such as in the example mentioned in Question 18.	1- Above average 2- Average 3- Below average	
20	Do you have any other comments about the way FHI deals with the whole process of monetization and commodity management? If yes, specify.		

**FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR USAID STAFF
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)**

This in-depth discussion will build on responses given in the USAID questionnaire that will be sent and completed before the field visit. Ideally two USAID staff members will be present: the person responsible for Title II programs and the M&E staff member. The discussion will explore responses related to above average and below average performance – clarifying why FHI was rated the way it was. Comparative questions where responses were better or worse will also be explored further. The main reasons why a questionnaire will be sent out beforehand are:

- It will give the USAID guys time to think (and perhaps look at project documentation) before responding – thus avoiding ‘top of my head’ judgments
- It will shorten the interview time and allow us to zoom in on the essence

FOOD FOR THE HUNGRY INTERNATIONAL
QUESTIONNAIRE FOR COMMUNITY LEVEL STAFF
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

We would appreciate your contribution towards the Final Evaluation of our Institutional Support Agreement for FY1999-FY2003. Your responses will be used in the development of a new training strategy for ISA. Thank you.

NO	QUESTIONS	OPTIONS	ANSWER
1a	Do you supervise other staff members?	0) No 1) Yes	
1b	Please indicate for how long you have been working for FHI.		
1c	Do you work in the health or agricultural sectors?	0) No 1) Yes	
EDUCATIONAL MESSAGES			
2	Have you ever attended training (or have been briefed) on educational methods?	0) No 1) Yes	
3	If yes, who trained or briefed you?	0) Never been trained or briefed 1) My supervisor 2) Other FHI Manager 3) Other FHI colleague 4) ISA staff member 5) Other (specify)	
4	Have you used any of the following educational methods in your work?	1) Stories	1
		2) Songs	2
		3) Poems	3
		4) Puppet shows	4
		5) Drama	5
		6) Cultural proverbs	6
		7) Lesson plans	7
		8) Development related bible studies	8
		9) Other (specify)	9
5	If you have used these techniques, how often do you use these techniques	0) Have never used these techniques 1) Every time 2) Most of the time when teaching 3) About half the time 4) Sometimes when teaching	
6	Please indicate whether your supervisors have done any of the following	1) Attended when I was training the community and gave me feedback on how to improve	1
		2) Gave me lesson plans and showed me how to use it	2
		3) They developed stories or gave me ideas that I could use in my training	3

QUALITY IMPROVEMENT CHECKLISTS

NO	QUESTIONS	OPTIONS	ANSWER
7	Have you ever heard of quality checklists	0- No 1- Yes	
IF YOUR ANSWER TO QUESTION 7 WAS NO, GO TO THE SECTION ON BARRIER ANALYSIS			
8	From whom did you hear about quality checklists	1) My supervisor 2) Other FHI Manager 3) Other FHI colleague 4) ISA staff member 5) Other (specify)	1
			2
			3
			4
			5
9	Which ONE of the following options describe quality checklists the best?	1) Tool that is used to determine who are promoted 2) Method that is used to see what we do wrong 3) Tool that is used to encourage, monitor and improve our performance 4) Method used by supervisors to punish us when we disagree	
10	Do you think the use of quality checklists has a positive or negative impact on staff member's performance. Please explain your answer.		
11	Has your supervisor used these checklists with you?	0) No 1) Yes	
12	Did your supervisor involve you in the development of checklists?	0) No 1) Yes	
13	Did your supervisor explain to you what is expected of you (in terms of your work performance) before he/she started using the checklists	0) No 1) Yes	
14	If he/she has used it, how many times has it been used during the past two years?	Please write the number of times in the answer block	

BARRIER ANALYSIS

15	Have you ever heard of barrier analysis	0) No 1) Yes	
IF YOUR ANSWER TO QUESTION 15 WAS NO, GO TO THE SECTION ON TIPS			
16	From whom did you hear about barrier analysis	1) My supervisor	1
		2) Other FHI Manager	2
		3) Other FHI colleague	3
		4) ISA staff member	4
		5) Other (specify)	5
17	Which ONE of the following options describe barrier analysis the best?	1) Group interviews aimed at identifying reasons why communities do not want to listen to us 2) It is a research method that helps us identify key obstacles to achieving desired changes in behavior 3) It investigates various behaviors in a group at once in order to identify obstacles 4) It is a research method that identifies the barriers to change	
18	Do you think barrier analysis is a tool that can be used to improve the quality of your work. Please explain your answer.		
19	Have you ever done or been involved in barrier analysis?	0) No 1) Yes	
20	Has your supervisor ever done barrier analysis?	0) No 1) Yes 2) I do not know	

TIPS

NO	QUESTIONS	OPTIONS	ANSWER
21	Have you ever heard of TIPS	0) No 1) Yes	
IF YOUR ANSWER TO QUESTION 21 WAS NO, GO TO THE SECTION ON POSITIVE DEVIANCE/HEARTH METHODOLOGY			
22	From whom did you hear about TIPS	1) My supervisor	1
		2) Other FHI Manager	2
		3) Other FHI colleague	3
		4) ISA staff member	4
		5) Other (specify)	5

TIPS (continued)

23	Which ONE of the following options describe the TIPS method best?	<p>1) Through a series of interviews actual practices are compared with ideal practices. Recommendations are developed jointly and chosen through negotiation.</p> <p>2) It is a research method that helps us identify key obstacles to achieving desired changes in behavior – recommendations are then discussed with farmers</p> <p>3) It investigates various behaviors in a group and then recommends to the group what should be changed</p> <p>4) Research into beliefs and attitudes are analyzed and specific recommendations are presented to the respondents</p>	
24	Have you ever used TIPS in the community where you work?	<p>0) No</p> <p>1) Yes</p>	
25	Do you think TIPS is a tool that can be used to improve the quality of your work. Please explain your answer.		

POSITIVE DEVIANCE/HEARTH METHODOLOGY

NO	QUESTIONS	OPTIONS	ANSWER
26	Have you ever heard of positive deviance	<p>0) No</p> <p>1) Yes</p>	
IF YOUR ANSWER TO QUESTION 26 WAS NO, GO TO THE END			
27	From whom did you hear about positive deviance	1) My supervisor	1
		2) Other FHI Manager	2
		3) Other FHI colleague	3
		4) ISA staff member	4
		5) Other (specify)	5

POSITIVE DEVIANCE (continued)

28	Which ONE of the following options describe positive deviance best?	<ul style="list-style-type: none"> 1) It is a research method that helps us identify key obstacles to that hinder farmers/mothers to achieve desired changes in behavior 2) It identifies best practices of farmers/ mothers who live under the same conditions as their neighbors, but have higher yields/healthier children 3) It investigates various behaviors of farmers/mothers and then identify the strongest and best ones 4) Through a series of interviews with farmers/mothers actual practices are compared with ideal practices. Recommendations are developed jointly and chosen through negotiations. 	
29	Have you ever used the positive deviance technique?	<ul style="list-style-type: none"> 0) No 1) Yes 	
30	Do you think positive deviance is a tool that can be used to improve the quality of your work. Please explain your answer.		

END

FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR COMMUNITY LEVEL STAFF AND
THEIR SUPERVISORS/COORDINATORS
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

This open ended group discussion starts with an introduction of the findings of the questionnaire that was completed by the community level staff.

For each of the main methodologies (education methods, barrier analysis, quality improvement checklists, TIPS and positive deviance) the group discusses the following:

- Why has it been used/not been used to the extent that it has? Try to gain a better understanding of the dynamics within the program.
- Follow up on the positive and negative experiences/perceptions raised about the methodology. Get a better understanding of the weaknesses/strengths/problems/opportunities.
- The future in relation to these methodologies. Should it be used as is, modified or replaced with others? How can we increase the use/implementation?
- Vision of community: do they know about it. To what extent has it been implemented? Have they seen progress in this respect? Are they consciously incorporating it in their work? Cover three aspects: families meetings each others needs; leaders solving problems in the community; churches reaching out to meet people's needs.
- Get photocopies of barrier analysis, Quality Improvement Checklists, Positive deviance and TIPS done by the program.

FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR NATIONAL AND PROJECT
MANAGEMENT (only operational staff)
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

This focus group discussion will involve all key national and project management staff who are responsible for project implementation at the operational level.

The discussion starts with a summary of the group interview that was held with the community level staff and their supervisors/coordinateors. The discussion will touch on this but also on programs design, M&E and food security related training. Also cover VOC.

The following areas are explored during the discussion:

- Identify who have been trained on what
- Their views on barriers/challenges towards the use of these methods
- Follow up on the positive and negative experiences/perceptions raised about the methodology in the community level/supervisor interview
- The future in relation to these methodologies
- The extent of implementation of the VOC philosophy. Challenges and successes.
- Comments about the nature and quality of ISA training/services received.

- Has ISA made an impact on FHI's ability to increase food security at field level. Expand.
- Do they know about the CS collaborative efforts and best practices exercise – has it had any effect on them
- Do they know about it or have any of them consulted/used any of the following resources: Food security Resource Center; FAM web site, FAM listservs; Food forum Newsletter.
- Implementation of the recommendations of the mid-term evaluation.
- Which other information /training needs should be built into the next support program

PS : Need to identify a volunteer who would look at training participant lists and indicate who are still in the program and whether they have a management position or not.

**FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR EMERGENCY STAFF & CD
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)**

This interview will only be done in Kenya and Mozambique. Will include staff and managers involved in emergency response as well as the CD.

- How many have been trained, on what and when
- Were there any changes that took place in regards to the way they respond to emergencies after the training took place. If yes, what.
- Discussion on the kinds of emergencies that they have been dealing with during the past 8 years. Nature of problem, nature of response, length of intervention and transition into development (discussion of the responses to the table circulated before the field visits).
- Look at M&E systems used – have they implemented changes after the M&E training
- Current challenges/problems in relation to emergency response
- Additional training and support needed

**FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR COMMODITY MANAGEMENT
FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)**

The commodity management inspection and interview will only be done in Bolivia. FHI standard inspection form/system etc. will be used. Interview takes place after the inspection and includes managers and key staff involved in commodity management.

The following points are explored during the discussion:

- Identify who have been trained and when
- Identify strengths and weaknesses of their implementation of the commodity management procedures
- Talk about the constraints they faced in implementing these procedures
- Get their ideas on suggested changes to the system
- Additional information and training needs

**FOOD FOR THE HUNGRY INTERNATIONAL
INTERVIEW SCHEDULE FOR COMMUNITY GROUPS THAT
WERE TRAINED**

FINAL EVALUATION PL 480 Title II ISA: (FY1999-FY2003)

This interview will be done with three health groups and three agricultural groups in each field. After participating in a training session conducted by a FHI staff member, they will be given a short break before this discussion starts. Suggested areas of discussion are:

- What did they like most about the training
- What did they like least
- Compare this training with other trainings that they had before:
What are the differences, similarities
- What is their normal interaction with their trainers like – do they get a chance to give feedback, to participate with examples etc.
- Have they ever been involved in the development of training materials

ANNEX C: DETAILED FIELD VISIT SCHEDULES

BOLIVIA

Day one 8/11 (La Paz):

- Interviews with USAID (2 hours) : 14h00-16h00 (Isabelle&Keith)

Day two 9/11 (La Paz):

- Commodity inspection (3 hours) (Keith & Isabelle)
- Focus group Interview with commodity management staff (2 hours) (Buck, Keith & Isabelle)

Day three 10/11 (La Paz)

- Focus group interview with National and regional management (Keith, Isabelle & Buck)
- Collection of other outstanding information (Isabelle)

Day four 11/11 (Cochabamba):

- A sample of 30 community based staff (all areas health and agric.) complete the questionnaire and their supervisors (1/2-1 hour max) (Isabelle)
Analysis of their responses (1 hour) (Keith & Isabelle)
- Semi-structured group interviews with supervisors
- Semi-structured group interviews with sample of 30 community Level Staff & their supervisors (2 hrs) (Isabelle, Keith & Buck)

Day five 12/11 (Cochabamba):

- Field visit: team split : three communities; attend training of two groups in each village; have short interview with attendees and give feedback to trainers. (Buck, Keith and Isabelle)

MOZAMBIQUE

Day one 14/11 (Maputo) :

- Interviews with USAID (16h00-18h00) (Keith, Buck & Isabelle)

Day Two 15/11 (Gorongosa):

- A sample of 30 community based staff (all areas; health and agriculture) complete the questionnaire (1/2-1 hour max) (Isabelle)
- Analysis of their responses while emergency response interview takes place (1 hour) (Keith)
- Emergency response focus group interview (2 hours) (Buck and Isabelle)
- Semi-structured group interviews with sample of 30 community based staff & their supervisors (2 hrs) (Isabelle, Keith and Buck)

Day Three 16/11 (Gorongosa)

- Field visit: team split : three communities; attend training of two groups in each village; have short interview with attendees and give feedback to trainers. Whole day. (Keith to Nhamatanda; Isabelle & Buck to Marromeu)

Day Four: 18/11 (Beira)

- Commodity management inspection (3 hours) (Buck, Isabelle & Keith)
- Focus group interview with Commodity Management team (2 hours) (Buck, Isabelle & Keith)

Day Five: 19/11 (Beira)

- National and regional management focus group interview /outstanding matters (2 to 4 hours) (Buck, Keith & Isabelle)
- Collect outstanding Information (Isabelle)

KENYA

Day one 21/11 (Nairobi):

- Focus group interview with USAID (Keith, Isabelle & Buck) (2 hours)
- National and Regional Management team focus group interview (2-4 hours) (Buck, Isabelle & Keith)
- Focus group interview with Commodity Management team (2 hours) (Buck, Isabelle & Keith)

Day Two 22/11: (Marsabit)

- All community based staff and their supervisors complete the questionnaire (1/2-1 hour max) (Isabelle)
- Analysis of their responses (1 hour) (Keith & Isabelle)
- Semi-structured group interview with community staff & their supervisors (2 hours)

Day Three 23/11: (Marsabit)

- Field visit: team split : three communities; attend training of two groups in each village; have short interview with attendees and give feedback to trainers. Whole day. (Buck, Isabelle & Keith)

LIST OF PEOPLE CONSULTED

USAID/FFP Washington

Food Aid Officers

Michelle Cachaper
Catherine Brown
Rudy Vigil
Carolyn Hughes

Sylvia Graves

Emergency Food Aid Officer

Lesley Peterson

USAID Mozambique

Sydney Bliss
Suzanne Poland

USAID Bolivia

Walter Sheperd
Angel Vasquez
Daniel Sanchez Bustamante

USAID Kenya

George Mugo

FAM

Trisha Schmirler

Cooperating Sponsors/FAM working group members

Anthony Koomson (CRS)
Mugo Muita (CARE)
Patricia Bonnard (FANTA)
Kristin Turra (ACDI-VOCA)
Charles Owubah (WV)
Bob Bell (CARE)
Sabinus Anaele (Technoserve)

ANNEX D: ADDITIONAL TABLES

Training courses presented throughout the life of ISA

Name of Training Course	Characteristic	Ethiopia	Kenya	Mozam- bique	Bolivia	Interna- tional
ISA Orientation Workshop (Washington D.C.)	<i>Facilitator:</i>					Evans
	<i>Date presented:</i>					Sep. 1998
	<i># Participants:</i>					5
M&E Review Workshop	<i>Presenters:</i>	Evans/ Davis	Evans/ Davis	Evans/ Davis	Evans/ Davis	
	<i>Date presented:</i>	May 1999	Dec. 1998	March 1999	Feb. 1999	
	<i># Participants:</i>	19	21	16	25	
Emergency Relief Preparedness Workshop (Held in Kenya, but had reps from Ethiopia and Mozambique as well as Kenyans)	<i>Presenters:</i>					Walsh
	<i>Date presented:</i>					Aug. 1999
	<i># Participants:</i>					9
Problem Analysis and Program Design Workshop (One workshop with reps sent from all four fields -held in Zimbabwe)	<i>Presenters:</i>					Evans/ Davis
	<i>Date presented:</i>					Sep. 1999
	<i># Participants:</i>					16
Educational Messages and Methods Workshop	<i>Presenters:</i>	Evans/ Davis	Evans/Mc Ewen/Davis	Clark/ Junior	Evans/ Davis	
	<i>Date presented:</i>	Sep 2000	April 2000	June 2000	Aug. 2000	
	<i># Participants:</i>	23	25	20	26	
EPI Info Workshop (Held in Kenya in cooperation with World Vision)	<i>Presenters:</i>					Davis
	<i>Date presented:</i>					May 2000
	<i># Participants:</i>					14
Rapid Disaster Assessment Workshop	<i>Presenters:</i>	Fitzpatrick	Walsh/Fitzp atrick			
	<i>Date presented:</i>	April 2000	June 2000			
	<i># Participants:</i>	9	6			
Emergency Program Design and Implementation Workshop	<i>Presenters:</i>		Fitzpatrick			
	<i>Date presented:</i>		Aug. 2000 (3 days)			
	<i># Participants:</i>		9			
Commodity Management Workshop: Part 1	<i>Presenters:</i>	McCulley			McCulley	
	<i>Date presented:</i>	June 2000			May 2000	
	<i># Participants:</i>	18			15	
Commodity Management Workshop: Part 2	<i>Presenters:</i>	McCulley			McCulley	
	<i>Date presented:</i>	July 2001			June 2001	
	<i># Participants:</i>	19			16	
Positive Deviance in Food Security	<i>Presenters:</i>	Davis/ Evans	Davis/ Evans	Davis/ Evans	Davis/ Deines	
	<i>Date presented:</i>	May 2001	Feb. 2001	Nov. 2000	June 2001	
	<i># Participants:</i>	23	25	25	27	

Name of Training Course	Characteristic	Ethiopia	Kenya	Mozambique	Bolivia	International
Barrier Analysis and TIPS	<i>Presenters:</i>		Deines/ Davis	Deines/ Moses	Deines/ Davis	
	<i>Date presented:</i>		July 2002	June 2002	May 2002	
	<i># Participants:</i>		23	25	28	
Commodity Management Workshop: Part 3	<i>Presenters:</i>		Wright		McCulley	
	<i>Date presented:</i>		July 2002		July 2002	
	<i># Participants:</i>		13		16	
Emergency Program M&E Workshop	<i>Presenters:</i>		Fitzpatrick	Fitzpatrick		
	<i>Date presented:</i>		Aug. 2002	Aug. 2002		
	<i># Participants:</i>		7	7		