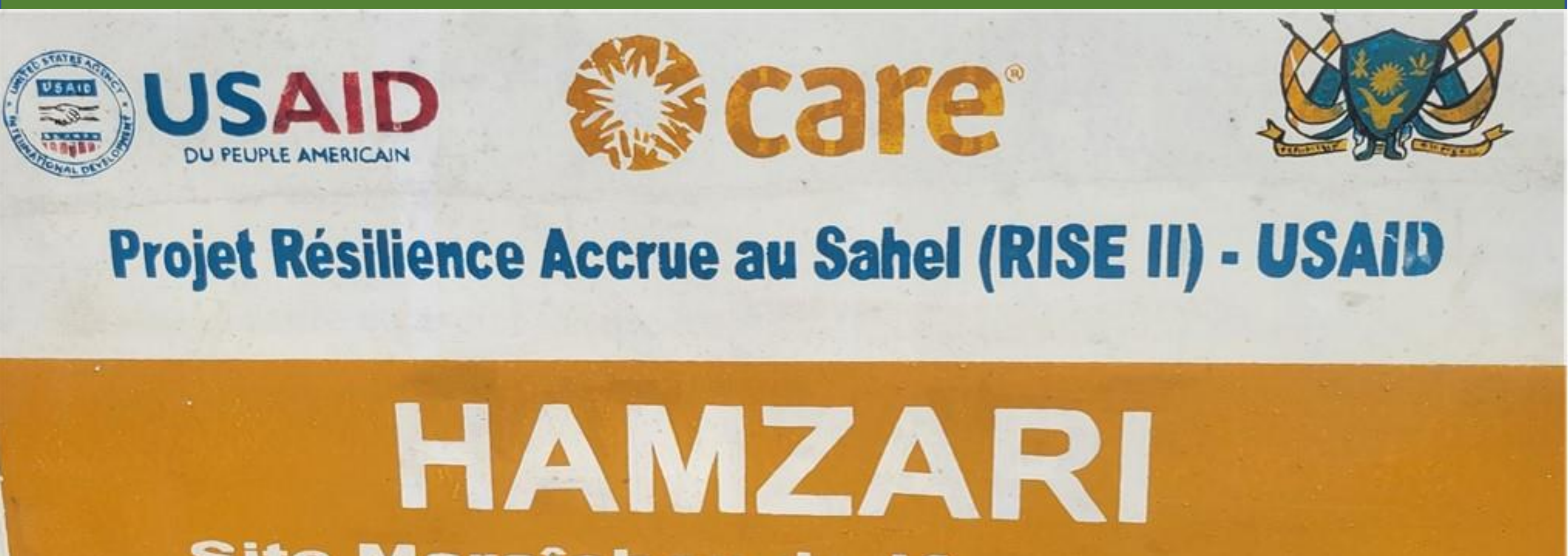
Mid-Term Evaluation of the Hamzari Resilience Food Security Activity in Niger



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Hamzari visibility billboard, photo credit: Lauren Blum

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ACRONYMS

ABC	Cellular Phone-Based Literacy
AEP	Adduction d'eau Potable (drinking water supply system)
ANC	Antenatal Care
ANR	Assisted Natural Regeneration
AUSPE	Association des Usagers du Service Public de l'Eau (Association of Public Water Service Users)
BHA	Bureau for Humanitarian Assistance
BMI	Body Mass Index
BYOB	Be Your Own Boss
CFA	Communauté Financière Africaine (African Financial Community)
CFM	*Centres* de Formations aux Métiers (Vocational Training Centers)
CG	Care Groups
CGPE	Comité de Gestion de Point d'Eau (Water Point Management Committee)
CLA	Collaborating, Learning and Adapting
CLTS	Community Lead Total Sanitation
CN	Consultation Nourrison (Infant Consultation)
COFOB	Commission Foncière de Base (Rural Land Commission)
COFOCOM	Commissions Foncières Communales (Municipal Land Commissions)
CHW	Community Health Worker
COP	Chief of Party
CPN	Consultation Prénatale (Antenatal Care)
CSA	Climate Smart Agriculture
CSI	Centre de Santé Intégré (Integrated Health Center)
CU2	Children Under 2
CU5	Children Under 5
CVD	Comités Villageois de Développement (Village Development Committees)
CVS	Comite Villageois de Salubrité (Village Sanitation Committee)
DNPGCA	Dispositif National de Prévention et de Gestion des catastrophes et Crises Alimentaires (National Mechanism for the Prevention and Management of Disasters and Food Crises)
DRR	Disaster And Risk Reduction
DRS	Défense et Restauration des Sols (Soil Defense and Restoration)
EDC	Education Development Center
EEPs	Economic Empowerment Packages
EOs	Evaluation Objectives
ET	Evaluation Team
FAM	Fertility Awareness Methods
FESA	Ferme Semencière Amaté (Amaté Seed Farm)
FEWS	Famine Early Warning System
FISAN	Food And Nutritional Security Investment Fund
FONAP	Fonds National d'Appui aux Petites et Moyennes Entreprises et aux Petites et Moyennes Industries (National Support Fund for SMEs/SMIs)

FPMH	Forage équipé d’une Pompe à Motricité Humaine (Borehole with Human-Activated Pumps)
FY	Fiscal Year
GBV	Gender Based Violence
GDT	Sustainable Land Management
GNP	Gross National Product
GRC	Governance, Risk Management, and Compliance
GRN	Gestion des Ressources Naturelles (Natural Resource Management)
GUS	Growup Smart
HH	Households
HIMO	Labor-Intensive Activities
HQ	Headquarters
ICRISAT	International Crops Research Institute for the Semi-Arid Tropics
IFAENF	Training In Literacy and Non-Formal Education
IGA	Income Generating Activity
IPV	Inter-Partner Violence
IRB	Internal Review Board
M&E	Monitoring And Evaluation
MEAL	Monitoring Evaluation and Learning Team
MFH	Maison Familiale Harmonieuse (Harmonious Family House)
MFR	Managing for Results
MiniAEPs	Mini Adduction d'eau Potable (mini drinking water supply systems)
ML	Maman Lumière (Mother Leaders)
MTE	Mid-Term Evaluation
NGO	Non-Governmental Organization
NRM	Natural Resource Management
ODF	Open Defecation Free
OHADA	Organization for the Harmonization of Business Law in Africa
OP	Operating Procedures
OSV	Observatoires de Suivi des Vulnérabilités (Vulnerability Monitoring Observatories)
PASP	Agricultural Private Service Providers
PDC	Municipal Development Plans (Plans de Développement Communaux)
PEA	Poste d’eau Autonome (Autonomous Water Station)
PI	Principle Investigator
PIA	Plans d'Investissement Annuels (Annual Investment Plans)
PLW	Pregnant And Lactating Women
PO	Producer Organizations
PREP	Pipeline Resource Estimate Proposals
PSP	Private Service Providers
PVD	Plans de Développement Villageois (Village Development Plans)
PWD	Persons with Disabilities
R&I	Refine and Implement
RFA	Request for Applications
RFSA	Resilience and Food Security Activity
SBC	Social and Behavioral Change

SCAP/RU	Community Early Warning and Emergency Response Systems
SCOOPS	Simplified Cooperative Societies
SDG	Sustainable Development Goals
SILC	Savings and Internal Lending Communities
SMART	Specific Measurable Attainable Realistic Timely
SOPHAB	Operational Strategy for the Promotion of Hygiene and Basic Sanitation
SP	Sub-Purpose
SPE	Public Water Service
SPR	Regional Permanent Secretariat
SVPP	Local Private Veterinary Services
TEV	Terre Eau Vie (Land Water Life)
ToT	Trainer of Trainers
UN	United Nations
UNDP	United Nations Development Program
USAID	United States Agency for International Development
VHHs	Very Vulnerable Households
WASH	Water Sanitation and Hygiene
WRN	Work Ready Now!

Annex A: Scope of Work

Attachment D.

Scope of Work for Joint Mid-Term Evaluation of RFSA Programs in Niger

I. Introduction

1.1 Summary of the assignment

USAID/BHA is currently funding three Resilience and Food Security Activity (RFSA) programs in Niger. The activities were awarded in fiscal year (FY) 2019, and are scheduled to end in FY 2023. The three prime awardees are Catholic Relief Services (CRS), Save the Children (SC), and Care International (CARE). Each of the three activities have similar overarching goals, although specific sub-activities vary across implementation areas.

The three RFSA are at the mid-point in their implementation timeframe. CRS, SC and CARE are looking for a firm to conduct their Mid-Term Evaluation (MTE) in order to explore areas of strengths, weaknesses and opportunities for adjustments in their respective design. A proposed calendar of implementation of each mid-term evaluation should be in the Annex.

1.2 Description of the three Programs

Girma

Catholic Relief Services (CRS) and its implementing partners are currently implementing a five-year program (October 2018 – September 2023) entitled *Girma*. The project will reach 898,914 direct participants in 622 communities across 11 communes in two departments of Zinder, Magaria and Dungass. Using an approach that is multi-sectoral, layered, participatory, and sensitive to gender, youth, persons with disabilities (PWD), and climate change, *Girma* is designed to *improve and sustain food and nutrition security and resilience among extremely poor and chronically vulnerable households and communities*.

CRS' strength lies in the "total coverage" approach, embedding multi-sectoral field staff within communities, integrating consistent social behavior change messages across interventions through a variety of participant-centered modes, strengthening last-mile service delivery through the private sector and a fee-based service delivery model, and prioritizing collaboration and coordination with stakeholders. *Girma* is working at scale, building sustainability by driving change across two entire departments. Its purpose is to strengthen empowerment to sustain improvements in food and nutrition security among women, youth, and PWD (*Foundational Purpose*); improve the nutritional status of vulnerable individuals, including pregnant and lactating women, adolescent girls, and children under age 5 (*Purpose 1*); establish stable and diversified livelihoods for extremely poor and chronically vulnerable households (*Purpose 2*); and strengthen community members' and structures' resilience to shocks and stresses (*Purpose 3*).

Wadata

Save the Children, in partnership with NCBA-CLUSA, Kaizen Company and DEMI-E, are implementing a five-year Resilience Food Security Activity entitled Wadata, which translates to "prosperity" in Hausa.

The project will reach 194,852 direct participants in 683 communities across four communes, Damagaran Takaya, Guidimouni, Mazamni and Guidiguir in two departments of Zinder. Wadata activities are designed *to sustainably improve food and nutrition security and resilience among extremely poor and chronically vulnerable households in Zinder* through integrated and layered interventions targeted to communities, households, and individuals and a gender-sensitive work approach that promotes the mobilization and development of women and youth for positive development. To promote sustainable change, Wadata will utilize a community-led Social Behavior Change strategy that maximizes community networks and Community Based Organizations (CBOs) to catalyze collective action towards common objectives for broad social change, including gender norm transformation, and a focus on strengthening last-mile service delivery through private sector, community-based service providers, and fee-based service delivery models.

To achieve its goal, Wadata is implementing activities across three integrated intervention areas: enhanced collective action to address food, nutrition and water security shocks and stresses (Purpose 1); increased capacities, assets and agency for improved access to adequate and diverse food at all times (Purpose 2); and improved nutrition, health, hygiene and sanitation of pregnant and lactating women, adolescents, children under five, and their families (Purpose 3). Wadata is working through four identified leverage points: female and youth empowerment for inclusive development; improved community natural resource management with a particular emphasis on water; participatory governance by CBOs working together with their institutional counterparts; and the engagement of community influencers as drivers and supporters of change.

Hamzari

Environmental, political, social and agro-climatic factors in Niger drive persistent underdevelopment and extreme poverty. To address these challenges, CARE International, along with its partners WaterAid, ANBEF, AREN, DEMI-E, and Karkara, are implementing ***"Hamzari"***, a $33 million, five-year Resilience Food Security Activity that will directly impact 96,000 unique participants across three of the most vulnerable communes in Maradi (Guidan Roumdji, Guidan Sori and Chadakori). The goal of *Hamzari* is to increase Sustainable, Equitable and Resilient Food and Nutrition Security for Vulnerable Groups in Maradi.

Hamzari responds directly to four underlying causes of food insecurity and malnutrition the three targeted communes as follows:

Purpose 1: Extreme vulnerability reduced for vulnerable women, youth and marginalized household participants in Maradi, *by* providing assistance to extremely vulnerable women, men and youth, enabling them to engage in livelihood activities, thereby increasing their incomes;

Purpose 2: Improved Nutritional Status among Children under Five Years of Age, Adolescent Girls, and Women of Reproductive Age by addressing gendered social norms among men, women, girls, boys and grandmothers with a Social Behavior Change Communication (SBCC) strategy to ensure effective infant and young child feeding and care, reduction of harmful practices and open opportunities for girls to go to school;

Purpose 3: Improved access and use of equitable and sustainable WASH services reduce disease

and malnutrition among vulnerable populations that addresses poor sanitation and hygiene by improving latrine access to increase open defecation free (ODF) status, in addition to improving hygiene in community venues.

Purpose 4: Improved sustainable diversified livelihood opportunities enhance food security for poor women, youth, and other vulnerable groups by increasing incomes from crop and livestock production and introducing more adaptive and market-based production.

1.2 Evaluation purpose and objectives

The overall purpose of this Mid-Term Evaluation (MTE) is to assess the quality of each RFSA implementation and achievements/outcomes, and identify problems and constrains to address in the remaining project period. The MTE will communicate lessons learned so far and inform program staff and its partners for mid-term corrections to achieve the overall goal of the program. The specific objectives of the MTE are:

1. Review quality of program[3] service delivery and systems in addressing chronic food insecurity, taking into account contextual changes that may have occurred since the inception of the activities. Look at strengths and weaknesses of activity implementation; the quality of outputs in terms of the effects they are producing, their adherence to terms agreed upon with BHA, and their appropriateness and perceived value to target communities.
2. Identify evidence of changes (intended and unintended) associated with program activities, examine how the changes relate to progress toward program objectives including behavior change outcomes in targeted households as determined in the Activity SBC Strategies, and identify factors that appear to promote or hinder the behavior change toward desired objectives and post-implementation sustainability. Examine how the evidence of change (intended/unintended, negative or positive) validates the theory of change or if pathways of change need to be revised/refined.
3. Evaluate the efficiency of the RFSA programs, including (i) targeting of individuals (children under five; adolescent girls; women; youth, …), groups, and communities most vulnerable; (ii) the implementation and monitoring of Project cross-sectoral strategies including the gender and youth strategy and the SBC Strategy (iii) the program management and food distribution; (iv) the M&E system and CLA; (v) the human resources, accounting/financial and staff management. This will help to identify strengths and weaknesses of the program (under each component) against stated outputs and outcomes to date.
4. Assess the degree and benefits of coordination, collaboration, and convergence with external organizations (Government; RISE II partners; UN agencies; other projects) that are critical to achieve project goals and purposes. This includes efficiency and effectiveness of project design, management and coordination mechanisms, including quality and usefulness of partnerships.

[3] Note that when the MTE SOW refers to a program or project that it is referring to the RFSA. While the MTE is being conducted as a joint exercise, it will assess each of the three RFSAs separately and as such the objectives and research questions can be read as referring to each RFSA separately.

5. Assess early evidence of sustainability produced by the activity thereby determining the extent to which outcomes, systems, and services are designed and being implemented to continue after the project ends.
6. Determine the appropriateness and effectiveness of interventions focused on cross-cutting themes for the activities. This includes interventions designed and implemented to improve gender and equity in decision making and the adoption of priority behaviors by key audiences to achieve food security and nutrition outcomes, targeting youth to improve their access to, participation in project interventions and interventions that address causal pathways between behaviors and their determinants as described in the SBC Strategy.

Outputs of all objectives will help to recommend adjustments in the program implementation and/or design and provide pathways of changes that would improve program outcomes and sustained impact.

The primary audience of the evaluation reports will be RFSA partners (including sub awardees) and USAID. The MTE findings will also be disseminated more widely to additional stakeholders, such as local community representatives, and other identified during the MTE process.

2. Composition of evaluation team

The MTE team will include a Team Leader (TL) and Subject Technical Experts (STEs). The MTE will be lead and facilitated by the TL with the support of Subject Technical Experts. We anticipate no more than five STE (preferably recruited locally), each covering a different technical area/set of technical areas. We will invite the offeror to propose/revise the teaming in coordination with the RFSAs. The STEs may include experts in any of the subject matters in the list below; the team as a whole should be able to cover all mentioned subjects with strong technical expertise. In addition, enumerator staff will also need to be recruited and they will discuss with the targeted audience in local language. Project staff will not be involved in translation.

The RFSA's M&E Lead will support the TL in supervising the MTE process but, they will mainly ensure that logistic and administrative aspects are properly set up during the data collection.

The Evaluation Team will consult with RFSA partners, USAID Washington staff, and USAID field staff to identify the aspects of each RFSA that they consider to be working particularly well, and to identify the gaps that they think would be most valuable to address during the midterm evaluation. The final scope of work for the evaluation will be drafted in consultation with partner and USAID's inputs.

Team members will develop data collection tools/approaches in their areas of responsibility and will also prepare presentations for a final, field-based validation and analysis workshop. The team members will analyze the findings and formulate the recommendations linked to the findings. Each STE will be designated as the lead for their technical area and will have the final say on the formulation of recommendations in the assigned areas and on the content and recommendations. Technical areas are recommended to be grouped as follows:

1. Health and Nutrition, also including Social and Behavior Change
2. WASH

3. Agriculture, Livestock Breeding and Climate Change
4. Livelihoods, including Market and value chains, Micro-finance and investment, Youth Employment and Social protection and productive safety net
5. Resilience, including Community Capacity Strengthening (including Literacy and Knowledge transfer), Disaster Risk Reduction, Natural resource Management, Governance, and Institutions

At least one of the STEs must demonstrate strong experience and qualifications in gender and social inclusion in addition to their technical expertise. That STE will not only support the MTE in their technical area, but also lead the team in integrating gender and social inclusion as a cross cutting theme in all objectives of the MTE and specifically in Objective 6.

The TL should have some background and knowledge on gender and social inclusion and demonstrate a commitment to gender and social inclusion integration throughout the MTE.

There will be one Team Lead (TL). The TL will ultimately be responsible for delivery of final deliverables and for managing the technical specialists on the team. The TL and STEs will be identified, and their credentials submitted to the AOR for approval no later than 6 months prior to data collection.

MTE Team Leader

The role of the TL is to work with the project management on evaluation planning and logistics, allocate MTE responsibilities to the team members, provide support to evaluation team members to fulfill their obligations, support the STEs to ensure that cross-cutting aspects (especially gender, youth, environment) are well integrated into data collection and analysis, evaluate M&E, learning, and communication project activities, and to organize and facilitate team interaction. The TL will also follow a process to validate the initial observations and interpretations, and plan in country presentations to program stakeholders and the donor. The TL is responsible for compiling the final report and coordinating team responses to the feedback on the draft report.

The Team Leader will:

- Organize and lead the overall MTE and assign specific task to the team members;
- Assure a thorough review and analysis of available data and reports by the appropriate team member(s);
- Provide guidance for the sample selection in activity sites, identify appropriate data collection tools/methods, and generate outputs from the primary data and assure adequate triangulation and validation of findings;
- Provide guidance for the collection and analyses of primary and secondary data to evaluate the program's M&E processes and the integration of program sectors and activities;
- Provide guidance and support on the integration of cross-cutting aspects (especially gender, youth, environment) into data collection and analysis.
- Write the report in coordination with the STEs;

- Assure that 1) final MTE report presentation is logical and presented in a way that clearly separates findings, conclusions, and recommendations, and 2) all findings, conclusions and recommendations are based on evidence presented in the report; and
- To liaise, on the part of the evaluation team, with the awardees and USAID.

The Technical Specialists will:

- Lead the collection and analyses of primary and secondary technical data related to their field(s) of expertise and form recommendations;
- They will supervise the enumerators.
- Review available reports and other project documents relevant for MTE.
- Evaluate the general aspects of the implementation of all activities related to their sector, i.e., resource management, staffing, linkages/partnerships, branding, community involvement, cultural acceptability, integration of gender and youth, exit/sustainability measures, environmental protection, adherence to schedules, and integration with other sectors.
- The five person team will conduct the evaluations of all three projects, in order to be able to compare lessons learned from different and similar efforts, and if similar approaches are used by each of the three RFSAs.
- At least one of the STEs will lead, with support from the TL, on the integration of gender and social inclusion throughout the MTE process.

Team Member Qualifications

Team Leader

The Team Leader should hold a post-graduate degree in a field relevant to evaluation (e.g., program evaluation, statistics, anthropology, applied research, organizational development, sociology, organizational change, etc.) and extensive experience using mixed methods of investigation (qualitative and quantitative) in developing countries. Applicants that do not hold a post-graduate degree should document other relevant formal education. Knowledge of the conceptual framework of food security and nutrition and experience in food security and nutrition programming is required. The TL will have food security and nutrition program evaluation work experience in Niger or in the Sahel. The TL should have some experience in gender analysis/mainstreaming, and knowledge of youth-related issues. A good knowledge of environmental issues in the Sahel is also preferred. French fluency is required.

Technical Specialist

One technical specialist will be recruited for each of the five technical areas that will be assessed. Each Technical Specialist should hold a postgraduate degree (M.S., M.A., or Ph.D.) related to one of the five technical areas , plus extensive practical experience in developing countries (preferably in Niger).

Technical specialists should have the following key qualifications and experience:

- At least 7 years working in food security and nutrition programming in Niger.

- Relevant experience in USAID-funded programming or project evaluation is required
- At least ten years professional experience in his/her technical area.
- Significant experience in participatory qualitative research, including data collection and analysis and compilation of technical reports.
- Experience and commitment to using participatory assessment methodologies.
- Experience in gender mainstreaming in development programs and/or in carrying out gender analysis.
- Understanding of youth-related issues in the Sahel.
- Understanding of environment-related issues in the Sahel.
- Ability to write a clear and well-argued assessment and project reports.
- Ability to present complex information succinctly and compellingly.
- French and English spoken and written fluency is strongly preferred

3. Key evaluation questions

The MTE will include the following evaluation questions, which are organized by Objective.

Objective 1: Review quality of program service delivery and systems in addressing chronic food insecurity, taking into account contextual changes that may have occurred since the inception of the activities. Look at strengths and weaknesses of activity implementation; the quality of outputs in terms of the effects they are producing, their adherence to terms agreed upon with BHA, and their appropriateness and perceived value to target communities. This will include identifying factors that appear to enhance or detract from the quality; review systems for capturing, documenting, and sharing lessons learned and how they are used in project implementation, including feedback from the perspective of stakeholders and participants. Illustrative questions under this objective may include:

- How well have the interventions met planned schedules and outputs? What factors promoted or inhibited adherence to schedules and planned interventions? How were challenges managed by each RFSA?
- What are the strengths of and challenges to the overall design, implementation, management, communication, and collaboration so far? What factors appear to promote or impede activity operations or effective collaboration and cooperation among the various stakeholders? Are project assumptions still relevant?
- In each technical sector, what are the strengths of and challenges of interventions' implementation and acceptance in the community? How well do implementation processes adhere to underlying principles and activity protocols? What factors in the implementation and context are associated with greater or lesser efficiency in producing outputs of higher or lower quality? Which complementary interventions are more or less acceptable and why?
- How does the program identify, capture and document lessons learned and best practices? How are lessons learned shared to the key stakeholders, and how often? What evidence does the program have showing that it successfully used lessons learned, monitoring and evaluation evidence to improve program quality or avoid mistakes?

- Different approaches have been used for program coverage (activity implementation in the communities, number of participants per activity, participant selection, etc.) across the three RFSAs. What are lessons learned and best practices that can be shared? What are the lessons learned during the refinement period and how TOC and Log frames have been refined or modified considering the results of formative research and other studies during the refinement period?
- Is food assistance appropriate for a) the context of the RFSAs, b) to support project outcomes and targeting the appropriate participants? Is the RFSA's type of food assistance in line with government policies, practices and global best practices? Is food assistance or other transfer activities creating perverse incentives?

Objective 2: Identify evidence of changes (intended and unintended) associated with program activities, examine how the changes relate to progress toward program objectives including behavior change outcomes in targeted households as determined in the Activity SBC Strategies, and identify factors that appear to promote or hinder the behavior change toward desired objectives and post-implementation sustainability. Illustrative questions under this objective may include:

- To what degree did the project achieve its intended behavior change outcomes in targeted households as determined by the list of prioritized behaviors identified by the project?
- What changes do community members and other stakeholders associate with the project's interventions in all RFSA programs? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the project's Theory of Change (TOC) or Results Framework (RF)?
- Based on these findings, how could the project continue good practices and/or be modified (if needed) to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the project's TOC or RF be refined or modified?

Objective 3: Evaluate the efficiency of the RFSA programs, including (i) targeting of most vulnerable individuals, groups, and communities; (ii) the implementation and monitoring of Project cross-sectoral strategies including the gender and youth strategy and the SBC Strategy (iii) the program management and food distribution; (iv) the M&E system and CLA; (v) the human resources, accounting/financial and staff management. Illustrative questions under this objective may include:

- How did the project implement its beneficiary targeting strategy to reach the most vulnerable?
- Is there a regular review of program work plans and strategies including the gender and youth strategy and SBC Strategy?
- Did management explore and implement new or innovative ideas or approaches to achieve its objectives?
- Is the program run cost-effectively?
- Is there flexibility for changes based on changing environments such as COVID-19, IDPs and security, etc.?
- Is the monitoring system adequate to capture program activities, inform program adjustments and provide timely information to project staff and stakeholders?

- How efficient is the commodity management system based on operating costs and delivery systems?

Objective 4: Assess the degree and benefits of coordination, collaboration, and convergence with external organizations (Government; RISE II partners; UN agencies; other projects) that are critical to achieve project goals and purposes. This includes efficiency and effectiveness of project design, management and coordination mechanisms, including quality and usefulness of partnerships. Illustrative questions under this objective may include:

- What mechanisms are in place to engage with other organizations, government entities, the private sector, and other programs? How does information get shared by the programs to the different stakeholders?
- What works well and what hinders collaboration and complementarity in each technical sector?
- To what extent are the mechanisms for collaboration and coordination of RISE II actors (including joint planning) in place, functional and effective? What were the positive or negative consequences as a result of collaboration with other RISE II actors?
- How did the project coordinate or collaborate with emergency response programs with similar objectives? What were the positive or negative consequences as a result of collaboration/coordination with emergency actors with similar objectives?

Objective 5: Assess early evidence of sustainability produced by each RFSA thereby determining the extent to which outcomes, systems, and services are designed and being implemented to continue after the project ends. This assessment for the evidence of program sustainability mainly focuses on (i) the level of collaboration between the RFSA program and local actors, (ii) the level of involvement and empowerment of beneficiaries in program design/planning, implementation and decision making; (iii) the level of involvement of local public service providers in monitoring and evaluation activities, (iv) the extent to which the capacity of stakeholders and local communities are strengthened, and the creation of linkages with local institutions ensured; (v) the level of functionality, efficiency and, sustainability of community support groups and community infrastructure; (vi) level of change or reform in local institutions and governance for RFSA; (vii) the extent to which the public and private sectors are involved. Illustrative questions under this objective may include:

- Did the project identify priority outcomes that need to be sustained after the end of the project? Is a sustainability plan in place for those outcomes? If yes, is implementation on track? Is implementation adaptive?
- How will positive results be sustained after the end of the project? Which entities/organizations will effectively sustain project outcomes? Has gradual handover already started?
- Are there already signs or evidence that positive results will be sustained? Which are the main successes and challenges to date? Which are the main lessons learned and needed adaptations?
- What is the level of involvement of municipalities and government technical services in the implementation of RFSAs? Are there signs of positive evidence of sustainable

outcomes such as integration into the regular programs, budget allocation by the local government to FRSA activities, etc.?

- Does the project implement participatory, community-centered approaches? If so, how are these approaches presented to the communities, implemented and maintained?

Objective 6: Determine the appropriateness and effectiveness of interventions focused on cross-cutting themes for the activities. This includes interventions designed and implemented to improve gender and equity in decision making and the adoption of priority behaviors by key audiences to achieve food security and nutrition outcomes, targeting youth to improve their access to, participation in project interventions and interventions that address causal pathways between behaviors and their determinants as described in the SBC Strategy. Illustrative questions under this objective may include:

- How are program activities integrating, and measuring the effectiveness of gender equality and social inclusion across the programs' technical and operational areas? Do activities encourage/deter equity in participation of different community structures and activities?
- What are initial indications of whether, how, and how much women's empowerment and social inclusion initiatives are contributing to improved food and nutrition security?
- What measures are put in place to mitigate any negative effects of gender inequities within activities to promote full active participation in program activities?
- Have any positive and/or negative unintended consequences come about as a result of women's empowerment and gender equality initiatives? (e.g. increased tensions or GBV, increased inequity in time/ work burdens for women and children, etc.) What measures are put in place to mitigate?
- How does the program define and measure "participation in" and evaluate "benefit from" related to gender in the program? To what extent are programs currently benefitting men, women, boys and girls equitably? Do any changes need to be undertaken to increase equitable benefit from program activities?"
- To what extent do project implementation and systems align with SBC best practices?
- To what extent do project activities address causal pathways between behaviors and their determinants, as described in the project's SBC strategy or plan? How is the SBC strategy being used to guide and inform project staff and project implementation? To what extent is the activity's SBC approach/strategy aligned with the gender strategy?
- How is the project addressing culture, norms, and social networks as they influence people's behavior? Does the project have a balanced approach to SBC incorporating multiple channels and audience segmentation with an effective level of coverage?
- How does the program address climate change impact on household and community's food and livelihood security? How and what climate change adaptation activities/interventions were prioritized and implemented? Did climate change adaptation activities/interventions help to enhance food security and nutrition by improving farm production, food diversification, income and market linkages? What are the resilience indicators of climate change adaptation activities in the project areas?

4. Methodology of the evaluation

Study Design

The evaluation will use a mixed methods approach, which should include analysis of existing quantitative data (e.g., baseline report; routine monitoring; operational research/implementation science research and annual survey) and collection and analysis of qualitative data. Qualitative data will be collected primarily through interviews, observations, and focus group discussions with representatives of project implementation staff, project participants, community member nonparticipants, and project partners including consortia and government partners. The evaluation team members will also observe RFSA interventions, trainings, community-based meetings, as they are being implemented. The Evaluation Team should propose specific data collection and analysis methods for each evaluation question identified in the final scope of work. The ethical review process should be detailed in the Evaluation Plan and Final Report, and adhere to local ethics requirements and regulations.

Sampling frame

The MTE will be mostly qualitative and therefore will neither seek to be statistically representative nor adopt a random sampling approach. However, it is our understanding that a suitable method for selecting evaluation sites must be developed to obtain results that will be useful for improving program performance throughout the three RFSAs intervention zones. We will use a purposive sampling method that allows targeting participants who can provide in-depth and detailed information or data to respond to the evaluation questions. Our purposive sampling method will be based on practical methodological and logistical criteria. By practical criteria, we meant the primarily geographic distribution of program activities of each RFSAs. All locations where activities have been implemented and that are accessible will be concerned by the evaluation and are eligible to be included in the sampling frame. Methodological criteria refer mainly to a concern that results be representative of all program sites (but not statistically so). The evaluation will also include communities where things went well, and communities where program implementation has been problematic, or less successful. Lessons learned can then be applied to different but complementary situations. Logistical criteria relate to the accessibility of communities at the time of the survey, the number of teams to deploy, the availability of transportation, etc.

The MTE team will discuss and finalize the sampling methods with each of the RFSA teams. Since RFSAs have different geographic targeting approaches, the MTE should be clear on each RFSA villages sampling before any field work begins, ensuring appropriated representativeness.

Desk Review

The Evaluation Team will begin with a desk review of the following documents to contextualize and refine the evaluation questions, as well as to gain an in-depth understanding about the activity design, implementation and the food security and nutrition situation in the area. Partner annual monitoring data should be reviewed when preparing for qualitative research, considered in relation to the resilience findings, and incorporated into the report as evidence of evaluation findings. While BHA recommends the below documents for pre-evaluation learning, the literature review should not be limited to the following:

- Activity proposals
- Theory of change and M&E Plans
- Pipeline Resource Estimate Proposals (PREPs)
- Detailed Implementation Plan
- Annual Results Reports (ARRs) and Quarterly reports
- Indicator Performance Tracking Tables (IPTTs)
- Baseline Studies
- Partner formative research reports
- Monitoring data and field reports
- Sustainability and Exit Strategy Plan
- Gender Analysis report
- Initial Environmental Examination (IEE) Report, EMMP, other environmental management plan (FMP), and Environmental Status Reports (ESR).

Consultation with Implementing Partners and USAID

In preparation for the field-based qualitative research, the Evaluation Team will hold consultations with BHA and partner staff in Niger and in Washington, DC, to corroborate its understanding of the design, approaches and interventions employed by the RFSAs and acquired through the desk review. USAID and implementing partners will provide inputs and feedback on the draft evaluation protocol and on specific tools, questions and/or outlines to be used in the collection of data.

Qualitative Study

Qualitative methods will be used to collect information to answer evaluation questions, and also to support the interpretation of findings from the desk review. The Evaluation Team will design the overall qualitative study approach and should consider a variety of primary data collection methods, such as semi-structured in-depth interviews, group discussions, key informant interviews, direct observations and case studies. These methods, including criteria for purposive sampling, as well as locations and timing of data collection activities, should be finalized and agreed upon during the consultation process and prior to field-based data collection.

The evaluation team leader and members will be responsible for interviewing direct, indirect, and nonparticipant community members and households, and other relevant stakeholders for the evaluation and analyzing the qualitative data. The qualitative study should use a purposive sample of individuals that includes both those who directly participated in the RFSA and those not specifically targeted with any intervention (i.e. non-participants). The purpose of including non-participants in the qualitative study sample is to help the Evaluation Team examine any spillover effects, community equity issues, and to understand the broader impacts of the activity at the community level.

In addition, the study team should interview USAID personnel, activity staff, knowledgeable people from the community, local government staff, community leaders, host Government officials and other agencies and individuals as appropriate. A complete list/map of these key stakeholders should be developed thoughtfully in collaboration with BHA/Niger and the implementing partners.

Ground Truthing/Verification Workshop

At the end of the data collection fieldwork, and pending security considerations, the Evaluation Team will facilitate a workshop to engage various stakeholders (program staff, donors, local and national government, participant communities) in an analysis of the preliminary evaluation results to determine potential program adjustments and strategic planning.

Strategy to Adaptation to COVID-19

Recruitment, team composition and training:

To reduce on overcrowding, each project will focus on a smaller number of enumerators to be recruited and trained. During training, the teams will ensure social distancing is observed, masks and hand washing facilities/sanitizers are provided for both trainers and trainees. Trainers or trainees who present with any signs related to COVID-19 will be advised to stay home until they recover or seek proper medical supports. COVID-19 restrictions and regulations will be included as the first item in the training agenda. The entire survey team will be taken through the most up to date regulations in the country on COVID-19. The team leads, and supervisors will be encouraged during the training to ensure COVID-19 restrictions are carefully followed during data collection exercise.

Transportation and Field Data collection:

While transporting enumerators and supervisors to the field, each project will ensure following of COVID-19 guidelines on transportation, no more than 4 people will be transported in the same vehicle to the field. Each project will ensure that the entire survey team is provided with face masks and hand sanitizers. The team will use masks when in the vehicles and while interacting with participants. Enumerators will be encouraged to be vigilant while in the field to avoid interactions with participants presenting with cough, fever, or shortness of breath signs and symptoms.

Enumerators will be encouraged to conduct interviews outside rather than inside the house while maintaining privacy, confidentiality and observing COVID-19 restrictions. Instances where interviews cannot be conducted outside due to rain or other circumstances, enumerator needs to ensure social distancing, privacy and confidentiality is observed. Enumerators will be required to limit their interaction with other community members or non-sampled participants, in an event that communication with non-sampled participant is unavoidable, social distancing and wearing of facemask must be followed.

5. Project responsibilities

The project management team will be responsible for the following:

- Finalize Scope of Work by closely working with the donors and partners and incorporate their comments, arrange initial orientation meeting between the donor and the evaluation team, and arrange briefing meetings.
- Provide technical, administrative, and logistics support to the evaluation team (schedule appointments with the stakeholders, coordinate with the consortium members or partners to facilitate the consultants in undertaking their assignment including travel, stay, and per-diem).
- Provide consultants with background documents, reports, data, materials.

- Develop a list of all operational communities and classify them based on the progress (i.e., high performing, moderate, poor performing) and make it available to the MTE team or collaborate with the team to select a mix of communities for the site visits.
- Provide available data (on human resources, commodities, M&E systems, financial management structures, etc.) required by the evaluation team.
- Share the draft evaluation report with all key stakeholders, including key project staff, partners, donor representative and government; provide these stakeholders with a timeline to forward feedback to a point person in the project; and review comments, compile them and forward the consolidated comments to the evaluation team.
- Translate the final report into local language for distribution to staff and stakeholders.

Roles of RFSA team:

The M&E Lead of each RFSA will be the focal point for coordinating and overseeing the implementation of the MTE in his intervention area. The M&E team of each RFSA will supervise the administrative and logistical aspects of the MTE, mainly on the smooth running of data collection in the intervention sites and the availability of the various documents required by the MTE team. Based on the validated MTE protocol, as well as the schedule of each MTE team, the M&E team will also facilitate the MTE team's contact with the field staff. The M&E team will assist in the preparation of the validation workshop of the preliminary MTE results. The M&E Lead will share the draft MTE report with key stakeholders for review, and compile their comments, which will be shared with the MTE team. Based on the final report approved by the BHA, the M&E Lead of each RFSA will facilitate the use of the MTE results and the development of the action plan to implement the recommendations.

Each RFSA's gender lead will be involved in all stages of the MTE including, but not limited to reviewing and testing tools to ensure gender and social inclusion integration, participating in the analysis and validation of results, and reviewing the report to ensure proper gender integration. The gender leads will be part of briefing the MTE team on RFSA/organizational policies and procedures on gender and social inclusion in data collection.

6. Deliverables

The Evaluation Team Lead will provide the following deliverables:

- Evaluation Plan: The Evaluation Plan should be developed in consultation with USAID/BHA, Project technical staff and partners, and include the revised evaluation questions; evaluation methods (data collection and analysis); revised timeline; and ethical considerations.
- MTE Implementation Plan Finalization Workshop: The Team Lead should hold a 1-day workshop to present the draft of the evaluation plan to respective project staff and all relevant stakeholders. This plan will be revised according to stakeholders' comments and inputs.
- Enumerator Training and Launch: The Team Lead will facilitate a 2-3-day training and orientation for all team members and/or enumerators, as decided in consultation with partners and USAID.

- Ground Truthing/Verification Workshop: The Team Lead will facilitate a 1-day workshop to review preliminary results of the field data collection. The location of the workshop should be decided in consultation with USAID and partners, such as each respective partners' primary field office.
- Evaluation Reports: The Evaluation Team will produce three evaluation reports, one for each RFSA. The draft MTE reports will be shared with BHA, USAID/Niger, and with each prime partner for review and comment. Each report should include, at a minimum, the following:
  - Executive Summary (3-5 pages)
  - Introduction/Background (3-4 pages)
  - Mid-Term Evaluation Objectives (1-2 pages)
  - Mid-Term Evaluation Methods (including strengths and limitations) (up to 5 pages)
  - Mid-Term Evaluation Findings by purpose including program quality, crosscutting areas and implementation processes (10 – 15 pages),
  - Conclusions (3-4 pages)
  - Recommendations (up to 5 pages)
  - Annexes (e.g. list of acronyms; MTE SOW; Team Composition; Interview Guides; Bibliography; list of sites visited)
- Final Evaluation Report Presentation: Once the final reports have been completed, the Evaluation Team will present the final report findings. These presentations will be 2 hours long and held in Washington, DC, at the BHA Office with participation from the partner teams.

7. Timeframe

#	Key evaluation activities	Timeframe[4]
1	**Pre-Planning**	November 2021 – July 2022
	• Meet with partners to plan for the Mid-Term evaluation and finalize SOW and core competencies and level of experience of the evaluation team members and the number of member. • Hire evaluation team (team leader and technical specialists) • Finalize the evaluation team (members and the team leader). • Organize all documents and make them available to the evaluation team • Develop a list of all implementation villages/ communities (by partner) and classify them by level of	

[4] The recruitment phase of the consultants, as well as the validation of the MTE protocol will take time. The data collection during the Ramadan period (April), and the rainy period (June to August) should also be avoided.

#	Key evaluation activities	Timeframe[4]
	project performance (i.e. excellent, moderate, and needs lots of support)	
2	**Planning**	August 2022
	• Review existing reports, documents and data (quantitative survey, project records) • Develop qualitative survey tools • Develop an evaluation plan • Develop and share final implementation and logistic plan with stakeholders • Identify project staff who will participate in the review process • The evaluation team select sample communities/ villages • Arrange all logistics • Discussion with partner and staff to ensure that appropriate steps are being taken before implementation	
3	**Implementation**	August - November 2022
	• Introductory meeting between the evaluation team and the stakeholders (partners, key project staff, donor) • Briefing of Mid-term review team (objectives, organizations, methods, approaches, tools) and finalization of qualitative study tools • Training/orientation of enumerators and/or qualitative interviewers • Field work [interviews, Focus Group Discussions (FGDs), observations, analyses, triangulations) • Present the preliminary observations to validate findings and interpretations; • Re-visit sites (if there are major disagreements on evaluation team findings between the evaluation team and the project staff) • Make a detailed presentation of the results including preliminary recommendations to the consortium members, • Make a summary presentation of the key findings and implications to USAID/BHA and Government counterparts.	

#	Key evaluation activities	Timeframe[4]
4	**Reporting**	October 2022 - January 2023
	• Prepare a draft report following the guideline and share with the prime awardee; • Awardee shares the draft report with key stakeholders, collect and compile comments and forward to the evaluation team • Address the comments and incorporate inputs from the stakeholders • Finalize the mid-term report	

Timeline by project

The table below summarizes the timeline by project of key activities in the implementation of the MTE.

#	Activity	Timeline		
		Girma project	Hamzari project	Wadata project
1	Drafting and approval of SOW	- Start date: 1st Nov 21 - End date: 30th Jan 22 - Duration: 3 months	- Start date: 1st Nov 21 - End date: 30th Jan 22 - Duration: 3 months	- Start date: 1st Nov 21 - End date: 30th Jan 22 - Duration: 3 months
2	Recruitment of evaluators	- Start date: 1st Feb 22 - End date: 30th June 22 - Duration: 5 months	- Start date: 1st Feb 22 - End date: 30th June 22 - Duration: 5 months	- Start date: 1st Feb 22 - End date: 30th June 22 - Duration: 5 months
3	Secondary data review and MTE work plan preparation	- Start date: 1st July 22 - End date: 5th Aug 22 - Duration: 5 weeks	- Start date: 1st July 22 - End date: 29th July 22 - Duration: 4 weeks	- Start date: 1st July 22 - End date: 29th July 22 - Duration: 4 weeks
4	Inception and enumerator workshop	- Start date: 8th Aug 22 - End date: 12th Aug 22 - Duration: 1 week	- Start date: 1st Aug 22 - End date: 5th Aug 22 - Duration: 1 week	- Start date: 1st Aug 22 - End date: 5th Aug 22 - Duration: 1 week
5	Field testing and updating tools	- Start date: 15th Aug 22	- Start date: 8th Aug 22	- Start date: 8th Aug 22

#	Activity	Timeline		
		Girma project	Hamzari project	Wadata project
		- End date: 17th Aug 22 - Duration: 3 days	- End date: 10th Aug 22 - Duration: 3 days	- End date: 10th Aug 22 - Duration: 3 days
6	Data collection	- Start date: 18th Aug 22 - End date: 30th Sept 22 - Duration: 6 weeks	- Start date: 11th Aug 22 - End date: 9th Sept 22 - Duration: 4 weeks	- Start date: 11th Aug 22 - End date: 16th Sept 22 - Duration: 5 weeks
7	Data analysis and summarizing key results	- Start date: 3rd Oct 22 - End date: 28th Oct 22 - Duration: 4 weeks	- Start date: 12th Sept 22 - End date: 30th Sept 22 - Duration: 3 weeks	- Start date: 19th Sept 22 - End date: 7th Oct 22 - Duration: 3 weeks
8	Validation workshop	- Start date: 2nd Nov 22 - End date: 2nd Nov 22 - Duration: 1 day	- Start date: 4th Oct 22 - End date: 4th Oct 22 - Duration: 1 day	- Start date: 11th Oct 22 - End date: 11th Oct 22 - Duration: 1 day
9	Drafting of report	- Start date: 3rd Nov 22 - End date: 25th Nov 22 - Duration: 3 weeks	- Start date: 5th Oct 22 - End date: 21st Oct 22 - Duration: 2 weeks	- Start date: 12th Oct 22 - End date: 28th Oct 22 - Duration: 2 weeks
10	Feedback from USAID and finalization of MTE report	- Start date: 28th Nov 22 - End date: 13 Jan 23 - Duration: 7 weeks	- Start date: 24th Oct 22 - End date: 25th Nov 22 - Duration: 5 weeks	- Start date: 31st Oct 22 - End date: 9th Dec 22 - Duration: 6 weeks

Annex B: Mid-term Evaluation Protocol and Tools

Mid-Term Evaluations of Three Resilience Food Security Activities in Niger

Evaluation Plan/Protocol

FINAL DRAFT

15 January, 2023

SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE

International Health and Sustainable Development

Tulane University

1

Contents

1. Introduction

USAID/BHA funded three Resilience and Food Security Activities (RFSA) in Niger in fiscal year (FY) 2019. The three RFSAs, which were awarded to Catholic Relief Services (CRS), Save the Children (SC), and Care International (CARE), are scheduled to end in FY 2023. The prime implementing organizations work with other partners to conduct activities in the Maradi and Zinder regions of Niger. While each of the three RFSAs have similar overarching goals related to increasing food security and resilience, specific sub-activities vary across implementation areas according to the local context and population needs.

The RFSAs use a multi-sectorial approach to deliver a package of interventions aimed to build local resilience and improve food security and nutritional status among vulnerable populations. Activities include approaches designed to reduce structural, cultural and gender-based barriers and to facilitate adaptation of behavioral changes related to improved food security and nutritional intake. The RFSAs work with vulnerable populations to provide assistance in agricultural production and livelihoods, resilience, nutrition, and water, sanitation and hygiene (WASH). In addition, there are cross-cutting interventions related to themes such as gender and youth designed to increase equity among marginalized populations in decision making. The overall purpose of the RFSAs is to achieve sustainable improvements in nutrition, food security, resilience, and economic growth of vulnerable Nigerien populations.

In September 2022, Tulane University received an award to carry out three mid-term evaluations, one for each of the three RFSAs located in the Maradi and Zinder regions of Niger.

1.1. Motivation for the Mid-Term Evaluations

The three RFSAs are at the mid-point in their implementation timeframe and seeking to identify areas of strengths, weaknesses, and opportunities for adjustments in their respective program designs. In that regard, a mid-term, process evaluation (MTE) will be carried out for each of the RFSAs to examine the programmatic and operational approaches, quality, and effectiveness of the three RFSAs. The evaluation will mainly employ qualitative methods during data collection. In addition, the evaluation team will carry out a review of documents reporting on preparations for each RFSA, including formative research and the ongoing progress from inception of activities. This will include a review of quantitative data collected through ongoing monitoring and secondary data and may involve data analysis to address evaluation questions. Evaluation results will inform practical and feasible recommendations aimed to highlight ways to address program activity limitations and build on strengths. Recommendations will be designed to improve the quality of program activities and increase the likelihood of sustainable and positive impacts on communities and individuals in the implementation areas, as well as scalability. Specifically, the evaluation will: review the quality of program service delivery; analyze intended and unintended consequences of the activities at the individual and community levels; examine the extent to which the activities have successfully collaborated with partners and other stakeholders; identify sustainability pathways and inform the strategic plan to achieve sustained, positive outcomes; and determine the appropriateness and effectiveness of cross-cutting themes in each activity.

2. Background

2.1. Country setting

Located in the Sahelian region of West Africa, Niger is a landlocked country mostly comprised of desert and considered one of the poorest countries in the world, with a poverty rate of 44.1 percent (USAID 2021). The majority of the 25 million population live in rural areas in the south and west of the country where agroecological conditions support farming of staple grains, especially millet and sorghum, and cash crops such as cowpeas and ground nuts. The agricultural sector employs about 80 percent of adults and contributes to about 47 percent of the gross national product (GNP) (Feed the Future 2018). Livestock including sheep, goat, and cattle, are traditionally considered critical to livelihoods, and Nigeriens also export cattle and small ruminants to southern neighbors in Nigeria.

For decades, desertification and recurrent and often severe drought have had adverse effects on agricultural subsistence activities and livestock raising, which are increasingly being impacted by climate change. Food access is constrained by declines in crop production caused by erratic and reduced rainfall, overuse of the land available in the agriculturally productive zones, and limited income generating opportunities, affecting the quantity and quality of household food consumption (FEWS 2019). Adding to food needs, Niger maintains the highest fertility rate (7.8) in the world; correspondingly, 70 percent of the population is under 30 years of age (Feed the Future 2018). High fertility along with low education and literacy rates (58 percent of men and 85 percent of women are illiterate) impact livelihoods, business opportunities, and general development efforts, with Niger reported to have the lowest Human Development index in the world (Feed the Future 2018; UNDP 2019). Difficult environmental conditions and poverty force Nigeriens to employ a range of coping mechanisms to survive, including seasonal migration of male members to southern countries in search of income during the dry season.

Since independence in 1960, Nigeriens have lived under five constitutions and long periods of authoritarian, military rule, although a democratic, multi party state was instituted in 2010. In addition to political volatility and violent upheaval of government leadership, desertification and recurrent drought, and ongoing poverty, the country has been affected by other setbacks such as animal and crop disease, flooding, and insecurity caused by Boko Haram in the east and attacks by armed groups near the Malian and Nigerian border, all of which negatively impact livelihoods and crop production and food insecurity (FEWS 2019; PREP Narrative CARE 2022).

Comprised of a mix of ethnic groups engaged in subsistence farming and herding, with the main groups including Hausa, Djerma and Songhay, Tuareg, Fulani, and Kanuri Manga, Nigerien society reflects the independent histories and cultures of diverse ethnic groups living in a single state (FEWS 2019). Islam is the predominant religion across ethnic groups, and approximately 36% married women are involved in polygamous unions (INS and ICF international 2013). Women's median age of marriage is 16 years (INS and ICF international 2013).

The majority of Nigeriens are from the Hausa ethnic group, a patrilineal society in which strict gender roles foster male social and economic dominance (Renne, 2004; Umaru & Van Der Horst, 2018). In Hausa culture, men are responsible for earning money and providing basic household needs while women are principally in charge of caring for family members, maintaining the household, and preparing and serving food. Gendered roles dictate that men control granaries and provide cereals and other staple foods to their wives to prepare meal foods; men are also the primary decision makers regarding health care and key family decisions. Hausa women may engage in an informal economic sector involving trade, but the income they generate is often limited. The combination of female mobility restrictions, including restrictions on market access, and socioeconomic factors fosters female dependence on male heads of households. Efforts are being made to engage women in local community based organizations often involving credit programs and income generating activities aimed to increase female access to financial resources and assets and address gender inequalities. Extreme poverty, limited livelihood opportunities, entrenched gender inequities, and ongoing environmental shocks create a confluence of factors that elevate household food insecurity in Hausa speaking regions (USAID 2017).

Niger reports some of the highest under-five child and infant mortality rates in the world (INS and ICF international 2013). Correspondingly, high prevalence of child stunting and wasting pose an ongoing problem, with 46 percent of children under five stunted and 11 percent wasted; child wasting increases during the lean period prior to the annual harvest (INS 2019; Feed the Future 2019). Poor infant and child feeding practices are pervasive, including low prevalence of exclusive breastfeeding (23 percent) and inadequate complementary feeding (9 percent of children 6-23 months received a minimally adequate diet) (INS and ICF international 2013). Child malnutrition has been linked to limited access to high quality diverse foods, poor knowledge of the importance of a balanced diet, and lack of quality health services and is associated with low maternal education and household wealth status (FEWS 2019; USAID 2021). Limited access to potable water and poor environmental sanitation conditions and hygiene practices contribute to a vicious cycle of infectious disease and malnutrition (FEWS 2019).

In addition, poor maternal nutrition is highly prevalent, especially among adolescent girls whose rapid growth and dramatic physical changes increase demands for nutrients and energy, contributing to the intergenerational cycle of poverty and malnutrition[1]. Specifically, 16 percent of women 15-49 years of age are underweight t (BMI < 18.5), while 31 percent of females 15-19 years of age are underweight[2]. The nutritional status of females before and during pregnancy is critical for the health and survival of the

[1] Das et al 2017; USAID 2021.
[2] INS and ICF International 2013

mother and her baby[3]. Data from Niger show that 75 percent of females start childbearing by 19 years and before reaching full maturity, raising the risk of stillbirths and neonatal and maternal mortality, and contributing to low birthweight and stunting in children[4]. Widespread micronutrient deficiencies involving iodine, vitamin A, and iron also affect the health of women of reproductive age[5].

3. MTE Purpose and Objectives

3.1. MTE Purpose

The overall purpose of this Mid-Term Evaluation (MTE) is to assess the quality of each RFSA implementation, achievements, outcomes, and identify problems and constraints to address in the remaining project period.

The MTE will communicate lessons learned so far and inform program staff and its partners for mid-term corrections to achieve the overall goal of the program. Outputs of all objectives will help to recommend mid-term adjustments in the program implementation and/or design and provide pathways of changes that would improve program outcomes and sustained impact.

To achieve this purpose, the evaluation has identified six main objectives, and under each of these objectives a series of evaluation questions have been identified.

Scoping interviews and initial document review indicate that MTE objective 5 (sustainability) is of particular importance to informing the RFSAs on how to adapt their activities in the remaining implementation period in order to focus on those activities that will continue to have impact beyond the life of the project.

3.2. MTE Objectives

The specific objectives of the MTE are:

1. **Review quality of program[6] service delivery and systems in addressing chronic food insecurity**, taking into account contextual changes that may have occurred since the inception of the activities. Look at strengths and weaknesses of activity implementation; the quality of outputs in

[3] Black et al., 2013; Han, Mulla, Beyene, Liao, & McDonald, 2011
[4] Bhutta et al. 2013; INS and ICF International 2013
[5] INS and ICF International 2013
[6] Note that when the MTE SOW refers to a program or project that it is referring to the RFSA. While the MTE is being conducted as a joint exercise, it will assess each of the three RFSAs separately and as such the objectives and research questions can be read as referring to each RFSA separately.

terms of the effects they are producing, their adherence to terms agreed upon with BHA, and their appropriateness and perceived value to target communities.

2. **Identify evidence of changes** (intended and unintended) associated with program activities, examine how the changes relate to progress toward program objectives including behavior change outcomes in targeted households as determined in the Activity SBC Strategies, and identify factors that appear to promote or hinder the behavior change toward desired objectives and post-implementation sustainability. Examine how the evidence of change (intended/unintended, negative or positive) validates the theory of change or if pathways of change need to be revised/refined.
3. **Evaluate the efficiency of the RFSAs,** including (i) targeting of individuals (children under five; adolescent girls; women; youth, ...), groups, and communities most vulnerable; (ii) the implementation and monitoring of Project cross-sectoral strategies including the gender and youth strategy and the SBC Strategy (iii) the program management and food distribution; (iv) the M&E system and CLA; (v) the human resources, accounting/financial and staff management. This will help to identify strengths and weaknesses of the program (under each component) against stated outputs and outcomes to date.
4. **Assess the degree and benefits of coordination, collaboration, and convergence with external organizations** (Government; RISE II partners; UN agencies; other projects) that are critical to achieve project goals and purposes. This includes efficiency and effectiveness of project design, management and coordination mechanisms, including quality and usefulness of partnerships.
5. **Assess early evidence of sustainability** produced by the activity thereby determining the extent to which outcomes, systems, and services are designed and being implemented to continue after the project ends.
6. **Determine the appropriateness and effectiveness of interventions focused on cross-cutting themes for the activities.** This includes interventions designed and implemented to improve gender and equity in decision making and the adoption of priority behaviors by key audiences to achieve food security and nutrition outcomes, targeting youth to improve their access to, participation in project interventions and interventions that address causal pathways between behaviors and their determinants as described in the SBC Strategy.

3.3. MTE Questions

For each of the evaluation objectives, a series of questions have been identified. These questions serve as a guide to address each of the objectives, though the evaluation may not be able to specifically address each of the questions when reporting evaluation results.

Below, for each of the EOs, the evaluation questions are presented as well as the main data sources that will be used to answer these questions (data is not limited to these sources, however). The data sources include:

- **KII**- Key Informant Interviews,
- **FGDs**- Focus Group Discussions,

- **IDIs-** In Depth Interviews,
- **Obs.**- Observations,
- **DR-** Document Review

Table 1: Evaluation Objective 1 questions

EO1) Review quality of program service delivery and systems in addressing chronic food insecurity		
	Evaluation Questions	**Main Data Sources***
1.1	How well have the interventions met planned schedules and outputs? What factors promoted or inhibited this? How were challenges managed?	DR, KIIs
1.2	What are the strengths of and challenges to the overall design, implementation, management, communication, and collaboration so far? What factors appear to promote or impede activity operations or effective collaboration and cooperation among the various stakeholders? Are project assumptions still relevant?	DR, KIIs
1.3	In each technical sector, what are the strengths of and challenges of interventions' implementation and acceptance in the community? How well do implementation processes adhere to underlying principles and activity protocols? What factors in the implementation and context are associated with greater or lesser efficiency in producing outputs of higher or lower quality? Which complementary interventions are more or less acceptable and why?	KIIs, FGDs, Obs.
1.4	How does the program identify, capture, ~~and~~ document, and use lessons learned and best practices? How are lessons learned shared to the key stakeholders, and how often? How are resilience capacities and realized resilience monitored? To what extent does the activity use monitoring from field visits and reviews to adjust interventions, implementation strategies, and activity management? ~~What evidence does the program have showing that it successfully used lessons learned, monitoring and evaluation evidence to improve program quality or avoid mistakes?~~	DR, KIIs
1.5	Different approaches have been used for program coverage (activity implementation in the communities, number of participants per activity, participant selection, etc.) across the three RFSAs. What are lessons learned and best practices that can be shared? What are the lessons learned during the refinement period and how TOC and Log frames have been refined or modified considering the results of formative research and other studies during the refinement period?	DR, KIIs
1.6	Is food assistance appropriate for a) the context of the RFSAs, b) to support project outcomes and targeting the appropriate participants? Is the RFSA's type of food assistance in line with government policies, practices and global best practices? Is food assistance or other transfer activities creating perverse incentives?	DR, KIIs, FGDs, IDIs

Table 2: Evaluation Objective 2 questions

EO2) Identify evidence of changes (intended and unintended) associated with program activities	
Evaluation Questions	**Main Data Sources***

2.1	To what degree did the project achieve its intended behavior change outcomes in targeted households as determined by the list of prioritized behaviors identified by the project?	DR, FGDs
2.2	What changes do community members and other stakeholders associate with the project's interventions in all RFSA programs? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the project's Theory of Change (TOC) or Results Framework (RF)?	KIIs, FGDs, IDIs
2.3	Based on these findings, how could the project continue good practices and/or be modified (if needed) to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the project's TOC or RF be refined or modified?	DR, FGDs, KIIs, IDIs, Obs.

Table 3: Evaluation Objective 3 questions

EO3) Evaluate the efficiency of the RFSA programs*, in order to help identify strengths and weaknesses of the program (under each component)		
	Evaluation Questions	**Main Data Sources***
3.1	How did the project activity design and implement its beneficiary targeting strategy to reach the most vulnerable?	DR, KIIs, FGDs
3.2	Is there a regular review of program work plans and strategies including the gender and youth strategy and SBC Strategy?	DR, KIIs
3.3	Did management explore and implement new or innovative ideas or approaches to achieve its objectives?	DR, KIIs
3.4	~~Is the program run cost-effectively?~~ How well has the activity integrated interventions from different sectors at the household level to meet identified needs and achieve food security outcomes?	DR, KIIs, FGDs
3.5	Is there flexibility for changes based on changing environments such as COVID-19, IDPs and security, etc.?	DR, KIIs
3.6	Is the monitoring system adequate to capture program activities, inform program adjustments and provide timely information to project staff and stakeholders?	DR, KIIs
~~3.7~~	~~How efficient is the commodity management system based on operating costs and delivery systems?~~	~~DR, KIIs~~

** The evaluation questions do not include specific references to costs when determining efficiency, as a full review of budgets and costs is not feasible in this evaluation. However, the ET will attempt, where possible, to consider costs of various activites, particularly when evidence suggest the activities may contribute less to achieving the overall goals/purposes of the RFSA.*

Table 4: Evaluation Objective 4 questions

EO4) Assess the degree and benefits of coordination, collaboration, and convergence with external organizations

	Evaluation Questions	Main Data Sources
4.1	What mechanisms are in place to engage with other organizations, government entities, the private sector, and other programs? How does information get shared by the programs to the different stakeholders?	DR, KIIs
4.2	What works well and what hinders collaboration and complementarity in each technical sector? How well are the activities considering resilience strengthening in the design and implementation of multi sectoral interventions?	DR, KIIs
4.3	To what extent are the mechanisms for collaboration and coordination of RISE II actors (including joint planning) in place, functional and effective? What were the positive or negative consequences as a result of collaboration with other RISE II actors?	DR, KIIs
4.4	How did the project coordinate or collaborate with emergency response programs with similar objectives? What were the positive or negative consequences as a result of collaboration/coordination with emergency actors with similar objectives?	DR, KIIs, FGDs

Table 5: Evaluation Objective 5 questions

EO5) Assess early evidence of sustainability produced by the activity.		
	Evaluation Questions	**Main Data Sources**
5.1	Did the project identify priority outcomes that need to be sustained after the end of the project? Has the project identified ways to ensure sustainability? What progress has been achieved in design and adaptation of activities related to sustainability? How will positive results be sustained after the end of the project? Which are the main success and challenges to date? ~~Is a sustainability plan in place for those outcomes? If yes, is implementation on track? Is implementation adaptive?~~	DR, KIIs, FGDs
5.2	~~How will positive results be sustained after the end of the project?~~ Which entities/organizations will effectively sustain project outcomes? Has gradual handover already started? Do local actors involved in the activity have the capacity, interest, and resources to provide inputs and services beyond the life of the activity?	DR, KIIs, FGDs
5.3	Are there already signs or evidence that positive results will be sustained? Which are the main successes and challenges to date? Which are the main lessons learned and needed adaptations?	DR, KIIs, FGDs, IDIs
5.4	What is the level of involvement of municipalities and government technical services in the implementation of RFSAs? Are there signs of positive evidence of sustainable outcomes such as integration into the regular programs, budget allocation by the local government to FRSA activities, etc.?	DR, KIIs, FGDs
5.5	Does the project implement participatory, community centered approaches? If so, how are these approaches presented to the communities, implemented, and maintained?	DR, KIIs, FGDs

Table 6: Evaluation Objective 6 questions

EO6) Determine the appropriateness and effectiveness of interventions focused on cross-cutting themes for the activities.		
	Evaluation Questions	**Main Data Sources**
6.1	How are program activities integrating, and measuring the effectiveness of gender equality and social inclusion across the programs' technical and operational areas? Do activities encourage/deter equity in participation of different community structures and activities?	DR, KIIs, FGDs, IDIs
6.2	What are initial indications of whether, how, and how much women's empowerment and social inclusion initiatives are contributing to improved food and nutrition security?	DR, KIIs, FGDs, IDIs
6.3	What measures are put in place to mitigate any negative effects of gender inequities within activities to promote full active participation in program activities?	DR, KIIs, FGDs, IDIs
6.4	Have any positive and/or negative unintended consequences come about as a result of women's empowerment and gender equality initiatives? (e.g. increased tensions or GBV, increased inequity in time/ work burdens for women and children, etc.) What measures are put in place to mitigate?	DR, KIIs, FGDs, IDIs
6.5	How does the program define and measure "participation in" and evaluate "benefit from" related to gender in the program? To what extent are programs currently benefitting men, women, boys and girls equitably? Do any changes need to be undertaken to increase equitable benefit from program activities?	DR, KIIs, FGDs, IDIs
6.6	To what extent do project implementation and systems align with SBC best practices?	DR, KIIs
6.7	To what extent do project activities address causal pathways between behaviors and their determinants, as described in the project's SBC strategy or plan? How is the SBC strategy being used to guide and inform project staff and project implementation? To what extent is the activity's SBC approach/strategy aligned with the gender strategy?	DR, KIIs, FGDs, IDIs
6.8	How is the project addressing culture, norms, and social networks as they influence people's behavior? Does the project have a balanced approach to SBC incorporating multiple channels and audience segmentation with an effective level of coverage?	DR, KIIs, FGDs
6.9	How does the program address climate change impact on household and community's food and livelihood security? How and what climate change adaptation activities/interventions were prioritized and implemented? Did climate change adaptation activities/interventions help to enhance food security and nutrition by improving farm production, food diversification, income and market linkages? What are the resilience indicators of climate change adaptation activities in the project areas?	DR, KIIs, FGDs, Obs.

3.4. Target Audience

The primary audience of the evaluation reports will be RFSA partners (including sub awardees) and USAID. The MTE findings will also be disseminated more widely to additional stakeholders, such as local community representatives, and other identified during the MTE process.

4. Activity Descriptions

4.1. CARE: Hamzari

CARE and WaterAid, with local partners ANBEF, AREN, DEMI-E, Forsani, and Karka, are implementing *Hamzari*, a $33 million development food security activity implemented over the course of 5 years. The project's overarching goal is to increase sustainable, equitable, and resilient food and nutrition security for vulnerable groups in Maradi. *Hamzari* targets three of the most vulnerable communes in Maradi (Chadakori, Guidan Sori, and Guidan Roumdji) and aims to directly impact 96,000 participants. Despite being located in one of the most agriculturally productive areas of Niger, Maradi has a 53.8% rate of chronic malnutrition for children under 5, compared to the national rate of 42.2%. A total of 12% of children between 6 and 59 months suffer from acute malnutrition, while 3.9% have severe acute malnutrition. Along with the second highest fertility rate in the country, Maradi is ranked lowest in food consumption and dietary diversity scores. Primary drivers of malnutrition and food insecurity in Maradi include 1) High Vulnerability to Shocks and Stresses and Chronic Extreme Poverty, 2) Poor Access, Availability, and Utilization of Nutritious Food, 3) Limited Access to Water and Poor WASH Behaviors, and 4) Lack of Livelihood Diversity.

Hamzari is designed around four main purposes, described below.

Purpose 1: Extreme Vulnerability Reduced for Vulnerable Women, Youth, and Marginalized Household Participants

Activities include the revitalization and establishment of Mata Masu Dubara (MMD) and VSLA credit groups to enhance savings, small loans, food commodity access, and income generating activities for poor and extremely poor household members – especially targeting women and youth. In FY22, *Hamzari* aims to target 1500 MMD/VSLA comprised of more than 28,500 members of whom more than 80% are women. Members can benefit from credit services to cover different types of needs, involvement in income generating activities (IGAs), cereal distribution during the lean season, and access to financing for the next agricultural campaign. Members of landless and extremely poor households are eligible for training and assistance on non-farm and non-crop livelihoods (IGAs and employment). *Hamzari* uses the MMD/VSLA platform to promote health and nutrition messages and behaviors; hygiene and sanitation practices; and sustainable agricultural techniques. The project also aims to increase capacity to build resilience to shocks and stressors for women, youth, and marginal household participants through sharing of seasonal climate forecasts and the development of community disaster risk reduction (DRR) plans.

Purpose 2: Improved Nutritional Status for Children under Five, Adolescent Girls, and Women of Reproductive Age

Hamzari uses the Care Group (CG) model as the primary platform to facilitate regular training and information sharing with mothers of young children about critical nutrition practices such as exclusive breastfeeding and optimal complementary feeding. During Care Group sessions, mothers are also being sensitized about the importance of accessing key health facility activities including prenatal and post-natal consultations, childbirth assisted by skilled attendants, and use of modern contraception methods. Care Group members engage in key activities such as cooking demonstrations and receive household visits when sexual and reproductive health (SRH) practices are discussed with women and their husbands. Distributions of rations of Corn Soy Blend+ (CSB+) and vegetable oil to pregnant and lactating women and children under 2 years of age are being conducted to improve nutritional status of women and young children. To strengthen family planning efforts, group discussions and planning actions are implemented to complement SRH discussions raised during Care Groups. In addition, peer educators have been trained to facilitate interactive exchanges with community members on SRH and family planning through gender platforms. *Hamzari* team members are also conducting community dialogues with youth to share information on SRH and family planning. *Hamzari* aims to ensure that men and adolescent boys are targeted to improve reproductive maternal, newborn, child, and adolescent health (RMNCAH) practices, such as increased female access to SRH and FP interventions designed to promote healthy timing and spacing of pregnancies.

Hamzari is working with Husband Schools to identify model husbands to coach other school members on sensitive topics related to SRH and family planning, as well as factors affecting women's and children's nutrition and well-being. Model fathers also serve as a bridge between health facility workers and community members to promote utilization of quality health care services.

Another information sharing platform involves community based complementary and learning sessions (CCFLS) designed to prevent child malnutrition through teaching community members about IYCF practices including optimal breastfeeding and the timely introduction, frequency, diversity, nutrient/energy density, and quantity of complementary foods. CCFLS also encourage other key practices such as deworming of young children; improved maternal nutrition; and appropriate food processing, preparation, and preservation techniques, and teach families how to ensure a balanced and nutritious diet. In addition, CG members and CCFLS participants are taught about essential hygiene practices necessary for optimal health, including handwashing with soap at critical times; environmental sanitation; the need to keep children separated from feces; the use of improved water sources and/or water purification and optimal water storage; the creation of household handwashing stations (e.g., tippy taps); and the use of latrines with the proper disposal of feces.

CARE has worked closely with partners implementing RISE II activities to develop and refine SBC approaches that are locally relevant and recognized by the GoN's health and nutrition services.

Purpose 3: Improved access and use of equitable and sustainable WASH services for all community households

Hamzari, along with WaterAid, works with key local government stakeholders to promote community-led total sanitation (CLTS) to reach the GoN goal of being open defecation free (ODF). The project offers subsidized and sustainable latrines to vulnerable households in ODF villages. As part of this effort, *Hamzari* and key partners have identified local masons to construct SAN PLAT latrines and facilitated establishment of community committees to monitor latrine construction. In addition, the project has provided training and ensured ongoing coaching to young masons to increase their capacity to build durable latrines, and additional training has been given to masons on latrine maintenance. Sanitation marketing focused on the construction, maintenance and emptying of prototype latrines is being carried out in four pilot villages.

Hamzari aims to create an enabling environment for the adoption of key hygiene behaviors. Efforts involve advocacy and improved coordination among government agencies such as the Department of Hydraulics and Sanitation (DHS), Department of Education (DOE), and the Department of Health (DOH) and the development of private sector approaches to produce and market hygiene products, with the goal to align approaches with government systems so that they continue after the end of the project. Specific activities include promotion of increased access to menstrual pads among young girls, and community discussions and events to address taboos regarding menstruation. The project aims to provide increased access to water among vulnerable populations and households through water point construction, rehabilitation, and management. As part of this effort, *Hamzari* provides technical advice and support to improve service delivery and sustainable management of water points and resources.

Purpose 4: Improved Sustainable Diversified Livelihood Opportunities

Hamzari implements Farmer Field and Business Schools (FFBS) to train women, youth, and vulnerable groups to acquire integrated farming and business skills necessary to transform agricultural activities into business-oriented livelihoods that attract and benefit from investment. As part of this effort, project staff train producers, producer groups and cooperatives on buyer specifications and contract performance. The project aims to increase farming and other sources of income by increasing the capacity of chronically vulnerable HHs to minimize losses from economic, environmental and health shocks, while enhancing their ability to maximize income streams. On-farm strategies aim to improve crop productivity and mitigate loss and risk; the project promotes post-harvest handling and storage technologies in locations where VSLAs are in place to finance storage and carry out marketing. *Hamzari* aims to enhance off farm livelihoods by building foundational skills and providing employment or entrepreneurship assistance. To maximize impact and efficiency of improved livelihood activities, Hamzari targets a set of value chains identified through community-led market chain assessments which are shared with communities, government, and private sector players to generate awareness and create opportunities for dialogue regarding improvements. *Hamzari* also encourages gardening groups to adopt organizational processes that strengthen gardening activities in a sustainable way.

4.2. Catholic Relief Services: Girma

Catholic Relief Services (CRS) is implementing Girma, a $70 million, five-year project which aims to reach 842,645 direct activity participants in 553 communities across 11 communes in two departments of Zinder (Magaria and Dungass). Using a multi-sectoral, layered, and participatory approach, which considers gender, youth, and persons with disabilities (PWD), as well as climate change, Girma's main goal is to improve and sustain food and nutrition security and resilience among extremely vulnerable and very vulnerable households and communities. A strength of the project is the "total coverage" strategy, which embeds multi-sectoral field staff within communities, integrates consistent social behavior change messages across interventions through a variety of participant-centered modes, strengthens last-mile service delivery through the private sector and a fee-based service delivery model, and prioritizes collaboration and coordination with stakeholders.

Girma's **foundational purpose** is to strengthen empowerment to sustain improvements in food and nutrition security among women, youth, and PWDs.

To address the foundational purpose, Girma is designed around three main purposes, described below.

Purpose 1: Improve the nutritional status of vulnerable individuals, including pregnant and lactating women, adolescent girls, and children under age 5

Girma activities are designed to empower pregnant and lactating women and youth, including PWDs, to improve sustained food and nutrition security. Interventions focused on empowerment aim to ensure that vulnerable target populations can take ownership of their health and stay connected to nutrition resources. The underlying assumption is that improved autonomy will better allow vulnerable populations to access adequate and safe diets and make use of essential health and nutrition services.

Activities intended to improve empowerment of vulnerable populations utilize Maison Familiale Harmonieuse (MFH) structures to promote more equitable household decision-making processes, improved distribution of family member workloads, and prevention of child marriage. Literacy and numeracy training of women and youth, including PWDs, is another intervention intended to empower vulnerable populations, as well as leadership capacity building. SBC approaches are used to engage key influencers including men, women, boys, and girls to address project-targeted norms fostering discrimination against women and youth such as child marriage and inter-partner violence (IPV), and cultural rules and regulations related to roles, rights, inclusion, and resource access.

In addition, FAM and GrowUp Smart (GUS) are being implemented through RISE II health services to build life skills and educate adolescent girls and boys on fertility awareness, delayed sexual activity, and delayed marriage. Separate modules are designed to equip parents and caregivers on how to hold supportive discussions with their children. Married youth also receive SRH training.

Interventions are also implemented to ensure that vulnerable households and community members can sustainably meet their water, hygiene, and sanitation needs. These WASH-focused interventions include information sharing through Care Groups on mother/baby WASH and handwashing at key moments, message dissemination via VIAMO on WASH, development of commune Water Quality Assurance plans, and technical assistance provided through consultants and government personnel to establish a WASH infrastructure. Key WASH messages, which are designed to align with the *Girma* social and behavior change (SBC) strategy, focus on the availability, use, and maintenance of handwashing stations, handwashing with soap at critical times, protecting the water chain from contamination during water collection and transport, and the appropriate choice of drinking water sources. SBC activities use existing groups (e.g. Care Groups, adolescent GUS groups, MFH, and grandmothers), CHWs, and community-based radio and video to share information.

In addition, Community-Led Total Sanitation (CLTS) is being implemented through the engagement of two key influencers per village (one male and one female volunteer). Under the leadership strategies of Pro-WASH, the project aims to assist communities in identifying the best solutions to ensure community sanitation, with a focus on latrines.

Another activity to improve nutritional status involves home gardening. Home gardening training use demonstration gardens to educate commune and community leaders, including village chiefs, and school children about how to plant and maintain a home garden to produce healthy foods for improved family nutrition.

Purpose 2: Establish stable and diversified livelihoods for extremely poor and chronically vulnerable households

Activities are designed to increase, stabilize, and diversify on- and off-farm incomes for extremely vulnerable populations. This includes improving the productivity of agricultural livelihoods by empowering farmers and connecting them to crop and payment technology. Crop production improvement interventions include SMART Skills, Climate Smart Agriculture (CSA), market gardening groups, and post-harvest loss prevention technology and improved processing methods. SMART skill activities are designed to increase knowledge and improve CSA practices among farmers who have access to land and are willing to learn and experiment with different production methods and crops, as well as train other farmers. Training involves the CRS' Skills for Marketing and Rural Transformation focused on group organization, innovation, Natural Resource Management (NRM), and accessing inputs. Select farmers and youth also receive modules on marketing. SMART skill training is done in conjunction with improving CSA practices such as the selection of seeds resistant to disease and drought, and crop cycling to improve soil quality.

Girma, with support from Ferme Semencière Amaté (FESA), is contracting with seed suppliers to increase community access to seeds. In conjunction with making seeds more available, farmer-managed natural regulation training is being done to improve the use of new technologies to grow and sustain these crops.

The project also targets livestock raising improvements through livestock distribution, increased access to livestock feed, and the availability of para-vet services. *Girma* encourages strengthening of the private sector to improve delivery of essential inputs and extension services related to agricultural and animal raising. Savings and internal lending communities (SILC) are functioning to provide informal financial services and credit needed to improve livelihoods of vulnerable individuals and households and to increase the economic empowerment of destitute households living in conditions of extreme hardship.

Other significant activities under purpose 2 involve increasing economic capacity through youth employment services, economic empowerment packages (EEPs), and the dissemination of market climate information. To increase youth employment capacity, *Girma* adopted the two Education Development Center (EDC) employability skills curricula internationally known as "Work Ready Now!" (WRN) and "Be Your Own Boss" (BYOB), which for *Girma* have been merged into a unique curriculum called "Ina Ashiriyé In Kama Aiki" (Ready for Work). EEPs are distributed to households considered "destitute" due to insufficient cereal stocks and the inability to increase agricultural production due to limited land ownership (less than 0.4 ha). These packages include food vouchers, a small grant for starting an IGA, a small ruminants kit, and business training and coaching activities. Market prices and climate information is disseminated through VIAMO and links buyers, sellers, and intermediaries of *Girma's* intervention area who wish to buy or sell the following main crops: cowpea, sesame, groundnut, onion, and tomato.

Purpose 3: Strengthen community members' and structures' resilience to shocks and stresses

Girma works to empower commune level structures and community institutions to participate in activities aimed to improve food and nutrition security and the ability of community members to respond to shocks. Interventions are designed to improve the leadership of community-based institutions and the sustainability of effective community structures. Activities designed to strengthen the effectiveness of community structures involve decentralization of local governance and more inclusive planning to improve organizational social cohesion and the ability to respond to the needs of the most vulnerable community members in an equitable manner. Approaches to build conflict management capacity are also being implemented. In addition, the project intends to establish accountability mechanisms that facilitate exchanges between public/private sector service providers, service users, and the civil society. Under purpose 3, the project promotes early warning systems to strengthen local capacity to anticipate and mitigate risks of shock and stresses, as well as integrated natural regeneration strategies to reestablish natural ecosystems and manage natural resources.

4.3. Save the Children: Wadata

The Niger Wadata DFSA (Development Food Security Activities) Project, which is led by Save the Children and funded through USAID, is a multilevel food insecurity project focused in Zinder, Niger. Zinder is made up of four communes, including Guidiguir, Damagaram Takaya, Guidimouni, and Mazami. This project will work to reach over 27,830 households, which is roughly 195,000 people within 711 communities, over an initial five-year period. The total funds requested for this program were $40,749,470. For this project, Save the Children is working with the National Cooperative Business Association/CLUSA International, the Kaizen Company, and Développement pour un Mieux Être in order to achieve a well-rounded team and maximum success. The Niger Wadata DFSA Project will work to empower female and youth through social, interpersonal, and individual activities, improve natural resource management, and boost diverse representation in community-led and governmental structures. A community-led SBC (social behavioral change) strategy will be used by Wadata to reach this goal and the objectives within it.

The Zinder region of Niger faces some of the most complex and extreme issues related to poverty and malnutrition in the country. Poverty and malnutrition in Zinder are affected by the lack of access and utilization of available resources, specifically for women and children. Economic barriers for women, specifically related to high rates of early childhood marriage and gender norms, further prevent opportunities for households to thrive financially as well. The lack of decision making for women and children in both the household and community-related committees and government entities leads to pre-existing problems of low-literacy, family planning, and nutritional access. Though the community has had the establishment of Village Development Committees (VDCs), less than half are currently functioning and the issues mentioned previously have been further neglected. Overall, most of these problems have a common theme related to stressed socio economic and agro climatic conditions, both exacerbated by natural and human-led influence.

The **overarching goal of this project** is to sustainably improve food and nutrition security and resilience among extremely poor and chronically vulnerable households and communities in Zinder, through layered interventions targeted to communities, households, and individuals. Most of the activities will be related to direct participation with community groups, leaders, and members, as well as with specific professionals across the governmental, financial, and health spheres of Zinder. Progress towards Wadata's Goal and Purposes will be supported by a comprehensive SBC strategy.

The targeted villages included under Wadata will be targeted using a "hub and spoke" model, with approximately 144 larger primary villages serving as 'hubs' for the remaining smaller, surrounding villages. Communities will be grouped into clusters of 12 to 15 settlements, with two to three primary villages in each cluster. During year 2, the focus is on the primary villages, and in year 3, services will begin to expand to secondary settlements, with the local resource people (CBO members, CBSPs, VDC members, relais, etc.) continue operations in primary villages with regular follow-up from activity staff.

Most elements of Wadata aim to target about 60% of the targeted village population (roughly 28,000 households), though certain interventions will target a sub-section of vulnerable individuals from the poorest households. Additionally, some aspects (such as SBC campaigns, water points, etc.) will have spillover effects for the additional roughly 134,000 people in the target communities not directly participating in the activity. Wealth ranking and definition using a household economy approach will identify the poor and very poor households in the targeted villages. This process will be followed by building of community consensus of the identification and needs of the poorest households.

To address this overarching goal, Wadata is designed around three main purposes, described below.

Purpose 1: Enhanced collective action to address food, nutrition and water security shocks and stresses.

Wadata will enhance the existence, effectiveness and inclusivity of development planning and management, but also strengthen and empower specialized CBOs to address food, nutrition and water security challenges with their community, Commune, and private sector counterparts. Wadata will improve HH and community management of land and water resources and reduce conflict over these resources. Within the framework of the GoN's Early Warning System, Wadata will take steps to improve the collection and use of early warning data by women and men, adults and youth to contribute to the mitigation of shocks and stresses.

Purpose 1 activities will deliver specific improvements in the capacity and collaboration of CBOs and VDCs to address food, nutrition and water security challenges; will enhance community land and water stewardship; and, will improve the effectiveness of early warning and response systems. Additionally, the community groups and institutions developed and supported under P1 form an integrative foundation for the Activity's SBC platform and activities under P2 and P3. Activities under P1 work primarily with communities, community groups, and the individual members of – or individuals mobilized by – these groups.

Purpose 2: Increased capacities, assets, and agency for improved access to adequate and diverse foods at all times.

Wadata will increase and stabilize incomes from diversified, non-agricultural livelihoods, particularly for women and youth, and will increase female access to and control over productive resources. This requires technical support and skills-building, but also group-based enterprises and increased access to financial services. Meanwhile, as agriculture and livestock production still constitute the livelihoods strategy for approximately 80% of Zinder's population, the activity will improve food availability and access through increased agricultural production and sales – underpinned by improved resource management – with an emphasis on livestock, irrigated crops, and improved inputs. Activities under Purpose 2 continue to work with community groups and their members, but also work directly with individual micro-entrepreneurs, CBSPs, financial services clients, job seekers, employers, traders, and producers.

Purpose 3: Improved nutrition, health, hygiene, and sanitation of pregnant and lactating women (PLW), adolescents, children under 5 (CU5), and their families.

Improvements in nutrition and health are essential for those most at risk of malnutrition, including PLW, CU5 (and in particular CU2 during the first 1,000 day period), and adolescent girls. Wadata will promote and improve optimal health and nutrition practices. Given the relationship between early marriage, early pregnancy, and the intergenerational cycle of undernutrition, the activity will improve the reproductive health of adolescent girls and young women while building male support for these actions. At the HH and community level, Wadata will improve demand-driven hygiene and sanitation actions.

Within communities and between communities and their institutional counterparts, the activity will improve equitable and reliable access to, and quality of, health and well-managed water services.

While P3 works through key CBOs and their members, the Wadata SBC strategy links activities to individual women and children, heads of HH, community influencers, and CBSPs. Activities feature coordination and linkages with workers in health posts and health centers (ASC and CSI), while recognizing that health system-level work will primarily take place under the RISE II Health Services Delivery Activity (HSDA). The design of P3 acknowledges that improved nutrition, health, and hygiene in Zinder is a function not only of improved knowledge of health and WASH practices and access to services, but also of changes in attitudes, behaviors and norms that currently constitute barriers to optimal health and nutrition status

Wadata is using four key leverage points to implement their RFSA. These include:

Leverage Point 1: Female and youth empowerment for inclusive development.

Wadata's activities aim to improve and expand women's and youth's status and roles in the household and in society. These changes will support other desired outcomes related to livelihoods, access to financial services, health related knowledge/attitude/practice, and better participation in economic, civic, and governance spheres.

Leverage Point 2: Improved community natural resource management, with a particular emphasis on water.

Wadata aims to reduce pressures on natural resources and protect the natural systems on which livelihoods and health depend. This will create greater access to farm and pastureland, improve sustainable water security, reduce competition and potential conflict between farmers and herders, and improve formal coordination among resources uses. A particularly critical area of emphasis is the development, improvement, and management of sustainable water points that allow for integrated and inclusive community planning and use.

Leverage Point 3: Participatory governance of CBOs, working together with their institutional counterparts.

Wadata aims to achieve broad application of participation, inclusion, transparency, and accountability (PITA) through a network of civil society and and CBO, mobilized through and coordinated by local VDC counterparts. This network will help elevate the voices of women, youth, and the poor in development planning and management.

Leverage Point 4: Engagement of community influencers as drivers and supporters of change.

Changes in attitudes, behaviors, and norms are only possible with an enabling environment with the support of community influencers, including traditional and religious leaders, teachers, community health workers (relais) and municipal counselors. Wadata will engage these stakeholders as partners in change, to enable activities in the short-term and to sustainability improve conditions long-term.

Technical interventions include:

- **Food Assistance:** provided to PLW, CU2 and adolescent girls in extreme poor HH, and to Food for Work (FFW) participants from very poor HH. (focusing on P1 and P3).
- **Water Point Construction for production and consumption:** based on participatory consultation to tailor to each community, and are contingent on community willingness to pay for water serves, and demonstrated community leadership. Components will prioritize simple mini-*Adduction d'Eau Potable* (AEP) systems based on a borehole with a relatively low yield solar pump (80-270w submersible pumps), an elevated tank, a distribution point, and a livestock watering trough; or, for irrigation purposes, hand-dug wells or boreholes outfitted with low yield solar pumps (80w submersible pump), an elevated tank, and a simple PVC pipe-based distribution system.
- **Demonstration latrines and Handwashing Stations:** following close community consultation, a private sector firm will develop latrine and handwashing station design specifications such that they can be constructed by individual households using locally available materials.
- **Warrantage storage facilities:** Contingent on micro-finance institution (MFI) expansion in the target areas, to be implemented in later years of the activity. This will involve the construction of warehouses to serve as receipts lending crop storage facilities, following specific design standards, constructed by private sector contractors (with community contributions to construction where possible).

5. Research Methodology

The methodology will consist of a combination of documentation review and qualitative data collection procedures. While the evaluation will primarily draw on qualitative data, the evaluation team will also use available quantitative data (e.g. ongoing monitoring data, annual reporting data and secondary data) to answer the evaluation questions. The evaluation team will be responsible for consulting with the RFSA implementing partners (IPs) in Niger and at headquarters to modify the evaluation questions and identify the most appropriate data collection approach.

5.1. Document Review

The Evaluation Team will review relevant project and background documents, including the Request for Applications (RFA), reports of the formative research carried out during year one of the projects, annual and quarterly project reports, baseline studies, training activities, and monitoring plans and data, to gain an understanding of the project design, project activities and key actors involved, status of ongoing project implementation, contextual factors specific to project areas, and the food security situation in the project areas. Another important set of documents are the PREP's, which are a package of materials describing already implemented and planned activities. Information collected during the desk review can be used to revise the evaluation questions.

Documents to be reviewed will include (but will not be limited to):

- RFSA proposals
- Theories of change
- M&E plans
- Pipeline Resource Estimate Proposals (PREPS)
- Detailed Implementation plans
- Annual Results Reports (ARRS)
- Quarterly Reports
- Indicator Performance Tracking Tables (IPTTs)
- Baseline studies
- Formative research reports
- Monitoring data and field reports
- Sustainability and exit strategy plans
- Gender analysis reports
- Initial environmental examination
- EMMP and other environmental management plans
- Environmental status reports

The desk review will also include an inventory of other reports and studies that may provide relevant information to the project themes or contextual information about Niger and other activities being carried out in the regions where the evaluations will be undertaken.

5.2. Initial Consultations

In preparation for the field-based qualitative research, the evaluation team will consult with implementing partners and BHA/USAID staff in Niger and the IPs at US headquarters to gather information on project designs, approaches, and interventions employed by the RFSAs in the project areas. As part of this process, one of the evaluation team members will visit Niamey to meet with IP country directors, COPs, and technical staff, as well as USAID representatives overseeing RFSA interventions, to gather information essential to the evaluation design and implementation. Implementing partners will have the opportunity to review and provide input and feedback on the draft evaluation protocol and on data collection tools.

Prior to arrival to the RFSA sites, we will ask IPs to provide lists of villages where interventions are being carried out, project activities in intervention villages and their progress, and distances from the regional capital to the villages, with the goal to select villages or clusters of villages where a full package of activities is underway. We will also request lists of activities such as trainings, work-related demonstrations, or market days that are scheduled at the time of the evaluation. This information will help the team schedule data collection.

After arrival at the IP project headquarters, the evaluation team lead will present a draft of the evaluation plan to project staff and relevant stakeholders. The evaluation plan will be revised according to stakeholders' comments and inputs and ensuing discussions.

In addition, chiefs of party (COP) and technical teams will be requested to give a briefing describing the theory of change (TOC), formative research that informed field activities, ongoing activities related to the purposes and different technical themes, the extent to which activities are integrated, adaptations in activity implementation that have been made to date, and the use of monitoring and other data to inform any program modifications. In addition, implementing partners will be requested to present specific challenges that may be impeding implementation of activities and success stories. Implementing partners will also be requested to define adoption of practices by community members not formally participating in RFSA activities and describe approaches to promote adoption of practices by non-participants. We anticipate that these initial sessions, which will include discussions during which the evaluation team can get further clarification on ongoing project implementation, will take 3-4 hours.

5.3. Qualitative Data Collection

Participatory research involving a mix of qualitative methods including key informant interviews, in-depth interviews, observations, and focus group discussions will be carried out in each of the project sites.

As indicated, we will begin by collecting data at the central and provincial level with IP and BHA staff to get an overview of the design and implementation of ongoing project activities, contextual factors that have influenced activities, and subsequent changes in project implementation that have occurred. After arrival at the IP project headquarters, chiefs of party and technical teams will be requested to give a briefing describing project development and the status of implementation of activities to date. Subsequently, we will travel to communities located in the three provinces where RSFA activities are underway to assess ongoing RFSA interventions. In the village sites, we aim to assess the range and quality of activities being conducted, the appropriateness and effectiveness of interventions including cross-cutting themes such as gender and youth, the extent to which the activities have been informed by formative research recommendations, ongoing adaptations in activities based on regular monitoring, and perceptions related to strengths and weaknesses of the interventions.

The combination of data collection at the provincial and community levels will allow us to identify factors that appear to enhance or constrain progress towards desired objectives and longer-term sustainability, the effectiveness of coordination, collaboration and sharing of learning experiences with IPs, consortium partners, and external organizations critical to achieve project purposes, and evidence of sustainability of desired outcomes and systems and services produced by the intervention activities.

Data will be collected from a wide range of informants including stakeholders involved in the design and implementation of interventions, influential village leaders, and beneficiaries, with the goal to use environmental, methodological and data triangulation to validate and interpret the research findings. To assess spillover or secondary adoption, we will also collect information from community members who are non-participants. The research process will be iterative, with ongoing purposive sampling and data collection guided by findings identified during the evaluation process.

Field teams will be comprised of evaluators with a range of technical and research expertise representing Tulane University, along with technical experts from Niger. Evaluation teams will be divided according to the thematic focuses of each RFSA and backgrounds of evaluators. The evaluation teams will be accompanied by local data collectors who have prior qualitative research experience and are fluent in the local languages spoken (primarily Hausa) in the evaluation site areas. It should be noted that the evaluation team members will conduct interviews themselves, rather than depending solely on interviews by hired enumerators (with possible exceptions related to security, or to maximize amount of data collected, as needed).

5.3.1. Sampling

Village sites where RFSA activities are underway will be identified for data collection once the ET is in the regional capital cities and after having met with IP staff. Villages located in "no go" areas will be excluded from the list. We are assuming that activities in villages closer to the main towns or cities will be more accessible and thus may receive more supervision and monitoring of activities and be higher performing in terms of quality and numbers of beneficiaries reached than those villages located in remote areas. Based on this assumption, we will purposively select villages closer and farther from the main town where interventions are underway. Sampling will also be guided by IP descriptions of the progress of village interventions.

Selection of the participants from the field sites will also be purposive, targeting those who can provide the in-depth and detailed information to address the evaluation questions. Some examples of possible data collection demographic groups may include:

- **FGDs:** RFSA participants, non-RFSA participant community members, gender segregated, specialized sub-groups such as youth, female-headed households, marginalized people, elderly, members of local organizations, etc.
- **Program-level KIIs:** WASH officers, nutrition specialists, para-veterinary facilitators, lead mothers, lead farmers, village health workers, environmental health technicians, village savings and loan group organizers, agricultural and livelihoods specialists, gender advisors.
- **IDIs:** household heads, farmers, mothers with children (0-23 months of age), fathers with children (0-23 months of age), pregnant women (the IDI respondents will be tailored for each of the RFSAs).

5.3.2. Key informant interviews

Key informant interviews will be conducted with a range of technical experts based at IP headquarters and in Niamey involved in providing oversight and guidance to RFSA activities. In Niamey, we also aim to carry out key informant interviews with USAID staff overseeing RFSA project development and implementation in Niger. In addition, we will conduct key informant interviews with implementing partner chiefs of party and key technical staff overseeing technical program development, implementation and monitoring, including those based in Niamey and the provincial capitals where projects are underway. These key informants will be selected purposively based on their technical expertise and/or role in activities. Representatives of collaborating partner organizations or government agencies will be identified during initial key informant interviews and potentially interviewed, depending on their involvement in project activities.

From the IPs and local collaborators, we will gather information on the design and development of project activities, including the formative research phase, status of implementation and future activity plans, personnel recruitment and performance management, and actors involved, with efforts made to understand the abilities of IPs to plan, lead, execute, coordinate, and monitor and evaluate activities. During initial interviews, we will assess understandings of evidence-based decision making and gather information on the extent to which formative research has informed project design, activities, and implementation. In view of the implement and refine approach, IPs will be requested to describe the theory of change and identify what and why changes have been made in implementation. We will gather information on capacity strengthening activities such as training and workshop participation of both the technical leads and field level staff, as well as the establishment of supervision structures. Information on social and behavioral change strategies and implementation of those approaches will also be assessed. In addition, we will identify contextual factors that may have occurred since the inception of the activities, changes in implementation or demand of program activities that may have evolved because of these contextual factors and/or associated with other unforeseen constraints, and the overall progress towards reaching desired objectives, including post-implementation sustainability. We will examine collaboration, coordination and information sharing with partners and other stakeholders involved directly or indirectly in project activities and critical to achieving project goals. With IP key informants, we will also evaluate perceptions of the strengths and weaknesses of the lead IP and project activities, perceived needs related to systems strengthening that influence project activities, and recommendations to improve project implementation and outcomes and activity sustainability. Potential for scalability will also be assessed.

5.3.3. In-depth interviews

In-depth interviews will be conducted with influential community members providing oversight and actors implementing activities in the village settings, with the goal to interview agents involved in key project activities in each evaluation site. Informants will vary according to the different technical themes and project activities, with selection of the appropriate informants guided by the initial desk reviews, in country briefings, and information gathered during the key informant interviews.

After initial introductions to village leaders about the purpose of our visit, our first interviews will likely be with members of community structures and organizations involved in community mobilization, management of local resources, and implementation to get their opinions on the RFSA activities. We will also interview project facilitators or supervisors, including those representing consortium partners, who provide input to activities. We will continue down the chain of command interviewing the various agents involved in field activities. When several of the same types of informants are working on the same activity, such as leaders of Care Groups, we will use random selection to choose informants, with the goal to continue identifying and interviewing informants until we reach data saturation. We will use snowball sampling to identify additional informants involved directly or indirectly in activities, including those related to cross cutting themes such as gender and youth, and who may provide valuable information regarding project activities.

Topics explored will include informant roles in project activities, training received, and the perceived quality of the training, materials or supplies obtained to carry out their work, and utilization of project related tools. Questioning will also focus on supervision structures and monitoring and evaluation of project activities. We will ask questions about the participation of community members in RFSA interventions, including their characteristics and the numbers of participants involved in the various activities, and the extent to which beneficiaries appear to be adopting improved practices as a result of project activities and messages. Special consideration will be given to the level of involvement of females and males and whether there is a disproportionate time burden placed on one sex. We will examine field agents' perceptions of the RFSA activities and overall approach, challenges they face in carrying out activities, and any recommendations to improve the quality of interventions. Perceptions of satisfaction of their roles, salary support and other forms of motivation will also be examined, as will turnover of field agents and IPs ability to identify and train up replacement workers in a timely way.

Collaboration, coordination, and information sharing of lessons learned with other agents and collaborating organizations will be assessed. Issues related to gender and gender-based discrimination, and capacity building needs, will also be evaluated. Through in-depth interviews, we will also collect information on contextual factors potentially affecting intervention activities and participation by community members.

5.3.4. Direct Observations

The evaluation team will carry out participant observations of the local village structures. In addition, we will conduct direct observations of RFSA interventions such as trainings, community meetings involving CARE, credit or farmer groups, farming fields, and WASH infrastructures and improved latrines, as well as routine activities revolving around farming and livelihoods and how gender roles affect daily activities. During direct observations, we can also assess practices that may have been influenced as a result of RFSA interventions such as farming techniques, livelihood activities, gardening, WASH, and child feeding practices.

5.3.5. Focus group discussions

Focus group discussions will be conducted with groups of targeted beneficiaries participating in RFSA activities (e.g. women participating in MMDs or credit groups, caregivers of children under 23 months, farmers) in village settings to assess the level of participation in RFSA activities, information that they have received through their participation in one-on-one interactions, group sessions or exposure to broader marketing campaigns, perceptions of the activities, and any changes in behaviors or practices (intended and unintended) that have occurred as a result of exposure to the activities. During group discussions we will evaluate the level of exposure to RSFA activities, perceived quality of the interventions, potential social or other consequences associated with activities, and any initial signs of sustainability related to food insecurity and resilience. Integration and coordination of activities from the perspective of community members will be also evaluated. We will attempt to identify contextual factors that may be affecting implementation of or participation of community members in activities, as well as barriers and facilitators to achieving desired purposes and longer-term sustainability. In addition, we aim to hold discussions with groups of people not directly participating in program activities to assess uptake of messages and behaviors as part of the behavioral change approach.

5.3.6. Interview Tools, Guides

Drafts of interview tools/guides can be found in annex.

As the protocol is developed for all three RFSAs, the guides are somewhat generic. The guides will be revised during the evaluation workshops ahead of data collection in collaboration with the IPs. This will include eliminating/reducing certain sections or questions that are not relevant for a given RFSA, and expanding or adding questions specific to a given RFSA.

Specific interview guides have been developed around various general sectors and themes, each with a set (or sub-set) of questions for key informants (divided by senior project staff, local project staff/implementers, partner organizations), in-depth interviews, and focus group discussion guides.

5.3.7. Qualitative Data Analysis

Data from key informant and in-depth interviews, observations and focus group discussions will be recorded through handwritten notes. When appropriate, interviews will be audio recorded. Handwritten notes of the key informant and in-depth interviews and focus group discussions will be transcribed into Word documents for reviewed during data analysis. Recordings will be reviewed where needed to glean additional data. Data analysis will focus on the evaluation objectives, RFSA purposes, and research questions, as well as key concepts that emerge during data collection. Content analysis will be used to identify trends of themes and concepts identified across the different types of informants. We will use data triangulation to analyze data across different research methods (e.g. key informant, in-depth interviews and group discussions) and across and between types of informants.

Evaluation teams will meet each evening after data collection to review and record key data findings and identify areas that need further exploration. Minutes from these meetings will be recorded and also used for data analysis. In addition, validation workshops carried out at the end of data collection in each RFSA area will serve as initial data analysis and facilitate input from RFSA managers and coordinators. The validation workshops may also identify gaps in data findings, which the ET can examine through additional data collection/fieldwork if needed.

5.3.8. Fieldwork

A training will be carried out in Niamey with key team sector experts prior to the study. Trainees will be introduced to the study objectives, thematic areas, the research methodology, and the instruments. The training will be led by Tulane evaluation team members. After arrival in the evaluation regions, additional training will be carried out with local data collectors. Training of data collectors will concentrate on qualitative data collection techniques employed during the study, with a focus on open-ended questioning and recommended approaches to be used when interacting with informants. During the training, data collectors will be introduced to the study methods and instruments.

Technical experts will focus on their area of expertise (e.g., gender, nutrition, agriculture, WASH, etc.) during data collection; each research team members will be primarily responsible for carrying out the required key informant and in-depth interviews and focus group discussions for that theme.

Key informant interviews at IP headquarters and at the central and regional level in Niger will be open-ended, with preliminary interviews lasting up to 1 to 1.5 hours. During initial key informant interviews, we will use an interview guide. As the study progresses, subsequent questioning of the key informants will focus on clarification and interpretation of information gathered through the other data collection methods. An iterative process involving the review of completed interviews and additional questioning will continue until data saturation is reached. We anticipate that involving project staff as key informants throughout the evaluation process will serve to contextualize the information being collected and thus enrich the evaluation observations. In addition, we anticipate that ongoing IP staff involvement will better ensure uptake of evaluation recommendations.

In-depth interviews will be conducted with influential community members and RESA actors involved in activities in the village settings. For the in-depth interviews, researchers will follow a semi-structured guide, with interviews lasting from 45 min to 1 hour. If researchers are unable to address all the topics listed in the interview guide, or if additional questions arise after the interview, a follow up session to complete the interview will be scheduled at a later time.

Group discussions will be comprised of six to twelve participants and be held in a space where relative privacy can be maintained, such as a school or health facility. Discussions will be led by a moderator who will guide the questioning; a second data collector will record notes to facilitate data transcription. Group discussions will last no longer than 1h 30 minutes. A guide based on the research objectives and primary themes and preliminary study results procured through the other data collection methods will be used.

Key informant interviews will be carried out in French, English or the preferred local language. In-depth interviews and group discussions will likely be administered in Hausa which is the dominant language in the research regions. Key informant and in depth interviews and group discussions will be audio recorded when possible; interviewers will also take handwritten notes that provide additional insights into the data. As best as possible, the audio recordings will be translated into French or English shortly after the data collection is completed. Electronic copies of the transcripts will be kept by Tulane University

Each evening after data collection, team members will hold a session to review the information collected and plan for the following days' activities. We anticipate that evening discussions will provide additional insights into the data collected and facilitate direction regarding subsequent data collection schedules. During evening meetings, we may also make decisions about modifications in the research instruments based on ongoing evaluation findings. We see this as an iterative process, as ongoing data collection and evaluation findings will inform subsequent sampling of informants and questioning.

5.3.9. Adaptation to COVID-19

Tulane has successfully and safely collected both quantitative and qualitative data in multiple countries during the current COVID-19 pandemic, placing great priority on the health and safety of the evaluation teams and the participants.

Field procedures will be adapted with COVID-19 safety mitigation protocols at every stage of data collection to mitigate the risk of the virus transmission and safeguard the wellbeing of staff, households, and communities[7]:

- Avoid/minimize travel where possible, particularly where risk of transmission is higher (closed cars with several passengers, for example).
- Minimize indoor, close contact between data collection teams and data collection respondents[8].
- Abide by local rules, regulations, and social/physical distancing guidelines.
- Avoid large gatherings, particularly indoors, and minimize proximity.
- Ensure adequate training of all staff and data collection teams on Do No Harm and safe approaches for face-to-face interviewing and knowledge of COVID-19 transmission and mitigation (including frequent handwashing with water and soap).
- Ensure availability of needed equipment/materials to mitigate virus spread (i.e., face covers, hand sanitizer, soap, and thermometers).
- Maintain close oversight and adherence to Do No Harm protocols.
- Provide information on what to do/whom to contact in the event of a suspected COVID case (i.e., referral to health clinic)

Guidance to data collection teams:

- Be respectful if data collection participants express concern or apprehension to participate in the interview.
- If respondents express reservation to conduct the interview for any reason, respect their position and move onto the next household.
- Perform symptom/temperature checks every day before deploying.
- Wear a mask or facial cover before, during, and after the interview as appropriate.
- Conduct the interview outside or in a well-ventilated space whenever possible.
- Discourage other non-respondents from congregating, if this is not possible, try to minimize the number of people present.
- Maintain at least one-meter distance apart throughout any discussion or interview.
- Avoid handshakes or physical contact, and wash/sanitize hands after physical contact
- Wash hands with water and soap or use sanitizer/hand alcohol – before and after interviews.
- Sanitize frequently touches surfaces (e.g., tablets).

The 'Tulane University Research Protocol for Home Research Visits as part of Research Studies', found in annex, provides some additional guidance.

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[7] The underlying principle guiding the adaptations to the BLS data collection procedures is Do No Harm. Per the USAID/FFP and USAID/OFDA Interim Guidance for Applicants Engaging in COVID-19 Humanitarian Response: in all programming, the safety and security of community members and implementing partner staff are critical; and where remote monitoring is not feasible, update data collection tools and protocols to limit proximity, frequency, and duration of face-to-face contact.

[8] Field teams will be instructed to be thorough while adhering to COVID-19 mitigation protocols.

5.3.10. Ethics and Informed Consent

Informed consent will be obtained verbally from all key and in-depth interview informants, focus group discussion participants, and depending on the nature of observations, some respondents observed through direct observations. Tulane will submit the evaluation for review by its IRB for their approval.

5.4. Ground Truthing/Verification Workshop

At the end of the data collection fieldwork, the evaluation team will lead a workshop to engage various stakeholders in an analysis of the preliminary evaluation results to determine potential program adjustments and strategic planning and recommendations. Preliminary findings will be presented on the scope and quality of interventions, implementation processes observed, RFSA efficiency, interventions that promote sustainability (resources, capacities, motivation, and linkages), and general lessons learned. Given the timing of the workshops, only the primary observations and recommendations resulting from the evaluations will be shared. Findings will be discussed with RFSA staff members to ensure that they reflect the reality of field activities and are described appropriately.

Two major outputs are the objectives of the workshop include: (1) agreement on the validity of key observations assembled during the evaluation and synthesized during the team review and (2) preliminary agreement on major recommendations for each project. Participants in each workshop will include RFSA implementation staff and the Tulane team. This is an in-house workshop, only for staff who are fully engaged in the evaluations and RFSA projects.

5.5. Pre-Exit Debriefing

A debriefing will be conducted by the Tulane team before they leave Niger with IP country staff and BHA/USAID representatives in Niamey, with scheduling of the debriefings made according to the availability of IP and USAID representatives. Tulane team leaders will facilitate presentations, and all Tulane core evaluation team members who are able to attend will participate in discussions and answer any questions.

5.6. Evaluation Reports

After departing the country, the evaluation team will work remotely to produce three evaluation reports, one for each RFSA, not to exceed 50 pages per report. Each report should include, at a minimum, the following:

a) Executive Summary (3-5 pages)
b) Introduction/Background (3-4 pages)
c) Mid-Term Evaluation Objectives (1-2 pages)
d) Mid-Term Evaluation Methods (including strengths and limitations) (up to 5 pages)
e) Mid-Term Evaluation Findings (10-15 pages)

f) Conclusions (3-4 pages)
g) Recommendations (up to 5 pages)
h) Annexes (e.g. list of acronyms; MTE SOW; Team Composition; Interview Guides; Bibliography; list of sites visited)

5.7. Final Evaluation Report Presentation

Once the final reports have been completed, the evaluation team will present the final report findings. These presentations will be 2 hours long and held in Washington, DC, at the BHA Office with participation from the partner teams.

6. Evaluation Deliverables and Workplan

The ET, under the supervision and responsibility of the team lead, will provide the following deliverables:

1) **Evaluation Plan:** This will be developed in consultation with USAID/BHA, project technical staff, and partners. The document will include revised evaluation questions, methods for data collection and analysis (including draft tools), revised timeline/workplan, and ethical considerations.
   a. The Evaluation Plan will be submitted as a draft for review/comments, which will be incorporated into the document. Additional feedback will come from the finalization workshop (see deliverable 2, below), and be incorporated into the fieldwork (and into the evaluation plan, depending on the timing of the finalization workshop).
2) **MTE Implementation Plan Finalization Workshop:** The ET, under the leadership of the TL, will hold a 1 day workshop to present the draft evaluation plan to respective project staff and relevant stakeholders. The evaluation plan will be revised according to stakeholder's comments and inputs.
   a. Note that currently, this workshop is planned to be held in-country immediately prior to the start of field data collection. Any changes will be incorporated into the fieldwork. Alternatively, this workshop can be held virtually beforehand, and feedback can be incorporated into the evaluation plan.
3) **Enumerator Training and Launch:** The ET, under the leadership of the team lead, will facilitate a two to three day training/orientation for all ET members, including enumerators (in consultation with USAID and partners).
4) **Ground Truthing/Validation Workshop:** The ET, under the leadership of the team lead, will facilitate a 1-day workshop to review preliminary results (initial impressions) of the field data collection. Location to be decided upon in consultant with USAID and partners.
   a. Note that in the workplan, we have scheduled this workshop immediately following the field data collection.
5) **Evaluation Reports:** The ET will produce three evaluation reports (one for each RFSA). The draft reports will be shared with BHA, USAID/Niger, and the respective prime IP for review and comment. The ET will incorporate and/or respond to comments before finalizing the reports.
6) **Final Evaluation Report Presentations:** After the final reports are completed, members of the ET will present the final report findings to BHA and the partner teams. The presentations will take place in Washington, DC, and will take approximately 2 hours per presentation.
   a. Alternatively, these presentations can be scheduled after receiving feedback on the draft evaluation reports, but before the submission of the final report. This gives a chance to incorporate any important feedback that comes out during the discussions to be incorporated into the final reports. Tulane has had good success in using this approach in past evaluations.

BHA and the IPs would like to consider the findings of the MTEs in their next PREPs as well as during a sustainability workshop (planned for March 2023). However, the initial planned fieldwork dates were delayed several months due to a delay in providing a final contract to Tulane, leaving insufficient time to draft the final evaluation reports in time to feed into those activities. To mitigate this, Tulane agreed to providing an additional deliverable, consisting of the **draft conclusions and recommendations** for each of the RFSAs, before the end of February 2023. This will consist of a powerpoint presentation or short (3-4 page) document for each of the RFSAs. While these conclusions/recommendations will only be preliminary, past evaluation experience has shown that the conclusions and recommendations drafted at this stage don't usually undergo significant changes in the final report. This will also allow feedback on the conclusions and recommendations (formally or informally, TBD) so they can be further refined as part of the draft evaluation reports.

A Gannt chart of the workplan is found in the Annexes, as well as initial dates for the fieldwork. The dates presented reflect initial discussions with the IPs during the inception phase.

7. Evaluation Team

The staffing structure and the responsibilities of the various roles of the ET members are described below. The evaluation will be led by a Team Leader (TL) who will be the primary contact and coordinator of the MTEs. The TL will ensure the timely and quality provision of all deliverables.

The in-country ET will consist of: Team Leader, one Research Lead, one Senior Technical Expert (also serving overall as the Senior Management Oversight Specialist), three (or four) Subject Area Experts (national consultants), and six enumerators (approximately).

More details are provided below describing the roles and responsibilities of the Key Staff, Subject Technical Experts, administrative staff, and enumerators.

7.1. Key Staff

Mr. Peter Horjus, MPH, will serve as **Team Leader** (TL). As Team leader, Peter's main responsibilities for the Niger MTEs will include:

- Facilitate clear communication and coordination withing the evaluation team, and liaising on the part of the evaluation team, with the IPs and USAID.
- Ensure timely and quality provision of the deliverables.
- Assure a thorough review of the available data and reports, supported by other team members.
- Together with the Research lead, oversee the sampling, data collection tool/method development, analysis, and outputs from the primary data collection.
- Provide guidance and support of the overall analysis of data to address the evaluation goal and objectives, including the cross-cutting aspects (particularly gender, youth, environment).
- Generate the reports in partnership with the Research Lead (supported by the STEs), assuring that the MTE reports are presented in a logical, clear way, and all findings, conclusions, and recommendations are based on presented evidence.
- Travel to Niger for the duration of the MTE fieldwork

Dr. Lauren Blum PhD, Tulane Faculty, will serve as the **Research Lead (RL).** The RL will:

- Provide technical and coordination leadership in the field, facilitating clear communication and coordination with the evaluation team members, as well as USAID and the IPs, particularly during fieldwork.
- Participate in the thorough review of the available data and reports.
- Serve as the primary research methods and data collection expert, overseeing the sampling, data collection, tool/method development, analysis, and outputs from the primary data collection.
- Provide guidance and support of the overall analysis of data to address the evaluation goal and objectives, including the cross-cutting aspects (particularly gender, youth, environment).
- Generate the reports in partnership with the TL, (supported by the STEs), assuring that the MTE reports are presented in a logical, clear way, and all findings, conclusions, and recommendations are based on presented evidence.

- Travel to Niger for the duration of the MTE fieldwork

Dr. Nancy Mock PhD, Faculty at Tulane University, will serve as the **Senior Management Oversight Specialist, and Evaluation Team member** in-country. As the Management oversight specialist and evaluation team member, Dr. Mock will:

- Provide project performance oversight, and strategic input to management issues and help ensure the overall quality of project performance.
- Targeted support as needed, for example in resolving methodological issues, providing advice and input for problem solving, and backstopping the Team Leader.
- Travel to Niger for approximately two weeks to serve as an evaluation team member, leading the scoping interviews as part of the inception phase.

Dr. Victor Bushamuka, Tulane Consultant, will serve as a **Project Specialist,** As the Project Specialist, Dr. Bushamuka will:

- Support the methodology design, with particular attention to methods related to agriculture and livestock.
- Support document review, particularly focusing on IP reporting to USAID.
- Conduct remote Key Informant Interviews, particularly those conducted in French (*While all key staff are fluent in French, remote interviews via Zoom present additional challenges with language. Victor is a native speaker of French, which will ensure the quality of the remote French-language KIIs)*
- Provide remote technical backstopping to the ET while they are in the field, including additional document review, consolidation, and summary of qualitative data (field notes, interview summaries, etc.).
- Support the drafting of the evaluation reports.

Table 2, below, outlines the primary areas of expertise and experience of the key evaluation team members. Note that while this table highlights areas of deep expertise, the key ET members all have broad experience that spans across the technical capacities listed below.

Figure 1: Core Technical capacities of key ET members

ET member	Health, Nutrition	Socio / Behavior change	WASH	Agriculture, Livestock	Livelihoods, Markets	Governance	Gender	Evaluation of RFSAs
Peter Horjus	x		x		x			x
Lauren Blum	x	x	x			x	x	x
Nancy Mock	x	x	x		x	x	x	x
Victor Bushamuka	x		x	x	x			

Peter, Lauren, and Nancy are native speakers of English, and speak fluent French. Lauren also speaks fluent Hausa. Victor is a native speaker of French and is fluent in English.

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7.2. Subject Technical Experts

In addition to the areas of expertise of the key ET staff above, Tulane has identified several national consultants in Niger as candidates to serve as **Subject Technical Experts**. The selection of three (or possibly four) STEs will be done during the inception phase, focusing on complementing the technical expertise of the key staff, focusing on areas of particular technical importance/complexity, as well as cultural and linguistic knowledge of the areas where the RFSAs are being implemented. The STEs will:

- Lead the collection and analysis of primary and secondary data (including document review) related to their fields of expertise, in order to evaluate the general aspects of the implementation of all activities relate to their sector.
- Supervise the enumerators (in collaboration with the Research Lead).
- One STE will serve as lead technical expert (with support from the TL and RL) on the integration of gender and social inclusion throughout the MTE process.

Table 3 below provides an overview of the technical and language capacities of the technical experts that have been identified and initial contracting processes have begun. Additional technical experts and key capacities are also listed and will be identified prior to the start of the fieldwork.

Figure 2: Technical and Language Capacities of potential Subject Technical Experts.

STE Candidate	Health, Nutrition	Socio/ Behavior change	WASH	Agriculture, Livestock	Livelihoods, Markets	Gover-nance	Gender	RFSA/DFSA / L-FFP programming	Languages *
Pr Ali Mahamadou			x	xx	x	x	x	xx	F, E, H, D
Dr Abdoutan Harouna	x	x	x			xx	xx	x	F, E, H, D
WASH specialist (TBD)			xx						
Other - TBD**									

xx- primary area of expertise, x- additional/secondary area of expertise

* F- French, E-English, H- Hausa, D-Djerma

** an additional subject technical expert will be hired if budget allows

7.3. Administrative, Enumerators

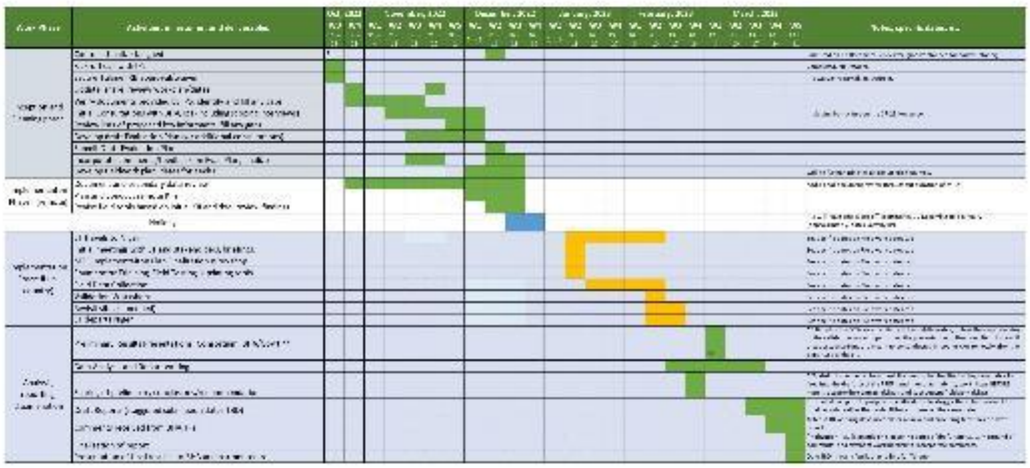
Ms. Sarah Truxillo, MPH, will serve as **Program Manager** II. Sarah has over 10 years of experience in project management at Tulane. She will manage all financial aspects of the evaluation, issue consultant contracts, and sub-contracts if applicable. She will work directly with the administration at Save to ensure all financial and administrative paperwork. She will serve at the security focal point at Tulane for all team members while they are in the field.

The Evaluation Field teams will be supported by four to six **enumerators/translators**. Tulane has begun to identify possible candidates. However, we will work closely with the IPs to identify candidates that have experience in translation between local languages and French, leading focus group discussions, and preferable some level of knowledge/expertise in one or more of the key technical areas.

To facilitate the processing of contracts and payments with local consultants, Tulane may use the support existing Tulane faculty/staff to support this part of the administrative process.

8. Annex: Workplan, Fieldwork Dates

The workplan, as of December 14 2022, is found in the Gantt chart below. The workplan was shifted from that presented in the award due to IP delays in processing Tulane's contract. The contract was finalized in early December 2022, though Tulane was able to begin initial document review and scoping interviews prior to the finalization of the contract.



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Following discussions with the IPs during the inception and planning phase, the following fieldwok dates were tentativel set (as of 7 December, 2022).

Day	Date	Activity	Notes
Saturday	January 7	Peter/Lauren arrive in Niamey	
Monday, Tuesday	January 9, 10	Initial meetings in Niamey (all IPs, BHA, etc.)	
Wednesday	January 11	ET flies to Maradi	backup dates of thursday Jan. 12 by car, or January 13 by air
Thursday	January 12	ET initial meetings with CARE staff	Introductions, possibly some KIIs
Friday	January 13	CARE: MTE workshop	CARE presentation to team, meetings/groups to discuss eval plan - tool refining, sampling, etc
Saturday, Sunday	January 14, 15	Evaluation Team training	and incorporation of workshop inputs
Monday	January 16	CARE fieldwork begins	
Sat/Sun	January 21/22	Initial ET members travel from Maradi to Zinder	
Tuesday/ Wednesday	January 24/25	CRS, SAVE MTE workshops	separate workshops. CRS, Save presentation to team, meetings/groups to discuss eval plan- tool refining, sampling, etc
Thursday	January 26	CRS, SAVE: fieldwork begins	
Thursday/Friday	January 26/27	Additional ET members travel from Maradi to Zinder	a few team members/data collectors remain in Maradi to continue CARE data collection
Friday	February 3	CRS, SAVE, CARE: finish data collection	additional data collection, if needed, may follow the validation workshops
Wednesday/ Thursday/ Friday	February 2/3/4	CRS, SAVE: Validation Workshops (in Zinder)	Must take place on different days. Ideally Wednesday and Friday to give the ET sufficient time to prepare. Order may depend on status of data collection at the start of the week
Saturday/Sunday	February 4,5	CRS, SAVE: follow-up data collection as needed	fieldwork and/or KIIs in town (only as needed)
Monday	February 6	ET travels from Zinder to Maradi	
Tuesday	February 7	CARE validation workshop (in Maradi)	
Wednesday	February 8	ET travels from Maradi to Niamey	Depending on flights, may need to travel to Zinder in AM to catch afternoon flight to Niamey. Backup road on Thursday too.
Thursday/Friday	February 9, 10	Final meetings in Niamey (all IPs, BHA)	
Saturday	February 11	Peter/Lauren depart	
		DATE FIXED (with possible flexibility)	
		DATE PLANNED (but some flexibility)	
		DATE TENTATIVE ONLY	

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9. Annex : Data Collection Tools

9.1. Health/Nutrition Data Collection Tools

GUIDES NUTRITION/SANTÉ

Entretiens avec les informateurs clés: COPs, référents techniques

Entretiens avec les informateurs clés à l'aide de questions NUTRITION/SANTÉ posées aux COPs, référents techniques

1. Quand avez-vous rejoint le projet ? Quel type de formation ou d'orientation avez-vous reçu depuis le début du projet ?
2. Comment décririez-vous les buts et objectifs généraux du projet (nom du projet) ?
3. Quels sont les principaux indicateurs de résultats liés à la nutrition et à la santé ?
4. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités de nutrition et de santé depuis le début du projet (nom du projet) ? Dans l'affirmative, pourquoi ces changements ont-ils été apportés ? Posez des questions approfondies sur les changements intervenus dans les domaines relatifs à :
    i. La programmation des activités
    ii. L'approvisionnement en matériel et fournitures
    iii. La formation
    iv. La supervision des travailleurs
    v. Aux changements dans le suivi et l'évaluation des services
    vi. La rémunération ou autres formes de motivation. Posez des questions approfondies sur les différents types de personnel, comme par exemple les :
        i. Superviseurs/animateurs
        ii. Promoteurs d'hygiène
        iii. Mama leaders
    vii. Le renouvellement du personnel [Est-ce que chaque membre du personnel a une description de poste claire ?]
5. Quelles activités de recherche formative ont-elles été menées avant la mise en œuvre des activités de nutrition et de santé ? Comment les décisions concernant les activités de recherche formative à mener ont-elles été prises ? Quelle est votre évaluation de la qualité et du contenu de la recherche formative ? (Posez des questions approfondies pour obtenir des informations sur chacune des études de recherche formative portant sur la nutrition et la santé). Comment la recherche formative a-t-elle été utilisée dans l'élaboration et la mise en œuvre des programmes ? (Posez des questions approfondies pour déterminer si le projet a élaboré une stratégie de SBC et dans quelle mesure cette stratégie peut ou ne peut pas être utilisée.)
6. Dans quelle mesure le Service de R&I a-t-il été utilisé au-delà de la période de perfectionnement initiale et pendant la phase de mise en œuvre ? Dans quelle mesure avez-vous utilisé l'approche

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du Service de R&I dans le cadre de la mobilisation et du développement communautaires ? Avez-vous observé des difficultés à mettre en œuvre l'approche R&I ? Citez-en quelques-unes.

7. Quelles activités de nutrition et de santé sont censées être offertes par l'intermédiaire du projet (nom du projet) ? En vous basant sur l'examen de la documentation et la séance d'information du partenaire d'exécution, examinez les éléments comme les suivants :
   i. Care Group/Groupes de donneurs de soins
   ii. Démonstrations de pratiques sur la préparation d'aliments nutritifs
   iii. Séances de conseil et d'information
   iv. Jardinage
   v. Planification familiale et des soins de santé et espacement des grossesses
   vi. Consultations pre-scolaire
   vii. Autres activités de la stratégie de SBC, p. ex. les mass media/radio, théâtre/spectacles, mobilisation communautaire
   viii. Activités visant à encourager les pères à jouer un rôle de soutien dans la prise de décision du ménage en matière de nutrition et de santé
   ix. Création/support des associations de micro-crédit (VSLAs/SILC)
   x. Santé des jeunes et des adolescents/espaces d'accueil sûrs
8. Quelles sont les activités de nutrition et de santé qui sont réellement offertes par l'intermédiaire de (nom du projet) ? Sonder pour comprendre dans quelle mesure les activités censées être offertes sont effectivement mises en œuvre. Vérifier si le plan de mise en œuvre détaillé est pratique ou non.
9. Nous avons compris que tous les villages ne mettent pas en œuvre les mêmes activités. Veuillez nous faire savoir comment sont prises les décisions concernant les activités qui sont mises en œuvre et celles qui ne le sont pas.
10. Veuillez décrire la théorie du changement (TDC) qui est suivie pour l'ensemble du projet. Dans quelle mesure vous référez-vous à la TDC en tant qu'activités en cours ? À quoi ressemblait la TDC au début des activités du projet ? À quoi ressemble la TDC à l'heure actuelle et, si des changements ont été apportés, pourquoi ces changements ont-ils été apportés ?
11. Quels groupes et organisations partenaires participent aux activités de nutrition et de santé ? Comment les différents partenaires sont-ils impliqués ? Quelles organisations sont responsables de quelles activités ?
12. Qui sont les acteurs clés sur le terrain en charge de la mise en œuvre des activités de nutrition et de santé ? Comment le personnel a-t-il été recruté ? Posez des questions approfondies pour comprendre le degré d'implication d'acteurs de terrain tels que les :
    i. Mama leaders
    ii. Promoteurs d'hygiène
    iii. Superviseurs et facilitateurs
    iv. Les fournisseurs de services basés sur les établissements
    v. Autres
13. Quels types de motivations sont-elles offertes aux différentes catégories de personnel ? Quelles sont les structures de supervision mises en place pour assurer le suivi des activités ? Comment, concrètement, les différentes catégories de personnel sont-elles supervisées ? Comment le personnel est-il évalué de façon continue ?

14. Quelles ont été les premières étapes de la mise en œuvre des activités ? Quelles sont les étapes ultérieures qui ont été réalisées au cours du déroulement des activités ? Quand l'ensemble des activités ont-elles commencé ?
15. Nous savons que les RFSA incluent de nombreux thèmes transversaux et que BHA souhaite que les différents secteurs soient intégrés. Veuillez décrire la manière dont le projet aborde les thèmes transversaux, la manière dont les activités de santé et de nutrition sont intégrées aux autres objectifs, Dans quelle mesure le ciblage garantit/ne garantit pas leur intégration entre objectifs, comment les interventions sont évaluées, et vos évaluations de l'efficacité de ces activités. Il serait utile d'en apprendre davantage sur les réussites et les difficultés rencontrées dans la mise en œuvre de ces activités. Posez des questions approfondies pour obtenir des informations relatives à :

    i. Genre et équité
    ii. Jeunesse
    iii. Les groupes vulnérables
    iv. Atténuation du changement climatique
16. Y a-t-il une personne responsable de la stratégie de SBC au sein du projet ? Si oui, posez les questions suivantes à la personne responsable : Quelles comportements le projet tente-t-il de changer ? Comment les comportements étaient priorisés ? Dans quelle mesure le personnel a-t-il participé à l'élaboration de la stratégie de SBC ? Dans quelle mesure le projet parvient-il à bien cerner les obstacles et les facteurs facilitant ou catalyseurs des comportements considérés comme prioritaires ?
17. Quelles sont les approches de changement social et comportemental qui sont mises en œuvre dans le cadre de la stratégie de la stratégie de SBC [Posez des questions approfondies sur la mobilisation communautaire et le plaidoyer et d'autres approches non liées à la communication.]? Comment les approches de SBC ont-elles été élaborées ? Comment les activités de la stratégie de SBC sont-elles suivies ou supervisées ? Posez des questions approfondies sur la liste de contrôle ou d'autres outils.
18. Quels changements, le cas échéant, ont été apportés aux activités de la stratégie de SBC depuis le début des activités du projet ? Si des changements ont été apportés, expliquez pourquoi. Comment le projet assure-t-il la qualité des activités de la stratégie de SBC, ainsi que la capacité du personnel et la capacité des mères leaders, etc. Comment les messages SBC sont-ils séquencés et adaptés aux différents groupes/publics cibles ? Veuillez décrire le rythme des activités de la stratégie de SBC.
19. Quels sont les systèmes de suivi et d'évaluation disponibles pour mesurer les activités en cours en matière de nutrition et de santé ? Comment ces systèmes sont-ils utilisés pour éclairer la mise en œuvre du programme ?
20. Y a-t-il eu des changements contextuels (p. ex. des questions liées à la sécurité, aux structures du gouvernement national et des collectivités locales, à l'environnement, à l'économie locale, COVID-19, etc.) depuis le début du projet qui ont pu influencer les activités du projet ? Dans l'affirmative, comment ont-elles affecté les activités du projet ?
21. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux ? Comment fonctionne la coordination et la planification : Posez des questions approfondies sur :
    i. La programmation des activités
    ii. Les réunions avec les organisations partenaires
    iii. Le suivi et évaluation des activités
    iv. Les systèmes mis en place pour apprendre/partager les activités en cours, les leçons apprises et les défis sur le terrain
22. Nous savons que la durabilité est l'un des principaux objectifs des projets RSFA. Comment mesurez-vous la durabilité ? Quelles preuves, le cas échéant, de la durabilité produite par les

activités du projet sont-elles disponibles à ce jour ? Selon vous, que faut-il faire pour accroître la probabilité de durabilité au terme de l'aide fournie par le projet RFSA ?

23. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés de nutrition et de santé ? Si les objectifs du projet ne sont pas atteints, est-ce dû à des échecs sur le plan de la conception ou de la mise en œuvre du programme ? Quels sont certains des obstacles qui entravent l'atteinte de ces indicateurs de résultats clés ? Quelles activités ont eu le plus d'impact sur la santé et la nutrition. Quelle en est la preuve et pourquoi ?
24. Pouvez-vous décrire les types de ressources et d'assistance technique que le projet, les bureaux régionaux ou l'administration centrale vous ont fournies depuis que vous travaillez sur ce projet ? Quels types de ressources et d'assistance technique le projet a-t-il fourni pour les activités de santé et de nutrition ?
25. Quels sont les points forts de l'approche du projet (nom du projet) ? Pouvez-vous fournir des exemples de réussite de l'approche ? Quels sont les points forts de l'approche nutrition/santé ?
26. Quelles sont certaines des faiblesses de l'approche du projet (nom du projet) ? Quels sont les principaux obstacles qui empêchent le projet (nom du projet) d'atteindre son plein potentiel ? Et pour l'approche nutrition/santé ? Quelles sont les solutions pour surmonter ces obstacles ?
27. Quelles sont vos recommandations pour améliorer les activités futures en matière de nutrition et de santé au cours du projet ?

Entretiens avec les informateurs clés : organisations partenaires, organismes publiques

Entretiens avec les informateurs clés à l'aide de question sur la nutrition et la santé posées aux Représentants des organisations partenaires, organismes publiques (au niveau national ou régional)

1. Quand votre organisation/agence a-t-elle commencé à travailler avec le projet ? Quel est le rôle général que votre organisation/agence assume dans le projet ? [Pour le gouvernement : quel sentiment d'appropriation ressentez-vous à l'égard de ce projet ?]
2. Comment décririez-vous les buts et objectifs généraux du projet (nom du projet) ?
3. Quel est votre rôle dans le projet ? Quelle formation avez-vous reçue pour participer au projet ?
4. Pouvez-vous décrire les types de ressources et d'assistance technique que le projet, les bureaux régionaux ou l'administration centrale vous ont fournis depuis que vous avez travaillé sur le projet ?
5. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités de nutrition et de santé depuis le début du projet (nom du projet) ? Dans l'affirmative, pourquoi ces changements ont-ils été apportés ? Posez des questions approfondies sur les changements intervenus dans les domaines relatifs à :
    i. La programmation des activités
    ii. L'approvisionnement en matériel et fournitures
    iii. La formation
    iv. La supervision des travailleurs
    v. Les changements dans le suivi et l'évaluation des services
    vi. Les travailleurs
    vii. La rémunération ou autres formes de motivation. Posez des questions approfondies sur les différents types de personnel, comme par exemple les :
        i. Superviseurs/animateurs
        ii. Promoteurs d'hygiène
        iii. Mama leaders
6. À quelles activités de nutrition et de santé votre organisation/agence participe-t-elle ? Renseignez-vous sur les activités spécifiques basées sur les informateurs clés initiaux et les examens de documents.
7. Quelles sont les activités de nutrition et de santé qui sont réellement offertes par l'intermédiaire du projet (nom du projet) ? Posez des questions approfondies pour comprendre dans quelle mesure les activités censées être offertes sont effectivement mises en œuvre.
8. Votre organisation/agence a-t-elle participé à l'une quelconque des études « Refine & Implement » au cours de la première année de la mise en œuvre ? De quelle manière la recherche formative a-t-elle été utilisée pour l'élaboration et la mise en œuvre des activités de santé et de nutrition??
9. (DESTINÉ AUX PARTENAIRES SEULEMENT) Veuillez décrire la théorie du changement (TDC) qui est suivie pour l'ensemble du projet. Dans quelle mesure vous référez-vous à la TDC au fur et à mesure que les activités des de santé et de nutrition se poursuivent ? À quoi ressemblait la TDC au début des activités du projet ? À quoi ressemble la TDC à l'heure actuelle et, si des changements ont été apportés, pourquoi ces changements ont-ils été apportés ?

10. Quels groupes et organisations partenaires participent aux activités de nutrition et de santé ? De quelle manière les différents partenaires sont-ils impliqués ? Quelles organisations sont responsables de quelles activités ?
11. (DESTINÉ AUX PARTENAIRES SEULEMENT) Quels sont les acteurs clés de votre organisation sur le terrain en charge de la mise en œuvre des activités de nutrition et de santé dans le cadre de ce projet ? Comment le personnel a-t-il été recruté ? Posez des questions approfondies pour en savoir davantage sur l'implication d'acteurs de terrain tels que
    i. Mama leaders
    ii. Promoteurs d'hygiène
    iii. Superviseurs et facilitateurs
    iv. Relais
    v. Les fournisseurs de services basés sur les établissements
    vi. Autres
12. Quels types de motivations sont-elles offertes aux différentes catégories de personnel ? Quelles sont les structures de supervision mises en place pour assurer le suivi des activités ? Comment, concrètement, les différentes catégories de personnel sont-elles supervisées ? Comment le personnel est-il évalué de façon continue ?
13. (DESTINÉ AUX PARTENAIRES SEULEMENT) Veuillez décrire toute capacité technique qui a permis de renforcer les capacités du partenaire technique en chef/principal qui vous a été fourni depuis le début du projet. [Posez des questions approfondies sur la stratégie de SBC] Quels autres domaines techniques pensez-vous votre organisation mérite un renforcement ?
14. Quelles ont été les premières étapes de la mise en œuvre des activités de santé et de nutrition ? Quelles sont les étapes ultérieures qui ont été réalisées au cours du déroulement des activités ? Quand l'ensemble des activités ont-elles commencé ?
15. Quelles sont les approches de changement social et comportemental qui sont mises en œuvre dans le cadre de l'approche ? Comment les approches de la stratégie de SBC ont-elles été élaborées ? [Question approfondie : comment avez-vous été impliqué ?] Comment les activités de l'approche SBC sont-elles suivies ou supervisées ? [Posez des questions approfondies sur la liste les outils.]
16. Quels changements, le cas échéant, ont-ils été apportés aux activités de l'approche SBC depuis le début des activités du projet ? Si des changements ont été apportés, expliquez pourquoi. Comment le projet assure-t-il la qualité des activités de l'approche SBC, ainsi que la capacité du personnel ? Comment les messages de l'approche SBC sont-ils séquencés ? Comment les messages de la stratégie de l'approche SBC sont-ils adaptés aux différents groupes/publics cibles ? [Vérifier si le matériel et les messages du SBC sont différents pour les mères, les hommes, les adolescents, les grands-parents, etc.] Veuillez décrire le rythme des activités de l'approche SBC, par exemple, quelle est la fréquence 1) des rencontres/interactions avec les mères et 2) des événements radio et représentations théâtrales ?
17. Quels sont les systèmes de suivi et évaluation disponibles pour mesurer les activités de santé et de nutrition en cours ? Comment ces systèmes sont-ils utilisés pour éclairer la mise en œuvre du programme ?
18. Y a-t-il eu des changements contextuels (p. ex. des questions liées à la sécurité, aux structures du gouvernement national et des collectivités locales, à l'environnement, à l'économie locale, COVID-19, etc.) depuis le début du projet qui ont pu avoir une incidence sur les activités de santé

et de nutrition ? Dans l'affirmative, comment sont-elles affectées par les activités de santé et de nutrition du projet ?

19. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux ? Comment fonctionne la coordination et la planification : Posez des questions approfondies sur :
    i. La programmation des activités de santé et de nutrition ?
    ii. Les réunions avec les organisations partenaires
    iii. Le suivi et évaluation des activités de santé et de nutrition ?
    iv. Les systèmes mis en place pour apprendre/partager les activités en cours, les leçons apprises et les défis sur le terrain
    v. D'autres acteurs potentiels susceptibles de présenter un intérêt
20. Nous savons que la durabilité est l'un des principaux objectifs des projets RFSA. Comment mesurez-vous la durabilité des activités de santé et de nutrition ? Quelles preuves, le cas échéant, de la durabilité produite par les activités de santé et de nutrition sont disponibles à ce jour ? Selon vous, que faut-il faire pour accroître la probabilité de durabilité lorsque l'aide du RFSA arrivera à terme ?
21. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés de nutrition et de santé ? Posez des questions approfondies selon chaque démarche RFSA
22. Quels sont les points forts de l'approche du projet (nom du projet) ? Pouvez-vous fournir des exemples de réussite de l'approche ? Quels sont les points forts de l'approche nutrition/santé ? Quelles activités de santé et de nutrition ont eu le plus grand impact ? Quelles sont les preuves et pourquoi ?
23. Si les objectifs des activités de santé et de nutrition ne sont pas atteints, est-ce dû à des échecs liés à la conception ou à la mise en œuvre du programme ?
24. Quels sont certains des obstacles à l'atteinte de ces indicateurs de résultats clés ? Quelles sont certaines des faiblesses de l'approche du projet (nom du projet) ? Quels sont les principaux obstacles qui empêchent des activités de santé et de nutrition d'atteindre ses pleins potentiels ? Quelles sont les solutions pour surmonter ces obstacles ?
25. Quelles sont vos recommandations pour améliorer les activités futures en matière de nutrition et de santé au cours du projet ?

Entretiens approfondis avec les agents de santé/chargés de la nutrition

1 Quand les activités relatives à la santé et à la nutrition ont-elles été introduites dans votre région ? En quoi consistent les activités ? D'après l'examen de la documentation et la séance d'information du partenaire d'exécution, posez des questions approfondies pour avoir des informations sur les activités de projet tel que :
   a) Care Groups/Groupes de soins
   b) Démonstrations des pratiques appropriées de transformation des aliments et de préparation d'aliments nutritifs
   c) Séances de conseil et d'information
   d) Jardinage
   e) Consultation préscolaire
   f) Activités de l'approche SBC
   g) Genre
   h) Jeunesse

2 Quelles sont vos responsabilités concernant les activités de nutrition et de santé du projet (nom du projet) ? Quels types de membres de la communauté participent régulièrement à ces activités ?
   a. **Promoteurs de l'hygiène, Mama Leader,** relais, poser des questions approfondies sur les activités offertes au niveau communautaire, les participants de la communauté, y compris les caractéristiques et le nombre de personnes qui y participent, et les programmations continues liées aux éléments suivants :
      i. Séances de conseil et de groupe avec des groupes d'alimentation de l'enfant
      ii. Démonstrations de pratiques appropriées de transformation des aliments et de préparation d'aliments nutritifs
      iii. Jardinage
      iv. Collecte des données, remplissage des formulaires mensuels et suivi des services
      v. Supervision (pour les promoteurs de santé)
      vi. Autres activités de l'approche SBC
      vii. Autres
   b. **Pour les travailleurs en centre de santé**, vérifiez les services offerts dans le centre de santé. Posez des questions approfondies pour en savoir davantage sur :
      i. Activités de la CPS et CPN
      ii. Séances d'information ou de conseils sur les stratégies de SBC
      iii. Autres

3 Quelle formation avez-vous reçue dans le cadre des activités de santé et de nutrition ?
   a. Quelle a été la durée de la formation et où a-t-elle eu lieu ?
   b. Qui étaient les formateurs ? Pensez-vous qu'ils étaient qualifiés pour dispenser la formation ? Pourquoi ou pourquoi pas ?
   c. Quelle a été la nature des thématiques abordées au cours de la formation ? Posez des questions approfondies sur le contenu de la formation en mettant l'accent sur les activités de santé et de nutrition de projet.

d. Pensez-vous que la formation a été suffisamment longue et adéquate pour que vous puissiez mener à bien les activités de nutrition et de la santé comme prévu ? Dans la négative, quelles étaient certaines des lacunes de la formation ? Quels sujets manquaient et devraient être modifiés ou ajoutés à la formation ?
e. Y a-t-il eu un suivi de la formation ou du recyclage ? Dans la négative, estimez-vous qu'une formation de suivi soit nécessaire ?
f. Êtes-vous satisfait de l'ensemble de la formation ? Pourquoi ou pourquoi pas ?

4 Quels matériels et fournitures avez-vous reçus en rapport avec les activités de nutrition et de santé depuis le début du projet (nom du projet) ? (Demander à l'informateur de partager la documentation).
a. À quelle fréquence recevez-vous des fournitures ?
b. Les matériaux et les fournitures sont-ils suffisants pour mener à bien les activités du projet ? Veuillez expliquer.
c. Vous arrive-t-il de manquer d'outils et de fournitures ? Si oui, à quelle fréquence ? Que fait-on fait lorsque cela arrive ?
d. Êtes-vous satisfait du matériel et des fournitures reçus ? Pourquoi ou pourquoi pas ?

5 Quel type de supervision recevez-vous dans le cadre des activités de santé et de nutrition du projet (nom du projet) ?
a. Qui supervise vos activités professionnelles ?
b. À quelle fréquence la supervision est-elle censée avoir lieu et à quelle fréquence a-t-elle réellement lieu ?
c. Quand les visites de supervision ont-elles lieu, combien de temps durent-elles ? Que se passe-t-il pendant les visites de supervision ? Dans quelle mesure interagissez-vous avec votre superviseur pendant ces visites ?
d. Êtes-vous satisfait de la supervision ? Pourquoi ou pourquoi pas ?
e. Quel autre soutien, au-delà de la supervision, le projet vous apporte-t-il ? Posez des questions approfondies sur le mentorat, le coaching, etc.

6 Comment assurez-vous le suivi des activités en cours ? Posez des questions approfondies pour en savoir davantage sur :
a. Les formulaires à remplir
b. La fréquence et le mode de transmission des formulaires aux bureaux des superviseurs/du partenaire d'exécution

7 Nous savons que le genre et jeunesse sont inclus dans le projet (nom du projet) et que BHA est en faveur de l'intégration du genre dans les différents secteurs. Pouvez-vous nous dire quelles approches vous utilisez en matière de genre et jeunesse et comment elles sont intégrées dans les activités de santé et de nutrition ? Comment les activités liées aux genre et jeunesse sont-elles intégrées aux autres objectifs, tels que les moyens de subsistance, la gouvernance et le WASH ? En quoi le ciblage assure-t-il ou n'assure-t-il pas l'intégration entre les objectifs ? Que pensez-vous de ces approches ? Comment ces interventions se mesurent-elles et quelles sont vos évaluations de l'efficacité de ces activités ? Comment ont-elles été accueillies par les membres de la communauté ? Pouvez-vous nous faire part de quelques réussites et des difficultés rencontrées dans la mise en œuvre de ces activités ? A votre avis, comment les approches genre et jeunesse peuvent-elles être améliorées ?

8 Quels sont les facteurs qui vous motivent à mener des activités liées à la nutrition et à la santé dans le cadre du projet ? (Posez des questions approfondies sur les indemnités journalières, l'avancement professionnel, les conditions de travail, la reconnaissance communautaire et les autres avantages non financiers). Que pensez-vous de la façon dont on vous motive à mener des activités ? Avez-vous des documents d'identification officiels qui indiquent que vous travaillez sur le projet de (nom du projet) ? Dans l'ensemble, êtes-vous satisfait de votre rôle ? Pourquoi ou pourquoi pas ?

9 Avec qui collaborez-vous dans le cadre des activités en cours dans le domaine de la nutrition et de la santé ? Comment fonctionne la coordination des activités sur le terrain ? Quels systèmes, le cas échéant, ont été mis en place pour partager les enseignements tirés ou les difficultés rencontrées sur le terrain ? En cas de difficultés, comment les surmonter ? Veuillez décrire toutes les réunions de coordination qui ont lieu actuellement.

10 Dans quelle mesure êtes-vous en mesure de mettre en œuvre les services de nutrition et de santé conçus dans le cadre de l'approche du projet ? Quels sont les défis à relever ? Y a-t-il des aspects de l'approche que vous n'êtes pas en mesure de mettre en œuvre ? Si oui, pourquoi ? Comment les surmonter ?

11 Par rapport aux stratégies précédentes auxquelles vous avez participé, comment jugeriez-vous cette approche et les activités de RFSA ? A votre avis, quelle activité a plus d'impact ?

12 Quelle est votre évaluation globale des activités de nutrition et de santé dans le cadre de l'approche du projet (nom du projet) ? Êtes-vous satisfait des activités ? Pourquoi ou pourquoi pas ? Les gens de votre communauté sont-ils satisfaits des activités ?

13 Que recommanderiez-vous pour améliorer la nutrition et la santé dans le cadre des activités de RFSA ?

Discussions de groupe : donneuses de soins aux jeunes enfants

Discussions de groupe avec des donneuses de soins aux jeunes enfants

1. Connaissez-vous le projet (nom du projet) ? Que pouvez-vous me dire sur le projet ? Quelles sont les activités menées ? Quelles activités liées à la santé et à la nutrition sont-elles menées ?

Activités communautaires

2. Quand les activités de nutrition et de santé ont-elles été introduites dans votre région ? En quoi consistent les activités ? Sur la base de l'examen de la documentation et de la séance d'information du partenaire d'exécution, interrogez les personnes concernées sur différentes activités, telles que :
   a. Réunions des groupes de donneuses de soins
   b. Démonstrations de pratiques appropriées de transformation des aliments et de préparation d'aliments nutritifs.
   c. Visites à domicile
   d. Séances de conseil et d'information
   e. Jardinage
   f. Soins prénatals
   g. Planification familiale
   h. Consultations préscolaires
   i. Activités du SBC
   j. Activités visant à encourager les pères à jouer un rôle de soutien dans la prise de décision du ménage en matière de nutrition et de santé
3. Avez-vous participé à des activités sur la nutrition et la santé au cours des derniers mois du projet (nom du projet) ? Si oui, à quelles activités avez-vous participé ? Sur la base de l'approche projet, recherchez des activités liées à la nutrition et à la santé.
4. Pour chaque activité mentionnée, posez les questions suivantes :
   a. Qui a dirigé l'activité
   b. Quelles informations ont été partagées pendant les sessions
   c. A-t-on utilisé du matériel éducatif pour transmettre des messages ?
      i. Dans l'affirmative, le matériel éducatif a-t-il amélioré ou diminué votre compréhension des messages ?
   d. Les séances ont-elles été utiles ?
   e. En quoi les séances n'ont-elles pas/ont-elles été utiles ? Pourquoi ou pourquoi pas ?
   f. En quoi ces séances ont-elles changé vos pratiques ?
   g. L'une ou l'autre des pratiques modifiées cause-t-elle des problèmes ou entraîne-t-elle des conséquences inattendues ?
5. Selon vous, quelles activités ont eu le plus d'impact sur votre santé et votre nutrition ? Pourquoi ?
6. Le cas échéant, quelles difficultés avez-vous rencontrées lors de votre participation à des activités de santé et de nutrition ? Quels défis avez-vous rencontrés pour suivre les

messages/stratégies liés aux activités de santé et de nutrition ? Comment ces défis pourraient-ils être résolus ?

7. Avez-vous participé à d'autres réunions ou séances dans la communauté (recherche d'approches utilisées dans l'approche SBC) où des informations sur la nutrition et la santé ont été fournies ? Dans l'affirmative, quelles informations ont-elles été transmises ? Avez-vous trouvé ces séances instructives ? Pourquoi ou pourquoi pas ?
8. Avez-vous récemment écouté des informations à la radio sur la nutrition et la santé ? Dans l'affirmative, quelles informations ont été fournies ? Quels sont les messages radiophoniques qui vous ont motivé à faire quelque chose de différent ? Pourquoi ou pourquoi pas ? Avez-vous discuté des messages radio avec d'autres membres de la famille ou de la communauté ?
9. Les pratiques alimentaires ont-elles changé depuis que vous avez commencé à participer aux activités du projet ? Dans l'affirmative, quels changements spécifiques ont-ils été apportés à l'alimentation ? Pourquoi avez-vous opéré ces changements ? Selon vous, en quoi ces changements ont-ils affecté la santé de votre enfant ? Posez des questions approfondies sur les changements relatifs à :
    a. L'allaitement maternel
    b. La transformation et la préparation des aliments
    c. L'alimentation complémentaire, y compris
        i. Les aliments donnés au jeune enfant
        ii. Le nombre de repas quotidiens
        iii. Le lieu où on se procure les aliments complémentaires

Activités menées dans un établissement de santé

Soins prénatals

10. Avez-vous reçu des soins prénatals avant votre dernier accouchement ? Pourquoi ou pourquoi pas ?
11. À quelle étape de votre grossesse avez-vous reçu des soins prénatals pour la première fois ? Pourquoi avez-vous commencé les soins prénatals au moment précis où vous l'avez fait ?
12. Combien de séances de séances de soins prénatals avez-vous suivies pendant votre dernière grossesse ?
13. Comment avez-vous décidé de vous présenter aux soins prénatals ? Qui a participé au processus décisionnel ? Quel rôle votre mari ou votre partenaire a-t-il joué dans la décision de suivre des soins prénatals ?
14. Comment décririez-vous les soins prénatals fournis ?
15. Qu'avez-vous appris pendant les soins prénatals ? Quel est, selon vous, le but des soins prénatals ?
16. Avez-vous été satisfait de l'ensemble des services fournis pendant les soins prénatals ? Pourquoi ou pourquoi pas ? Qu'est-ce qui vous a particulièrement plu ? Qu'est-ce que vous n'aviez pas apprécié, le cas échéant ?
17. Quelles recommandations, le cas échéant, feriez-vous pour améliorer les soins prénatals fournis ?

18. Aprés votre accouchement, avez-vous reçu des informations sur la planification familiale ? Dans l'affirmative, quels renseignements avez-vous reçus ?
19. Avez-vous reçu d'autres informations sur la planification familiale ? Si oui, où ?
20. Votre mari participe-t-il à des activités liées aux relations conjugales et à la prise de décisions au sein du ménage ?

Consultation préscolaires/Soins postnatals

21. Avez-vous bien assisté aux consultations préscolaires avec votre jeune bébé ? Pourquoi ou pourquoi pas ?
22. Si les visites ont été bien suivies,
    a. À quelle fréquence assistez-vous à ces séances ?
    b. Quand avez-vous commencé à emmener votre enfant en visite ?
    c. Est-ce que vous continuez d'emmener votre enfant en visite ? Si vous avez arrêté, pourquoi avez-vous cessé d'y assister ?
23. Pourquoi avez-vous décidé d'emmener votre enfant aux consultations préscolaires ? Qui a participé au processus de prise de décision ? Quel rôle votre mari ou votre partenaire a-t-il joué dans la décision de se présenter aux consultations préscolaires ?
24. Comment les services sont-ils fournis pendant les consultations ?
25. Qu'avez-vous appris pendant les séances ? À votre avis, quel est le but des consultations ?
26. Avez-vous été satisfait de l'ensemble des services fournis pendant les consultations ? Pourquoi ou pourquoi pas ? Qu'est-ce qui vous a particulièrement plu ? Qu'est-ce que vous n'avez pas apprécié, le cas échéant ?
27. Quelles recommandations, le cas échéant, feriez-vous pour améliorer les consultations préscolaires ?

9.2. Agriculture/Livestock, Livelihoods

GUIDES AGRICULTURE AND LIVELIHOODS

Entretiens avec les informateurs clés COPs, référents techniques

Entretiens avec les informateurs clés à l'aide de questions AGRICULTURE, ELEVAGE, et MOYENS DE SUBSISTANCE posées aux COPs, référents techniques

1. Quelles activités de l'agriculture, élevage et moyens de subsistance sont censées être offertes par l'intermédiaire du projet (nom du projet) ?
2. Quelles sont les activités d'agriculture, élevage et moyens de subsistance qui sont réellement offertes par l'intermédiaire de (nom du projet) ? *Sonder pour comprendre dans quelle mesure les activités censées être offertes sont effectivement mises en œuvre.*
3. Quels sont les principaux indicateurs de résultats liés à l'agriculture, élevage et moyens de subsistance ?
4. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités de l'agriculture, élevage et moyens de subsistance depuis le début du projet (nom du projet) ? Dans l'affirmative, pourquoi ces changements ont-ils été apportés ? *Posez des questions approfondies sur les changements intervenus.*
5. Quelles activités de recherche formative ont-elles été menées avant la mise en œuvre des activités de production agricole, élevage et moyens de subsistance ? Comment les décisions concernant les activités de recherche formative à mener ont-elles été prises ? Quelle est votre évaluation de la qualité et du contenu de la recherche formative ? *(Posez des questions approfondies pour obtenir des informations sur chacune des études de recherche formative portant sur l'agriculture, elevage et moyens de subsistance).*
6. Quels groupes et organisations partenaires participent aux activités d'agriculture et moyens de subsistance ? Comment les différents partenaires sont-ils impliqués ? Quelles organisations sont responsables de quelles activités ?
7. Qui sont les acteurs clés sur le terrain en charge de la mise en œuvre des activités d'agriculture, élevage et moyens de subsistance ? Comment le personnel travaillant dans ses activités a-t-il été recruté ? *Posez des questions approfondies pour comprendre le degré d'implication d'acteurs de terrain :*
    a) *Représentants des groupes des producteurs et coopératives*
    b) *Les formateurs techniques et agents de vulgarisation (agriculture et élevage)*
    c) *Superviseurs*
8. Quels sont les systèmes de suivi et d'évaluation disponibles pour mesurer les activités en cours en matière d'agriculture, élevage et moyens de subsistance ? Comment ces systèmes sont-ils utilisés pour éclairer la mise en œuvre du programme ?
9. Y a-t-il eu des changements contextuels (p. ex. des questions liées à la sécurité, aux structures du gouvernement national et des collectivités locales, à l'environnement, à l'économie locale,

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COVID-19, etc.) depuis le début du projet qui ont pu influencer les activités d'agriculture et moyens de subsistance du projet ? Dans l'affirmative, comment ont-elles affecté les activités du projet ?

10. Quelles sont les stratégies établies par le projet pour réduire l'impact des chocs économiques ou environnementaux sur les activités d'agriculture, élevage et moyens de subsistance ?
11. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux ? Comment fonctionne la coordination et la planification ; *Posez des questions approfondies.*
12. Nous savons que la durabilité est l'un des principaux objectifs des projets RSFA. Comment mesurez-vous la durabilité des activités offertes dans le cadre du projet en agriculture, élevage, et moyens de subsistance ? Quelles preuves, le cas échéant, de la durabilité produite par les activités du projet sont-elles disponibles à ce jour ? Selon vous, que faut-il faire pour accroître la probabilité de durabilité au terme de l'aide fournie par le projet RFSA ?
13. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés d'agriculture, élevage et moyens de subsistance ? Si les objectifs du projet ne sont pas atteints, est-ce dû à des échecs sur le plan de la conception ou de la mise en œuvre du programme ? Quels sont certains des obstacles qui entravent l'atteinte de ces indicateurs de résultats clés ? *Sondez sur : amélioration de la production, augmentation des revenus agricoles, réduction des pertes, sources de revenus hors agriculture et élevage.*
14. Quels sont les points forts de l'approche du projet (nom du projet) en matière d'agriculture, élevage et moyen de subsistance ? Pouvez-vous fournir des exemples des points forts de l'approche agriculture, élevage et moyens de subsistance ?
15. Quelles sont des faiblesses de l'approche du projet (nom du projet) sur agriculture, élevage et moyens de subsistance ? Quels sont les principaux obstacles qui empêchent le projet (nom du projet) d'atteindre son plein potentiel en agriculture et moyens de subsistance ? Quelles sont les solutions pour surmonter ces obstacles ?
16. Pensez-vous que les activités du projet en agriculture, élevage, et moyens de subsistance contribuent à l'amélioration de la sécurité alimentaire et de la résilience des participants ? Si oui, comment et selon vous, quel aspect de cette approche qui a fait plus la différence en sécurité alimentaire et résilience ? Si non, pourquoi pas et que ce qu'il faut faire pour changer la situation avant la fin du projet ?
17. Quelles sont vos recommandations en matière des interventions futures en agriculture, élevage, et moyens de subsistance pour améliorer la sécurité alimentaire et la résilience des participants ?

Entretiens avec les informateurs clés : Représentants des organisations partenaires, organismes publiques

Entretiens avec les informateurs clés sur l'agriculture, élevage et moyens de subsistance aux Représentants des organisations partenaires, organismes publiques (au niveau national ou régional)

1. Quand votre organisation/agence a-t-elle commencé à travailler avec le projet ? Quel est le rôle général que votre organisation/agence assume dans le projet ? [*Pour le gouvernement* : quel sentiment d'appropriation ressentez-vous à l'égard de ce projet ?]
2. Quelles sont les activités d'agriculture, élevage et moyens de subsistance qui sont réellement offertes par l'intermédiaire du projet (nom du projet) ?
3. À quelles activités d'agriculture, élevage, et moyens de subsistance votre organisation/agence participe-t-elle ?
4. Quels sont les acteurs clés de votre organisation sur le terrain en charge de la mise en œuvre des activités d'agriculture, élevage et moyens de subsistance dans le cadre de ce projet ? Comment le personnel a-t-il été recruté ? *(Sondez pour savoir s'ils étaient : représentants des groupes des producteurs et éleveurs, agents de vulgarisation, etc.)*
5. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités d'agriculture, élevage et moyens de subsistance depuis le début du projet (nom du projet) ? Si oui, pourquoi ces changements ont-ils été apportés ?
6. Quels sont les stratégies que le projet a mise en place pour améliorer la production agricole et d'élevage des producteurs ? Selon vous, est-ce-que ces stratégies marchent bien ? Pensez-vous qu'elles sont en voie d'atteindre les objectives du projet ? Si oui, comment ? Si non, comment améliorer la situation avant la fin du projet ?
7. Quels sont les technologies d'après récolte et stockage des produits agricoles qui ont été promu par le projet ? Comment sont-elles adoptées par les producteurs ? Il y a-t-il des stratégies pour améliorer leur adoption ? Si oui, lesquelles ? Si non, que faut-il faire ?
8. Le projet est entrain de promouvoir les jardins durables. Quelle est votre opinion sur la réussite de cet objectif ?
9. L'intégration des femmes, jeunes, et groupes vulnérables dans la pratique de production agricole et d'élevage est un objectif très important du projet. Comment évolue cette intégration ? Est-ce qu'il y a des signes qui montrent que cette intégration est en train de se réaliser ? Si oui, lesquels et si non pourquoi pas ?
10. Un autre objectif de ce projet est d'aider les femmes, les jeunes, et les groupes vulnérables à acquérir des compétences nécessaires à travers les « Champs Ecoles des Producteurs » (Farmer Field Schools) pour être à mesure de gérer leurs activités agricoles comme du business. Est-ce que votre organisation participe aux activités de « Champs Ecole des Producteurs » ? Pensez-vous que cet objectif est en train de se réaliser ? Si oui, comment et quelles stratégies que le projet a mise en place pour pérenniser les acquis de cette activité ? Si non pourquoi pas, et comment faire pour réaliser cet objectif avant la fin du projet ?
11. Le projet vise à réduire le niveau des pertes en agriculture et élevage chez les producteurs dues aux chocs économiques ou environnementaux. Que pensez-vous des résultats de cet objectif à ces

jours ? Si positifs, pourquoi ? Et si négatifs, pourquoi et que ce qu'il faut faire pour changer la situation avant la fin du projet ?

12. Quels sont les chaines des valeurs qui ont été identifiés comme les plus prometteuses pour améliorer les revenus des communautés participantes au projet ? Que fait le projet pour promouvoir l'exploitation de ses chaines de valeurs dans les communautés ? Est-ce qu'il y a des chaines des valeurs qui ont commencé à créer des opportunités aux communautés ? Si oui, lesquelles ? Si non, que ce qui n'a pas marché et comment améliorer la situation avant la fin du projet ?
13. Pensez-vous que le projet est en train de créer des opportunités des sources des revenus aux participants en dehors de l'agriculture et élevage ? Si oui lesquelles ? Si non, pourquoi ?
14. Comment les associations de micro-crédit (VSLA/SILC) ont été créer et quel support ses associations reçoivent du projet ? Pensez-vous que ses structures seront à mesure de continuer à fonctionner après le projet ? Si oui, pourquoi ? Si non pourquoi et comment faire pour garantir la pérennisation de ses structures avant la fin du projet ?
15. Est-ce que le projet est entrain d'aider les producteurs à augmenter leurs revenus de l'agriculture et élevage ? Si oui, que ce que le projet doit faire avant sa fin pour pérenniser cet acquis.
16. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux au sein du projet ? Comment fonctionne la coordination et la planification ?
17. Nous savons que la durabilité est l'un des principaux objectifs des projets RFSA. Comment mesurez-vous la durabilité ? Quelles preuves de la durabilité produite par les activités du projet sont disponibles à ce jour ? Selon vous, que faut-il faire pour accroître la probabilité de durabilité lorsque l'aide du RFSA arrivera à terme ?
18. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés d'agriculture, élevage et moyens de subsistance ? Si les objectifs du projet ne sont pas atteints, est-ce dû à des échecs sur le plan de la conception ou de la mise en œuvre du programme ? Quels sont certains des obstacles qui entravent l'atteinte de ces indicateurs de résultats clés ? *Sondez sur : amélioration de la production, augmentation des revenus agricoles, réduction des pertes, sources de revenus hors agriculture et élevage.*
19. Quels sont les points forts de l'approche du projet (nom du projet) en matière d'agriculture, élevage et moyen de subsistance ? Pouvez-vous fournir des exemples des points forts de l'approche agriculture, élevage et moyens de subsistance ?
20. Quelles sont des faiblesses de l'approche du projet (nom du projet) sur agriculture, élevage et moyens de subsistance ? Quels sont les principaux obstacles qui empêchent le projet (nom du projet) d'atteindre son plein potentiel en agriculture et moyens de subsistance ? Quelles sont les solutions pour surmonter ces obstacles ?
21. Pensez-vous que les activités du projet en agriculture, élevage, et moyens de subsistance contribuent à l'amélioration de la sécurité alimentaire et de la résilience des participants ? Si oui, comment et selon vous, quel aspect de cette approche a fait plus la différence en sécurité alimentaire et résilience ? Si non, pourquoi pas et que ce qu'il faut faire pour changer la situation avant la fin du projet ?
22. Quelles sont vos recommandations en matière des interventions futures en agriculture, élevage, et moyens de subsistance pour améliorer la sécurité alimentaire et la résilience des participants ?

Entretiens approfondis avec les agents du terrain en agriculture et élevage

1. Quand est ce que les activités d'agriculture et élevage ont-elles été introduites dans votre région ? En quoi consistent les activités ? *D'après l'examen de la documentation et la séance d'information du partenaire d'exécution, posez des questions approfondies sur les activités de projet tel que :*
   a) *Amélioration de la production agricole*
   b) *Amélioration de la production d'élevage*
   c) *Jardinage*
   d) *Promotion des technologies d'après récolte et stockage*
   e) *Champs Ecole des Producteurs (Farmer Field Schools)*
   f) *Intégration des femmes, jeunes, et groupes vulnérables dans la pratique de l'agriculture et élevage.*
   g) *Augmentation des revenus des producteurs en agriculture et élevage*
   h) *Création et support aux VSLA/SILC*
   i) *Création des opportunités des revenus en dehors de l'agriculture et élevage*
2. Quelles sont vos responsabilités concernant les activités d'agriculture, élevage et moyens de subsistance du projet ? Quels types de membres de la communauté participent régulièrement à ces activités ?
3. Quelle formation avez-vous reçue dans le cadre des activités sécurité alimentaire et résilience ? Qui étaient les formateurs ? Pensez-vous qu'ils étaient qualifiés pour dispenser la formation ? Pourquoi ou pourquoi pas ? Quelle a été la nature des thématiques abordées au cours de la formation ? *Posez des questions approfondies sur le contenu de la formation en mettant l'accent sur les activités de projet.* Pensez-vous que la formation a été suffisamment longue et adéquate pour que vous puissiez mener à bien les activités d'agriculture, élevage et moyens de subsistance comme prévu ? Si non, quelles étaient certaines des lacunes de la formation ? Quels sujets manquaient et devraient être modifiés ou ajoutés à la formation ? Y a-t-il eu un suivi de la formation ou du recyclage ? *Dans la négative*, estimez-vous qu'une formation de suivi soit nécessaire ? Êtes-vous satisfait de l'ensemble de la formation ? Pourquoi ou pourquoi pas ?
4. Quel type de supervision recevez-vous dans le cadre des activités en agriculture, élevage et moyens de subsistance du projet (nom du projet) ? Qui supervise vos activités professionnelles ? Êtes-vous satisfait de la supervision ? Pourquoi ou pourquoi pas ? Quel autre soutien, au-delà de la supervision, le projet vous apporte-t-il ?
5. Comment assurez-vous le suivi des activités en cours ? Posez des questions approfondies pour en savoir davantage :
6. Nous savons que BHA est en faveur de l'intégration des femmes, jeunes et groupes vulnérables dans les différents secteurs. Pouvez-vous nous dire quelles sont les approches que vous utilisez pour intégrer les femmes, jeunes et groupes vulnérables dans les activités d'agriculture, élevage, et moyens de subsistance du projet ? Que pensez-vous de l'efficacité du ciblage et du niveau de participation de ces groupes ? Comment les trois groupes ont-ils été accueillies par les autres membres de la communauté ? Pouvez-vous nous faire part de quelques réussites et des difficultés rencontrées dans la mise en œuvre de ces activités ? A votre avis, comment cette intégration peut-elle être améliorée ?

7. Quels sont les facteurs qui vous motivent à mener des activités liées à l'agriculture, élevage et moyens de subsistance dans le cadre du projet ? (Posez des questions approfondies sur les indemnités journalières, l'avancement professionnel, les conditions de travail, la reconnaissance communautaire et les autres avantages non financiers). Que pensez-vous de la façon dont on vous motive à mener des activités ? Avez-vous des documents d'identification officiels qui indiquent que vous travaillez sur le projet de (nom du projet) ? Dans l'ensemble, êtes-vous satisfait de votre rôle ? Pourquoi ou pourquoi pas ?
8. Avec qui collaborez-vous dans le cadre des activités en cours dans le domaine de l'agriculture, élevage, et moyens de subsistance ? Comment fonctionne la coordination des activités sur le terrain ? Quels systèmes, le cas échéant, ont été mis en place pour partager les enseignements tirés ou les difficultés rencontrées sur le terrain ? En cas de difficultés, comment les surmonter ? Veuillez décrire toutes les réunions de coordination qui ont lieu actuellement.
9. Dans quelle mesure êtes-vous en mesure de mettre en œuvre les activités de l'agriculture, élevage, et moyens de subsistance conçus dans le cadre de l'approche du projet ? Quels sont les défis à relever ? Y a-t-il des aspects de l'approche que vous n'êtes pas en mesure de mettre en œuvre ? Si oui, pourquoi ? Comment les surmonter ?
10. Par rapport aux stratégies précédentes en agriculture, élevage et moyens de subsistance auxquelles vous avez participé, comment jugeriez-vous cette approche et les activités de RFSA ?
11. Quelle est votre évaluation globale des activités de l'agriculture, élevage et moyens de subsistance dans le cadre de l'approche du projet ? Êtes-vous satisfait des activités ? Pourquoi ou pourquoi pas ? Les gens de votre communauté sont-ils satisfaits des activités ?
12. Pensez-vous que les activités d'agriculture, élevage et moyens de subsistance tel que conçus et implémenter dans le cadre du projet contribuent à l'amélioration de la sécurité alimentaire et la résilience des communautés. Si oui, quel est aspect de cette intervention qui a fait d'après vous la différence au niveau de sécurité alimentaire et résilience ?
13. Que recommanderiez-vous pour améliorer l'agriculture, élevage et moyens de subsistance dans le cadre des activités de RFSA ?

Discussions de groupe : participants aux activités du projet

Discussions de groupe avec des participants aux activités du projet (agriculteurs et éleveurs et participants aux activités des moyens de subsistance)

ASPECTS AGRICULTURE ET ELEVAGE GENERAUX

Généralités

1. Depuis quand participez-vous aux activités d'agriculture et élevage dans votre région ?
2. A qui appartient la terre que vous exploitez (agriculture, jardinage, et élevage) ?
3. Quelles sont les modalités d'accès a la terre ?
4. Etes-vous couvert par un acte d'engagement/document témoignant votre propriété de terre ?
5. Les femmes et les jeunes de votre communauté ont-ils les mêmes privilèges que les hommes d'être propriétaire des terres ?
6. Avez-vous d'autres contraintes ou exigences pour avoir accès a la terre ?
7. Est-ce qu'il y a des femmes, des jeunes, et les groupes vulnérables qui n'ont pas accès a la terre dans votre communauté ?

Activités du Projet

8. Connaissez-vous le projet (*nom du projet*) ?
9. Quels sont les activités menées par le projet ?
10. Depuis quand les activités d'agriculture, élevage et moyens de subsistance du projet ont-elles été introduites dans votre communauté ? *Sur la base de l'examen de la documentation et de la séance d'information du partenaire d'exécution, interrogez les personnes concernées sur différentes activités, telles que :*
    - i. *Amélioration de la production agricole*
    - ii. *Amélioration de la production d'élevage*
    - iii. *Jardinage*
    - iv. *Promotion des technologies d'après récolte et stockage*
    - v. *Reduction des pertes en agriculture et élevage dues aux chocs économiques et environnementaux*
    - vi. *Champs Ecole des Producteurs (Farmer Field Schools)*
    - vii. *Intégration des femmes, jeunes, et groupes vulnérables dans la pratique de l'agriculture et élevage*
    - viii. *Commercialisation des produits agricoles et d'élevage pour l'augmentation des revenus*
    - ix. *Création et fonctionnement des associations de micro-crédit (VSLA'SILC)*
    - x. *Création des opportunités des revenus en dehors de l'agriculture et élevage*

11. Participez-vous aux activités du projet liées a l'agriculture, élevage et moyens de subsistance ? Si oui, à quelles activités participez-vous ? Pourquoi vous n'aviez pas participé à toutes les activités ? Est-ce que ses activités du projet vous ont aider à changer vos pratiques agricoles, d'élevage, et des moyens de subsistance ? Parmi ces activités du projet, y a-t-il certaines qui étaient difficile pour vous d'adopter ? Si oui, pourquoi ?

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12. Comment étiez-vous sélectionné pour participer aux activités du projet ?
13. Comment les gens qui n'ont pas accès à la terre (femmes, jeunes, et groupes vulnérables) dans votre communauté arrivent à participer aux activités agricoles et d'élevage dans le cadre du projet ?

Jardinage

14. Depuis quand pratiquez-vous cette activité ?
15. Avez-vous été formé en jardinage avant la mise en œuvre de cette activité ?
16. Comment êtes-vous organisés pour la réalisation de cette activité (communautaire ou individuelle) ?
17. Combien des femmes, jeunes, et personnes vulnérables participent à cette activité ? Est-ce que ces groupes cités ont des taches spécifiques ?
18. Quel est l'apport du projet sur la réalisation des travaux d'aménagement des jardins ? Quels types de semences avez cultiver ou bénéficier ?
19. Que faites-vous des produits des récoltes du jardin (consommation, vente) ? C'est plus la consommation ou la vente ? *Sondez pour déterminer le pourcentage.*
20. Comment s'organise la commercialisation des produits du jardin ? Avez-vous établi des contacts permanent avec les clients potentiels ?
21. Est-ce que les activités du jardinage aident à augmenter les revenus de votre ménage ?
22. Quels sont les défis majeurs que vous aviez rencontré dans la réalisation de cette activité

Cultures Vivrières et identification des chaines de valeurs

23. Quels sont les spéculations que vous exploitez d'habitudes dans vos champs des cultures vivrières ?
24. Quels sont les chaines de valeurs dont vous avez identifiés dans le cadre du projet comme étants les plus prometteuses pour générer plus des revenus aux producteurs ?
25. Avez-vous eu des formations en rapport avec les chaines de valeurs identifiées par votre communauté ? Si oui, de qui l'avez-vous reçu ?
26. Combien des femmes, jeunes, et personnes vulnérables dans votre communauté qui participent aux activités liées aux chaines de valeurs identifiées ? Au cas où leur participation est moindre, quelles en sont les raisons ?
27. Quel est l'apport du projet sur la promotion de ses chaines des valeurs et l'effort déployer pour générer des opportunités d'amélioration futures ?
28. Que faites-vous des produits des récoltes des cultures vivrières et de chaines de valeurs identifiées ?
29. Comment s'organise la commercialisation de vos produits agricoles et d'élevage ? Avez-vous établi des contact permanent avec les clients potentiels ?
30. Quels sont les défis majeurs que vous aviez rencontré dans l'établissement des activités des chaines de valeurs identifiées ?

Elevage

31. Quelle sorte d'élevage pratiquez-vous d'habitude ?

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32. Quel genre d'assistance avez-vous eu de la part du projet pour supporter vos activités d'élevage ?
33. Y a-t-il des femmes, jeunes, et personnes vulnérables qui participent aux activités d'élevage des animaux soutenu par le projet dans votre communauté ?
34. Y a-t-il des femmes, jeunes, et personnes vulnérables qui sont devenu propriétaires des animaux et commencer à pratiquer l'élevage grâce au projet ?
35. Si oui, pensez-vous que ces femmes, jeunes et personne vulnérables seront capable de continuer les activités d'élevage après le projet ? Si oui pourquoi et si non que ce que le projet doit faire pour garantir la pérennisation de ses acquis ?
36. Que faites-vous des produits d'élevage ? Vente ou consommation ? Pour la vente, avez-vous établi des contact permanent avec les clients potentiels ?
37. Avez-vous reçu une formation sur la transformation et commercialisation des produits d'élevage ?
38. Quels sont les défis majeurs que vous aviez rencontré dans l'établissement des activités d'élevage dans le cadre du projet ?

ASPECTS TRANSVERSAUX

Associations de micro-crédit (VSLA, SILC, ...)

39. Depuis combien de temps cette activité est introduite dans votre communauté et par qui ?
40. Votre association compte combien de membres ? Dont combien des femmes, jeunes et personnes vulnérables ?
41. Quelles responsabilités donnez-vous d'habitude aux femmes et jeunes ?
42. Comment êtes-vous organisé ? Quels sont les textes de base qui vous règlementent ?
43. Avez-vous reçu une formation sur la gérance et le fonctionnement de l'association ?
44. Quel est le seuil minimal et maximal de vos dépôts et le maximum de crédit par membre ?
45. Avez-vous des activités communautaires pouvant renforcer la cohésion sociale ?
46. Existe-t-il au sein de votre association un système de collecte pour supporter les actions de solidarité ?
47. Etes-vous appuyer dans cette activité (assistance technique, financière) ? Si oui, par qui ?
48. Quelles sont les activités éligibles dans votre association ? Quels sont les activités pour lesquelles les membres prennent souvent des crédits ?
49. Quel est l'apport ou changement que cette activité a amené dans votre vie quotidienne ?
50. Pensez-vous que vous êtes à mesure de continuer cette activité sans avoir le support du projet ? Si oui pourquoi ? Si non pourquoi pas et que ce qu'il faut pour que l'association devienne indépendante ?

Resistance aux chocs (économiques et environnementaux)

51. Quelles sont les activités que vous menez en rapport avec la conservation et protection de l'environnement ?
52. Quels sont les chocs climatiques qui affectent souvent vos moyens de subsistance (agriculture, élevage, activités génératrices des revenus) ?

53. Avez-vous reçu des formations sur la réduction de l'impact dues aux chocs économiques et environnementaux sur vos moyens de subsistance (agriculture, élevage, et autres activités génératrices des revenus) ? Si oui, par qui ? Comment jugez-vous cette formation ?
54. Pensez-vous que les activités du projet améliorent la résistance des vos activités agricoles et moyens de subsistance aux chocs ? Si oui, comment ? Si non, pourquoi pas et que pensez-vous qu'il faut faire ?
55. Y a-t-il des structures sociales établies dans votre communauté pour aider les uns les autres durant la période de chocs ? Si oui, lesquelles ? Quels apports ces structures reçoivent du projet ? *Sondez sur la pérennisation de ces structures.*

Champs Ecole des Producteurs (Farmer Field Schools)

56. Avez-vous participé aux Champs Ecole des Producteurs offerte dans le cadre du projet ?
57. Quels sont les choses que vous avez appris à cette école ?
58. Pensez-vous que les sujets couverts durant cette formation sont bénéfiques pour vos activités de producteur d'agriculture et d'élevage ? Si oui, lesquels ?
59. Est-ce que cette formation vous a aider à changer votre façon de gérer vos activités agricoles et d'élevage ? Si oui, pourquoi ? Si non pourquoi pas ?
60. Etes-vous maintenant à mesure d'engager avec les acheteurs sans intervention du projet et signer le contrat d'engagement ? Si oui pourquoi ? Si non pourquoi pas et qu'est-ce que le projet doit faire avant sa fin pour que vous devenez capables ?
61. Est-ce que les agents de vulgarisation agricole de l'état ont aussi participé à cette formation ?
62. Pensez-vous que vous auriez besoins de continuer d'avoir des séances de recyclages ? Si oui, qui pensez-vous peut faire ce recyclage si le projet n'est plus là ?

Moyens de subsistance en dehors de l'agriculture et entreprenariat

63. Avez-vous des sources des revenus en dehors des activités en agriculture et élevage ? Si oui, lesquelles ? Si non pourquoi pas ? Quels sont les obstacles ?
64. Comment le projet vous a assister pour avoir des sources des revenus en dehors de l'agriculture et élevage ?
65. Avez-vous eu des formations en entreprenariat ? Si oui, dans quel domaine ? Comment cet entreprenariat vous aide dans votre vie quotidienne ?
66. Pensez-vous que votre activité d'entreprenariat peut continuer après l'assistance du projet ? Si oui, pourquoi ? Si non, pourquoi pas et que ce qu'il vous faut pour pérenniser vos activités d'entreprenariat ?

Impact et Pérennisation

67. Selon votre opinion, quels changements le projet a amené sur votre façon de pratiquer l'agriculture et l'élevage ?
68. Selon votre opinion, quels changements qui ont été fait par le projet pour améliorer votre production agricole et d'élevage ?

69. Selon vous, quels changements le projet a amené sur les activités d'aprés récolte et la conservation des produits agricoles ?
70. Selon vous, quels changements pensez-vous que le projet a amené dans la transformation des produits d'élevage ?
71. Selon vous, quels changements pensez-vous que le projet a amené dans la commercialisation des produits agricoles et d'élevage ?
72. Est-ce que le projet à améliorer d'une façon significative les revenus des producteurs en agriculture et élevage ? Si oui, comment ?
73. Comment ses avantages du projet ont changé votre vie ?
74. A quel point pensez-vous que la connaissance acquise a travers le projet sera maintenu et continuera à être pratiquer ?
75. Pensez-vous que le projet vous a aider à améliorer le niveau de sécurité alimentaire de votre ménage ? Si oui, comment et pensez-vous que ça va continuer même après le projet ? Si non, pourquoi pas et que ce qu'il faut faire pour que vous vous sentiez plus en sécurité alimentaire ?
76. Parmi les activités du projet, lequel pensez-vous a fait plus la différence sur votre situation de sécurité alimentaire ?
77. Parmi les activités du projet, lequel pensez-vous n'était pas important ? Lesquelles étaient important mais difficile pour vous d'adopter ? Pourquoi ?

9.3. Management and Sustainability

Midterm Evaluation Interview Tool: Management & Sustainability

Background: This interview guide will be used by all technical leads on the MTE. These questions, related to sustainability, are "cross cutting" and should be adapted to the specific technical approach for each technical sector. These questions are intended to supplement the technical area specific tools that each technical lead will be using to carry out key informant interviews (KII) and focus groups (FG). The guide is broken into several sections: a section that will be used to interview the COP and other senior-level technical leads; a section that will be used to interview field staff or other mid level technical staff; a section that will be used to interview local stakeholders (e.g. local partners, government institutions); and a section that will be used to inform focus group discussions with participants.

Questions for Partner Senior Staff Key Informant Interviews:

1. Does the activity have a sustainability plan? What are the key features of the plan? Can we get a copy of the plan?
2. How far along is the activity (broadly speaking) in implementing the plan?
3. What kinds of challenges or unexpected hurdles have you encountered in implementing the plan thus far?
4. What has been going well in implementing the plan thus far?
5. [Partnerships]: Who or which institutions are critical in realizing the sustainability plan? In other words, what local partners have you identified that will continue providing services and/or doing things to sustain positive results (and mitigate negative ones)? This may include local organizations who will continue providing services/etc beyond the LOA; also local government and/or chiefdom/traditional leadership; local religious organizations/structures; and others.
6. [Partnerships]: Has the activity created formalized agreements with these institutions, such as MOUs? Can we review (or can you walk us through/describe) any other documents related to sustainability planning (e.g. MOU's with partners, local government institutions, chiefdom leaders, care group plans, et cetera).
7. [Governance]: How is the activity [in X sector] working with the local government? What has been going well and what has not been going well thus far? How will partnership with local government work going forward?
8. [Governance]: How is the activity [in X sector] working with the local government? What has been going well and what has not been going well thus far? How will partnership with local government work going forward?
9. [Governance]: To what extent has poor public service delivery or public financial management [in X sector] been a hindrance or enabling factor to implementation? (While PFM may be beyond the manageable interest of the partners, it's important to know if this is a big potential problem.)
10. [Partnerships]: How is the activity working with local NGOs [in X sector]? What has been going well and what has not been going well thus far? How will partnership with local NGOs work going forward?
11. [Partnerships]: How is the activity working with other local institutions [in X sector], e.g. civil society organizations, religious groups, et cetera? What has been going well and what has not been going well thus far? How will partnership with these entities work going forward?
12. [Partnerships]: How is the activity working with private sector entities (e.g. input supplies, training institutions, professional service providers)? What has been going well and what has not been going well thus far? How will partnership with these entities work going forward?

Questions for Partner Field-Based (or non-senior leadership) Technical Staff Key Informant Interviews:

1. Does the activity have a sustainability plan? What are the key features of the plan? (In other words, how are activities currently being implemented by staff going to continue after the end of the activity?) [[The goal here is to see if the tech teams and senior leadership are in alignment about what the sustainability planning looks like.]]
2. Broadly speaking, how do you envision sustainability within your technical sector? (In other words, what would a sustainable [sector X] plan look like? This might include activities with mother care groups, business plans with private sector partners, trainings, linkages with other partners.)
3. Do you think the activity is currently doing everything needed to achieve this/your vision of what sustainability should look like? Why/why not?
4. What kinds of challenges or unexpected hurdles has your team encountered in implementing the plan thus far?
5. What has been going well in implementing the plan thus far?
6. [Governance]: How is the activity [in X sector] working with the local government? What has been going well and what has not been going well thus far? How will partnership with local government work going forward?
7. [Governance]: How is the activity [in X sector] working with the local government? What has been going well and what has not been going well thus far? How will partnership with local government work going forward?
8. [Governance]: To what extent has poor public service delivery or public financial management [in X sector] been a hindrance or enabling factor to implementation? (While PFM may be beyond the manageable interest of the partners, it's important to know if this is a big potential problem.)
9. [Partnerships]: How is the activity working with local NGOs [in X sector]? What has been going well and what has not been going well thus far? How will partnership with local NGOs work going forward?
10. [Partnerships]: How is the activity working with other local institutions [in X sector], e.g. civil society organizations, religious groups, et cetera? What has been going well and what has not been going well thus far? How will partnership with these entities work going forward?
11. [Partnerships]: How is the activity working with private sector entities (e.g. input supplies, training institutions, professional service providers)? What has been going well and what has not been going well thus far? How will partnership with these entities work going forward?

Questions for Partner Organizations (e.g. Subs, Local NGOs, Private Sector Entities, Local Government Institutions) Key Informant Interviews:

1. What is your organization/institution's current role on the activity?
2. Do you know when the activity is ending?
3. What is your understanding of how the activity's programming will continue beyond the end of the activity?
4. What is your organization/institution's specific role in the continuation of [activities/service delivery/other intervention] after the activity has ended?
5. Does leadership in your institution support taking on these activities/service delivery/other in the future?
6. Does your institution have sufficient resources (e.g. funding, human resources, capacity, interest, systems, etc.) and interest to do this [i.e. take over activities]? Why or why not?

Questions for Participants (Focus Groups and, if needed, KII's):

1. Do you know when [RFSA activity name] will end? Do you know what will happen after the end of [activity name]? (In other words, do you know if another organization in your community will be able to provide X services that you are currently receiving through [RFSA activity name]?)
2. Do you see much value in adopting the practices/technologies being promoted by [RFSA activity name]?
    - WASH: use of latrines? Covered latrines?
    - WASH: handwashing at 5 key times
    - WASH/Nutrition: food preparation and food storage
    - Nutrition: diverse eating; cooking

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- Agriculture: IPM, GAP, etc.

3. Are you currently receiving services (e.g. veterinary, ag extension) through the program? How willing would you be to pay for this service in the future? How much would you be willing to pay?
4. [For community-based groups, e.g. water use, farmer groups]:
   - Does your community group charge user fees?
   - Is there a management committee?
   - Can you show us how you keep your books and/or manage the day to day actions required to manage the group finances?
   - Is there an annual planning process? How does that work and who is involved in that process?
   - Does the group have a budget?
   - How is the group managed in terms of leadership and planning?
   - Are the fees collected enough to sustain the activities/service provision in the long term (i.e. to cover costs of maintenance)?
   - What is the role of local government in providing this service, if any?
5. [Governance]: What do you feel is the role of the local government in providing key services? [This should be asked in a way that is specific to the specific service and the relevant level/s of government and/or chiefdom/local leadership]
   - Water access
   - Health services
6. [Governance]: Do you feel that the government is accountable to citizens? For example, if a health clinic is supposed to carry certain supplies but they sometimes do not have those supplies, do community members feel that anything can be done to change this? [We need to refine this one...]

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9.4. M&E

Midterm Evaluation Interview Tool: M&E

Background: This interview guide will be used by the M&E technical advisors on the MTE. The guide is broken into several sections: a section that will be used to interview the COP and other senior-level technical leads; a section that will be used to interview field staff or other mid-level technical staff; a section that will be used to interview local stakeholders (e.g. local partners, government institutions); and a section that will be used to inform focus group discussions with participants.

Questions for Partner Senior-Level and Technical Staff:

1. What function/s does your M&E system serve (e.g. reporting, monitor performance, track progress, accountability)?
2. Does your team use the data collected though the official M&E system or do you use another data collection/monitoring system to complement or replace that official system?
3. How useful is the M&E Plan in program management? How useful is the existing data collected?
4. Do non-M&E staff generally feel that the M&E system is used for performance tracking and improving quality or for reporting?
5. [If applicable]: How are you conducting PDM? What information is collected and how is it used?
6. Does the project document lessons learned? How are these lessons documented? What changes have been brought due to these lessons learned? How are reports and other information shared across stakeholders?
7. [Preface this question with a note about how we want to be objective, and that if the interviewee would rather talk to the Eval Team Lead, that's fine]: What's been the team's experience working with BHA M&E guidance (e.g. the P&G)?

Refine and Implement and Theory of Change

8. What was your experience with the R&I approach? What worked well and what didn't work well?
9. How did your team use the findings from the R&I period to inform the technical design?
10. How did your team find the TOC as a design/management/other tool? To what extent did your team use the R&I process to refine the activity design using the TOC?

Data Utilization

11. How is data being used? Who prepares reports or other products and who gets reports? Is information shared with others? Who?
12. Is data shared with the community? How?
13. What data do you find most useful and meaningful?
14. What challenges do you face to using data more effectively?
15. How has the project used results from assessments and formative research?
16. How is the project using data generated from routine monitoring? What decisions could be linked to the M&E system?
17. How does the M&E team see its role around data utilization?

Management and Budget

18. How do staff see the relationship between the prime and sub? [Ask this question differently based on who we're talking to.]

19. To what extent do staff from different organizations operate as "one team"?

Questions for Partner M&E Staff (Should include Prime and Subs)

Monitoring system

1. How does the prime partner conduct routine monitoring? How do the subs conduct routine monitoring? [Review the system & walk through process]
2. How does data flow for different sectors?
    - Who collects? What are their capacities? What types of training they received related to data collection? Do they have any written guidance?
3. How often is data being collected? How is data reviewed by the prime? How is quality ensured?
4. What other responsibilities do the people responsible for M&E also have in the different sectors?
5. How is qualitative data recorded? What kinds of qualitative information is being systematically collected? What kind of qualitative information is NOT being collected? How is qualitative information being integrated into the M&E system and, more specifically, synthesized with quantitative data (RM or AS data)?
6. [If applicable]: How are non-implementing partner entities (e.g. local institutions or local NGO partners) involved in the M&E system? To what extent do your data rely on staff from these non-IP entities? What is the capacity of these non-IP entities to perform monitoring? What challenges do they face?
7. How is data safeguarded? Qualitative v. Quantitative?
8. Is the data flow working well? Are there any challenges being faced (timeliness, data losses, data manipulation)?
9. How does the project staff collect annual monitoring data? What are the challenges?
10. How did they establish the base values? How do they set up targets? [Review some of the key annual monitoring indicators to assess the quality including one behavior change uptake indicator.] How could this process be improved?
11. How are community-based activities monitored for quality? For evidence of behavior change? What has been learned from these? What could be learned from these?
12. How has the team incorporated new BHA and FTF indicators into their monitoring systems?
13. How was gender equality considered in designing project monitoring system, indicators, reporting and data utilization?
14. What else can you share with us about the monitoring system?

Complaint & Feedback Mechanism

1. Does the project have an operational complaints and feedback mechanism?
2. Who manages the system? Is it independent of project management?
3. How are complaints and feedback tracked? Are responses given, and if so is response time tracked?
4. How is information from the system used to inform project implementation?
5. Does the project have criteria for significant issues (e.g. fraud, waste, and abuse), and if so, how are these issues addressed?

Data utilization

1. How is data being used? Who prepares reports or other products and who gets reports? Is information shared with others? Who?
2. Is data shared with the community? How?
3. What data do you find most useful and meaningful?
4. What challenges do you face to using data more effectively?
5. How is the project using data generated from routine monitoring? What decisions could be linked to the M&E system?
6. How does the M&E team see its role vis-a-vis data utilization?
7. What else can you share with us about how your team is utilizing data?

R&I and Learning

1. How were the findings from the formative research (e.g. in year 1) incorporated into the M&E Plan? Who was involved in this process and how did it go?
2. To what extent did the Theory of Change (TOC) change as a result of the R&I process?
3. What worked well and what did not work well about the R&I approach?
4. What worked well and did not work well specifically around M&E during and immediately following the first year?
5. What else would you like to tell us about the R&I approach?

Staffing & Staff Capacity

1. How are training needs and TA determined? For M&E staff vs. non-M&E staff?
2. Do you feel that field staff are adequately trained and able to collect data in alignment with what is outlined in the M&E Plan?

Context Monitoring & Adaptive Management

1. What changes have occurred in the operating context (e.g., major events like disasters, slow onset events like climate change, government policy changes, COVID-19, etc.) that have affected project implementation, either positively or negatively? How did these specifically affect implementation? What did the project do to adapt to these changes?
2. How have these changes affected the food insecurity or resilience of targeted impact groups for each project? What other groups are becoming more food insecure or are having reduced resilience as a result of these contextual changes?
3. Given these changes in the operating environment, which project activities seem most relevant now in terms of having impact on the lives of targeted impact groups?
4. What suggestions do you have for adapting the project's strategy or implementation systems in order to be better able to respond to changes in the operating context?
5. Since the activity began implementation, have there been any interruptions or delays in the flow of resources, either food or cash or both? If so, what caused these delays, and what was the impact on project implementation? What did the project do to adapt?

M&E Questions for Field-Based Staff:

1. What role does performance monitoring play in the activity?
2. What are your key roles/responsibilities for collecting data? Do you know what happens with the data you collect (after you submit the information)?
3. Do you feel like the data you're gathering accurately reflects the situation on the ground?
    - For example, are those data points you are collecting accurately reflect the participation of women, youth, or other groups? If not, what is missing?
4. How does your team gather qualitative data? (Are anecdotes about things happening at trainings getting shared with the senior-level technical staff? How are these aggregated? Who analyzes and/or uses this information?)
5. If you could decide what information to gather about the effectiveness or other characteristics of the program, what information would you gather? Why (what's different about what you would do as compared to what is currently happening)?
6. How involved are you in the analysis of monitoring data? What information do you receive, and when? How do you use this information once you have it?
    - For example, are you given a report or raw data? What are you expected to do with that information?
    - What do you do if the information/reports you are receiving conflict with what you are seeing on the ground? Do you feel empowered to speak up to share your thoughts? How do you typically do this?
7. What training did you receive on M&E?
    - Data collection processes?

- Informed consent and research ethics?
- Data analysis methods
- Other?

8. [Operating Context]
   - What changes have occurred in the operating context (e.g., major events like disasters, slow onset events like climate change, government policy changes, etc.) that have affected project implementation, either positively or negatively? How did these specifically affect implementation? What did the project do to adapt to these changes?
   - How have these changes affected the food insecurity or resilience of targeted impact groups for each project? What other groups are becoming more food insecure or are having reduced resilience as a result of these contextual changes?
   - Given these changes in the operating environment, which project activities seem most irrelevant now in terms of having impact on the lives of targeted impact groups?
   - What suggestions do you have for adapting the project's strategy or implementation systems in order to be better able to respond to changes in the operating context?
   - Since the Project began implementation, have there been any interruptions or delays in the flow of resources, either food or cash or both? If so, what caused these delays, and what was the impact on project implementation?
   - What did the project do to adapt?

Local Implementation Office, extension workers, DAs

- Assess data collection system, records, data flow and information shared back. Ask for demonstration of what information they have access to.
- What data do you collect? Why do you collect this data? How do you record information? For those people collecting data, what other roles do they have? Do they receive support to collect data? Do they receive instructions or training?
- What support do you need to collect data?
- What happens with the data you collect?
- What information do you receive from REST, the MoA/ MoH?
- How is data collected? How do you ensure that it is correct?
- What is done with the data you provide? Who do you provide the data to?
- How are decisions made using the data you provide?
- Demonstrate how to measure: hectares, land under improved technologies, health data collected by HEWs- weighing of children, whether women are receiving ANC visits

Trainers and Participants

- Inquiry around trainings and behavior change.
- Utility of trainings. Have trainings ever changed? What support do you receive? What do you need?
- Assess registration logs. Interview HHs about the trainings, what they learned and how they use that information to assess and breakdowns in behavior change occurrence.
- If possible, walk through training material with participants to assess understanding and quality of material
- What would you like to learn in the trainings?

Documents:

- Review training material or guides if available on M&E
- (REST) website, newsletter and learning magazine that have these knowledge dissemination goals
- Training material frontline extension agents
- USAID DQA reports
- Reports

9.5. WASH

GUIDES WASH

KII WASH : COPs, référents techniques

1. Quelles activités de WASH sont censées être offertes par l'intermédiaire du projet (nom du projet)?
2. Quelles sont les activités de WASH qui sont réellement offertes par l'intermédiaire de (nom du projet) ? *Sonder pour comprendre dans quelle mesure les activités censées être offertes sont effectivement mises en œuvre.*
3. Quels sont les principaux indicateurs de résultats liés à WASH ?
4. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités de WASH depuis le début du projet (nom du projet) ? Dans l'affirmative, pourquoi ces changements ont-ils été apportés ? *Posez des questions approfondies sur les changements intervenus.*
5. Quelles activités de recherche formative ont-elles été menées avant la mise en œuvre des activités de WASH ? Comment les décisions concernant les activités de recherche formative à mener ont-elles été prises ? Quelle est votre évaluation de la qualité et du contenu de la recherche formative? *(Posez des questions approfondies pour obtenir des informations sur chacune des études de recherche formative portant sur le WASH).*
6. Quels groupes et organisations partenaires participent aux activités de WASH ? Comment les différents partenaires sont-ils impliqués ? Quelles organisations sont responsables de quelles activités ?
7. Qui sont les acteurs clés sur le terrain en charge de la mise en œuvre des WASH ? Comment le personnel travaillant dans ses activités a-t-il été recruté ? *Posez des questions approfondies pour comprendre le degré d'implication d'acteurs de terrain :*
   i. *Les formateurs techniques et agents de vulgarisation (WASH)*
   ii. *Superviseurs*
   iii. *Autres*
8. Quels sont les systèmes de suivi et d'évaluation disponibles pour mesurer les activités en cours en matière de WASH ? Comment ces systèmes sont-ils utilisés pour éclairer la mise en œuvre du programme ?
9. Y a-t-il eu des changements contextuels (p. ex. des questions liées à la sécurité, aux structures du gouvernement national et des collectivités locales, à l'environnement, à l'économie locale, COVID-19, etc.) depuis le début du projet qui ont pu influencer les activités de WASH du projet ? Dans l'affirmative, comment ont-elles affecté les activités du projet ?
10. Quelles sont les stratégies établies par le projet pour réduire l'impact des chocs économiques ou environnementaux sur les activités de WASH ?
11. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux ? Qui sont les partenaires avec qui vous collaborer dans le WASH et quels sont leurs rôles ? Comment fonctionne la coordination et la planification : *Posez des questions approfondies.*
12. Nous savons que la durabilité est l'un des principaux objectifs des projets RSFA. Comment mesurez-vous la durabilité des activités offertes dans le cadre du projet en WASH ? Quelles preuves, le cas échéant, de la durabilité produite par les activités du projet sont-elles disponibles à

ce jour ? Selon vous, que faut-il faire pour accroître la probabilité de durabilité au terme de l'aide fournie par le projet RFSA ?

13. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés de WASH ? Si les objectifs du projet ne sont pas atteints, est-ce dû à des échecs sur le plan de la conception ou de la mise en œuvre du programme ? Quels sont certains des obstacles qui entravent l'atteinte de ces indicateurs de résultats clés ?
14. Quels sont les points forts de l'approche du projet (nom du projet) en matière de WASH ? Pouvez-vous fournir des exemples des points forts de l'approche WASH ?
15. Quelles sont des faiblesses de l'approche du projet (nom du projet) sur WASH ? Quels sont les principaux obstacles qui empêchent le projet (nom du projet) d'atteindre son plein potentiel en WASH ? Quelles sont les solutions pour surmonter ces obstacles ?
16. Pensez-vous que les activités du projet en WASH contribuent à l'amélioration de la sécurité alimentaire et de la resilience des participants ? Si oui, comment et selon vous, quel aspect de cette approche qui a fait plus la difference en sécurité alimentaire et résilience ? Si non, pourquoi pas et que ce qu'il faut faire pour changer la situation avant la fin du projet ?
17. Quelles sont vos recommandations en matière des interventions futures en WASH pour améliorer la sécurité alimentaire et la résilience des participants ?

KII WASH : Représentants des organisations partenaires, organismes publiques (au niveau national ou régional)

1. Quand votre organisation/agence a-t-elle commencé à travailler avec le projet ? Quel est le rôle général que votre organisation/agence assume dans le projet ? [*Pour le gouvernement* : quel sentiment d'appropriation ressentez-vous à l'égard de ce projet ?]
2. Quelles sont les activités de WASH qui sont réellement offertes par l'intermédiaire du projet (nom du projet) ?
3. À quelles activités de WASH votre organisation/agence participe-t-elle ?
4. Quels sont les acteurs clés de votre organisation sur le terrain en charge de la mise en œuvre des activités de WASH dans le cadre de ce projet ? Comment le personnel a-t-il été recruté ? *(Sondez pour savoir s'ils étaient : représentants des groupes des producteurs et éleveurs, agents de vulgarisation, etc.)*
5. Y a-t-il eu des changements (prévus ou imprévus) dans la mise en œuvre des activités de WASH depuis le début du projet (nom du projet) ? Si oui, pourquoi ces changements ont-ils été apportés ?
6. Quels sont les stratégies que le projet a mise en place pour améliorer la situation sanitaire au niveau communautaire ? Selon vous, est-ce-que ces stratégies marchent bien ? Pensez-vous qu'elles sont en voie d'atteindre les objectives du projet ? Si oui, comment ? Si non, comment améliorer la situation avant la fin du projet ? [*Sondez sur les activités comme CLTS, ODF, accès a l'eau, construction de latrines, lavage de mains, etc.*]
7. L'intégration des femmes, jeunes, et groupes vulnérables est un objectif très important du projet. Comment évolue cette intégration dans les stratégies WASH ? Est-ce qu'il y a des signes qui montrent que cette intégration est en train de se réaliser ? Si oui, lesquels et si non pourquoi pas ?
8. Le projet vise à réduire les effets négatifs sur la sécurité en eau associés aux chocs environnementaux. Que pensez-vous des résultats de cet objectif à ces jours ? Si positifs, pourquoi ? Et si négatifs, pourquoi et que ce qu'il faut faire pour changer la situation avant la fin du projet ?
9. Comment les associations de micro-crédit (VSLA/SILC) appuient les activités de WASH ? [*Sonder sur les latrines, point d'eau, produit d'hygiène, promotion de message sur le WASH, etc.*] Pensez-vous que ses structures seront à mesure de continuer à fonctionner après le projet ? Si oui, pourquoi ? Si non pourquoi et comment faire pour garantir la pérennisation de ses structures avant la fin du projet ?
10. Est-ce que le projet est en train d'aider les producteurs à augmenter leurs revenus de l'agriculture et élevage ? Si oui, que ce que le projet doit faire avant sa fin pour pérenniser cet acquis.
11. Comment décririez-vous la coordination et la collaboration avec d'autres organismes partenaires, des institutions gouvernementales et des collaborateurs locaux au sein des activités WASH ? Comment fonctionne la coordination et la planification ?
12. Nous savons que la durabilité est l'un des principaux objectifs des projets RFSA. Comment mesurez-vous la durabilité ? Quelles preuves de la durabilité produite par les activités de WASH sont disponibles à ce jour ? [*Sonder sur la promotion de CLTS, ODF, les latrines, point d'eau, produit d'hygiène, promotion de message sur le WASH, etc.*] Selon vous, que faut-il faire pour accroître la probabilité de durabilité lorsque l'aide du RFSA arrivera à terme ?

13. Dans quelle mesure le projet a-t-il atteint les objectifs liés aux indicateurs clés de WASH ? Si les objectifs du projet ne sont pas atteints, est-ce dû à des échecs sur le plan de la conception ou de la mise en œuvre du programme ? Quels sont certains des obstacles qui entravent l'atteinte de ces indicateurs de résultats clés ?
14. Quels sont les points forts de l'approche du projet (nom du projet) en matière de WASH ? Pouvez-vous fournir des exemples des points forts de l'approche WASH ?
15. Quelles sont des faiblesses de l'approche du projet (nom du projet) sur WASH ? Quels sont les principaux obstacles qui empêchent le projet (nom du projet) d'atteindre son plein potentiel en WASH ? Quelles sont les solutions pour surmonter ces obstacles ?
16. Pensez-vous que les activités du projet en WASH contribuent à l'amélioration de la sécurité alimentaire et de la résilience des participants ? Si oui, comment et selon vous, quel aspect de cette approche a fait plus la différence en sécurité alimentaire et résilience ? Si non, pourquoi pas et que ce qu'il faut faire pour changer la situation avant la fin du projet ?
17. Quelles sont vos recommandations en matière des interventions futures en WASH pour améliorer la sécurité alimentaire et la résilience des participants ?

Entretiens approfondis WASH : agents du terrain en WASH

1. Quand est ce que les activités de WASH ont-elles été introduites dans votre région ? En quoi consistent les activités ? *D'après l'examen de la documentation et la séance d'information du partenaire d'exécution, posez des questions approfondies sur les activités de projet tel que :*

   i. *Promotion de CLTS*
   ii. *ODF (Libre des Défécations à Ciel Ouvert)*
   iii. *Promotion des latrines durables*
   iv. *Construction des SAN PLAT latrines*
   v. *Formation des maçons*
   vi. *Etablissement des comités WASH*
   vii. *Promotion de produits d'hygiène*
   viii. *Amélioration d'accès aux points d'eau*
   ix. *Provision d'appui technique sur les points d'eau*
   x. *Dissémination des informations sur les pratiques appropries de WASH*
   xi. *Etablissement de Plan d'Assurance de Qualité d'Eau*
   xii. *Disponibilisation et utilisation des stations de lavage des mains*
   xiii. *Prevention de contamination d'eau*
   xiv. *Autres*

2. Quelles sont vos responsabilités concernant les activités de WASH ? Quels types de membres de la communauté participent régulièrement à ces activités ?
3. Quelle formation avez-vous reçue dans le cadre des activités WASH ? Qui étaient les formateurs ? Pensez-vous qu'ils étaient qualifiés pour dispenser la formation ? Pourquoi ou pourquoi pas ? Quelle a été la nature des thématiques abordées au cours de la formation ? *Posez des questions approfondies sur le contenu de la formation en mettant l'accent sur les activités de projet.* Pensez-vous que la formation a été suffisamment longue et adéquate pour que vous puissiez mener à bien les activités de WASH comme prévu ? Si non, quelles étaient certaines des lacunes de la formation ? Quels sujets manquaient et devraient être modifiés ou ajoutés à la formation ? Y a-t-il eu un suivi de la formation ou du recyclage ? *Dans la négative*, estimez-vous qu'une formation de suivi soit nécessaire ? Êtes-vous satisfait de l'ensemble de la formation ? Pourquoi ou pourquoi pas?
4. Quel type de supervision recevez-vous dans le cadre des activités en WASH du projet (nom du projet) ? Qui supervise vos activités professionnelles ? Êtes-vous satisfait de la supervision ? Pourquoi ou pourquoi pas ? Quel autre soutien, au-delà de la supervision, le projet vous apporte-t-il?
5. Comment assurez-vous le suivi des activités en cours ? *(Posez des questions approfondies pour en savoir davantage)*
6. Nous savons que BHA est en faveur de l'intégration des femmes, jeunes et groupes vulnérables dans les différents secteurs. Pouvez-vous nous dire quelles sont les approches que vous utilisez pour intégrer les femmes, jeunes et groupes vulnérables dans les activités de WASH ? Que pensez-vous de l'efficacité du ciblage et du niveau de participation de ces groupes ? Comment les trois groupes ont-ils été accueillies par les autres membres de la communauté ? Pouvez-vous

nous faire part de quelques réussites et des difficultés rencontrées dans la mise en œuvre de ces activités ? A votre avis, comment cette intégration peut-elle être améliorée ?

7. Quels sont les facteurs qui vous motivent à mener des activités liées au WASH dans le cadre du projet ? (Posez des questions approfondies sur les indemnités journalières, l'avancement professionnel, les conditions de travail, la reconnaissance communautaire et les autres avantages non financiers). Que pensez-vous de la façon dont on vous motive à mener des activités ? Avez-vous des documents d'identification officiels qui indiquent que vous travaillez sur le projet de (nom du projet) ? Dans l'ensemble, êtes-vous satisfait de votre rôle ? Pourquoi ou pourquoi pas?
8. Avec qui collaborez-vous dans le cadre des activités en cours dans le domaine de WASH ? Comment fonctionne la coordination des activités sur le terrain ? Quels systèmes, le cas échéant, ont été mis en place pour partager les enseignements tirés ou les difficultés rencontrées sur le terrain ? En cas de difficultés, comment les surmonter ? Veuillez décrire toutes les réunions de coordination qui ont lieu actuellement.
9. Dans quelle mesure êtes-vous en mesure de mettre en œuvre les activités de WASH conçus dans le cadre de l'approche du projet ? Quels sont les défis à relever ? Y a-t-il des aspects de l'approche que vous n'êtes pas en mesure de mettre en œuvre ? Si oui, pourquoi ? Comment les surmonter ?
10. Par rapport aux stratégies précédentes en WASH auxquelles vous avez participé, comment jugeriez-vous cette approche et les activités de RFSA ?
11. Quelle est votre évaluation globale des activités de WASH dans le cadre de l'approche du projet ? Êtes-vous satisfait des activités ? Pourquoi ou pourquoi pas ? Les gens de votre communauté sont-ils satisfaits des activités ? Pourquoi ou pourquoi pas ?
12. Pensez-vous que les activités de WASH tel que conçus et implémenter dans le cadre du projet contribuent à l'amélioration de la sécurité alimentaire et la résilience des communautés. Si oui, quel est aspect de cette intervention qui a fait d'après vous la différence au niveau de sécurité alimentaire et résilience ?
13. Que recommanderiez-vous pour améliorer le WASH dans le cadre des activités de RFSA ?

Entretiens approfondis WASH : les maçons

1. Depuis quand travaillez-vous comme maçon dans votre communauté ?
2. Depuis quand avez-vous commencé à collaborer avec le projet (nom de projet) ? Quel est votre rôle dans le projet ?
3. Quelle formation avez-vous reçue dans le cadre des activités du projet ? Qui étaient les formateurs ? Pensez-vous qu'ils étaient qualifiés pour dispenser la formation ? Pourquoi ou pourquoi pas ? Quelle a été la nature des thématiques abordées au cours de la formation ? *Posez des questions approfondies sur le contenu de la formation en mettant l'accent sur la construction, l'entretien, le vidange, l'utilisation des latrines.*
4. Pensez-vous que la formation a été adéquate pour que vous puissiez mener à bien les activités de construction de latrines comme prévu ? Si non, quelles étaient certaines des lacunes de la formation ? Quels sujets manquaient et devraient être modifiés ou ajoutés à la formation ? Y a-t-il eu un suivi de la formation ou du recyclage ? *Dans la négative*, estimez-vous qu'une formation de suivi soit nécessaire ? Êtes-vous satisfait de l'ensemble de la formation ? Pourquoi ou pourquoi pas ?
5. Pendant la formation, est-ce que vous étiez formé sur la façon de gérer votre travail comme du business ? Si oui, expliquez
6. Comment votre travail a changé après la formation ?
7. Avez-vous rencontré des difficultés à appliquer ce que vous avez appris pendant la formation ? Si oui, pourquoi ?
8. Quels supports recevez-vous du projet pour accomplir votre tâche de constructions des latrines ?
9. Est-ce que les membres de votre communauté sont-ils intéressés par des latrines améliorées (type de latrine) ? Pourquoi ou pourquoi pas ?
10. Combien des ménages ont les latrines améliorées dans votre communauté ?
11. Comment les membres de la communauté ont su qu'il faut venir vers vous pour la construction des latrines améliorées ? D'après vous, pourquoi certains ménages sont intéressés d'avoir les latrines améliorées ?
12. Est-ce-que vous avez reçu un module ou bien fiche de suivi ? Si oui, est-ce que je peux le voir ?
13. Êtres vous en contact avec les agents techniques de l'état ? Les agents techniques de projet ? Si oui, lesquels, pour quelles raisons, et a quelle fréquence ?
14. Quels sont certains des défis auxquels les ménages sont confrontés pour construire des latrines améliorées ? Comment relever ces défis ?
15. Est-ce que votre communauté a été certifie comme un village avec les latrines hygiéniques ? Si oui, qui a le certificat ?
16. Est-ce vos activités de construction des latrines permettent d'augmenter le revenu de votre ménage ?
17. Pensez-vous que vous allez être à mesure de continuer votre business de construction des latrines après la fin du projet ? Si oui, pourquoi et si non pourquoi pas ?

Entretiens approfondis WASH : membres du comité d'eau

1. Depuis combien de temps le comité d'eau a-t-il été créé ?
2. Combien des membres y a-t-il dans votre comité et quels sont leurs différents rôles ? Combien des femmes?
3. Quelle formation avez-vous reçue en tant que membre du comité ? Qui étaient les formateurs ? Quelle a été les sujets abordés au cours de la formation ?
4. Comment fonctionne le comité d'eau ? S'il vous plaît, montrez-moi des exemples de vos documents constitutifs (livre de comptes, règlements, procès-verbaux de réunions, liste de présence (*recherchez la présence des membres de la communauté ainsi que des leaders naturels*), rôles et responsabilités, etc.)
5. Pouvez-vous m'expliquer vos stratégies pour assurer la quantité et qualité d'eau dans votre communauté ? Est-ce que (nom de projet) vous aide à réaliser vos objectifs ?
6. Combien de points d'eau y a-t-il dans votre communauté ? Quels types ? Quelle est la distance moyenne de ces points d'eau de la communauté ?
7. Comment le comité gère les différents besoins en eau de la population y compris consommation humaine, les animaux, l'agriculture ? *Sondez sur les potentiel conflits entre ces trois besoins et la capacite de la communauté à satisfaire les besoins future croissants*
8. Comment tenez-vous la communauté au courant des finances nécessaires pour assurer le fonctionnement du comité, du calendrier des réparations et de l'entretien, et des modifications du coût des services ?
9. Les membres de la communauté sont-ils tenus de payer l'eau ? Si oui, est-ce que tout le monde est tenu de payer, y compris les membres des ménages vulnérables de la communauté ?
10. Si les membres de la communauté doivent payer pour l'eau, a quelle fréquence les redevances d'eau sont-elles perçues et qui les perçoit ? Qui approuve les paiements reçus et à quelle fréquence les examine-t-on et qui les examine ?
11. Est-ce que tout le monde respecte le calendrier de paiement et le montant du paiement ? Si non, pourquoi pas ?
12. Ou est-ce que trouvez-vous des pièces de rechange pour votre point d'eau.
13. Y-a-t-il des membres formés dans l'entretien et réparation des points d'eau ?
14. Pensez-vous que vous êtes à mesure de continuer les activités du comité (gérer le fonctionnement des points d'eau y compris l'entretien, réparation, et prévention des contaminations) après la fin du projet ? Si oui, pourquoi et si non, pourquoi pas ? Que faut t-il faire pour rendre le fonctionnement de comité d'eau indépendant avant la fin du projet ?
15. Y-a-t-il des changements dans la fréquence et les cas des maladies hydriques depuis l'introduction des activités du projet dans votre communauté ? Pouvez-vous donner quelques preuves ? (*Posez les questions approfondies sur leurs déclarations*)

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Entretiens approfondis WASH : membres du comité de latrines

1.Comment fonctionne le comité de latrines ? Depuis combien de temps le comité de latrine a-t-il été créé?
2. Combien des membres y a-t-il dans votre comité et quels sont leurs différents rôles ? Combien des femmes dans votre comite ?
3. Quelle formation avez-vous reçue en tant que membre du comité ? Qui étaient les formateurs ? Quelle a été les sujets abordés au cours de la formation ?
4. Pouvez-vous m'expliquer vos stratégies pour faciliter la bonne utilisation des latrines dans votre communauté ? Est-ce que (nom de projet) vous aide à réaliser vos objectifs ?
5. Combien des latrines y a-t-il dans votre communauté ? Quel type ?
6. Y-a-t-il une différence entre les latrines promues par le projet et celles dont vous êtes habitues
7. Comment tenez-vous la communauté au courant des finances nécessaires pour assurer le fonctionnement du comité, du calendrier des réparations et de l'entretien, et des modifications du coût des services ?
8. Y-a-t-il des membres formés dans l'entretien et le vidange des latrines ?
9. Les membres de la communauté sont-ils tenus de payer pour l'entretien et vidange des latrines ? Si oui, est-ce que tout le monde est tenu de payer, y compris les membres des ménages vulnérables de la communauté ?
10. *Si les membres de la communauté doivent payer pour les latrines*, qui approuve les paiements reçus et à quelle fréquence les examine-t-on et qui les examine ?
11. Est-ce que tout le monde respecte le calendrier de paiement et le montant du paiement ? Si non, pourquoi pas ?
12. Est-ce-que votre communauté est reconnu libre de défécation à ciel ouvert grâce aux supports du projet sur les latrines améliorées ?
13. Y-a-t-il des changements dans la fréquence et les cas des maladies diarrhéiques depuis l'introduction des activités du projet dans votre communauté ? Pouvez-vous donner quelques preuves ? (*Posez les questions approfondies sur leurs déclarations*)
14. Pensez-vous que vous êtes à mesure de continuer les activités du comité (gérer le fonctionnement des latrines y compris l'entretien, réparation) après la fin du projet ? Si oui, pourquoi et si non, pourquoi pas ? Que faut-il faire pour rendre indépendant le fonctionnement des latrines avant la fin du projet ?

FGD WASH : participants aux activités du projet de WASH

Activités du Projet

1.Connaissez-vous le projet (*nom du projet*) ?
2. Quels sont les activités menées par le projet ?
3. Depuis quand les activités de WASH ont-elles été introduites dans votre communauté ? *Sur la base de l'examen de la documentation et de la séance d'information du partenaire d'exécution, interrogez les personnes concernées sur différentes activités, telles que :*

i. *Promotion de CLTS*
ii. *ODF (Libre de Défécations a Ciel Ouvert)*
iii. *Promotion des latrines durable*
iv. *Construction des SAN PLAT latrines*
v. *Formation des maçons*
vi. *Etablissement des comités WASH*
vii. *Promotion de produits d'hygiène*
viii. *Amélioration d'accès aux points d'eau*
ix. *Provision d'appui technique sur les points d'eau*
x. *Dissémination des informations sur les pratiques appropries de WASH*
xi. *Etablissement de Plan d'Assurance de Qualité d'Eau*
xii. *Disponibilisation et utilisation des stations de lavage des mains*
xiii. *Prevention de contamination d'eau*
xiv. *Autres*

4. Participez-vous aux activités du projet liées au WASH ? Si oui, à quelles activités participez-vous ? Pourquoi vous n'aviez pas participé à toutes les activités ?
5. Est-ce que ses activités du projet vous ont aider à changer vos comportements sur l'hygiène ? Parmi ces activités du projet, y a-t-il certaines qui étaient difficile pour vous d'adopter ? Si oui, pourquoi ?

Promotion de CLTS/ODF

6. Comment décrivez-vous les activités de CLTS/ODF (Libre des Défécations à Ciel Ouvert) dans votre communauté ?
7. Depuis quand cette activité a commencé ?
8. Avez-vous été formé avant ou pendant la mise en œuvre de cette activité ?
9. Comment êtes-vous organisés pour la réalisation de cette activité (communautaire ou individuelle) ?
10. Combien des femmes, jeunes, et personnes vulnérables participent à la mise en œuvre de cette activité ? Est-ce que ces groupes cités ont des taches spécifiques ?
11. Quel est l'apport du projet sur la réalisation des travaux d'aménagement des latrines ou de points d'eau ?
12. Quel est la contribution de la communauté dans l'aménagement des latrines ou points d'eau ?
13. Qui est charger de la construction des latrines ? Est-ce que les gens charger de la construction étaient formés ?
14. Comment les latrines introduites par le projet différent des latrines auxquels vous êtres habituer.
15. Est-ce que chaque ménage a maintenant une latrine améliorer ? Pourquoi ou pourquoi pas ?
16. Comment et où recevez-vous les informations sur les activités de CLTS et ODF ?

17. Est-ce les produits d'hygiène sont promus par le projet ? Si oui, lesquels ? Est-ce que vous ou les autres membres de votre famille sont en mesure d'acheter les produits d'hygiène ?
18. Est-ce que les activités du WASH aident à augmenter les revenus de votre ménage ?
19. Depuis le commencement des activités du projet, comment la situation sanitaire dans votre communauté a changé ?
20. Quels sont les défis majeurs que vous aviez rencontré dans la réalisation de ces activités ?

Points d'eau

21. Il y a combien de points d'eau dans votre communauté ?
22. Ou est-ce que vous recevez votre eau pour la consommation, travaux de ménage, animaux et les activités agricoles ? Est-ce les points d'eau satisfait vos besoins en eau pour la consommation, travaux de ménage, animaux et les activités agricoles ? [Sondez sur les différents besoins]
23. Depuis le commencent de projet, est-ce que le nombre de source d'eau à changer ? Si oui, comment ?
24. Comment vous jugez la qualité d'eau que vous maintenant par rapport avant le projet ? Si la qualité est mieux, pourquoi ? Si la qualité n'est pas changée ou inferieur, pourquoi ?
25. Savez-vous comment améliorer ou garder la qualité de votre eau de consommation ? Comment est-ce que vous avez appris ces informations ?
26. Est-ce que vous avez un comité d'eau dans votre communauté ? Si oui, comment collaborez-vous avec ce comité ? Comment vous jugez le fonctionnement de comite d'eau ? Est-ce que vous êtres obliger de payer pour le fonctionnement de comite d'eau et la maintenance de source d'eau ? Comment trouvez-vous ces paiements ?
27. Est-ce que les familles vulnérables doivent aussi payer pour le fonctionnement de comite d'eau et la maintenance de source d'eau ?
28. Quels sont les défis majeurs que vous aviez rencontré dans la réalisation de ces activités ?
29. Etes-vous en mesure de continuer de maintenir le fonctionnement et assurer la qualité d'eau après la fin de projet ?

Promotion de lavage des mains

30. Comment décrivez-vous les activités de lavage des mains dans votre communauté ? Ou sont les stations de lavage des mains ?
31. Depuis quand cette activité a commencé ?
32. Comment et où recevez-vous les informations sur les activités de lavage des mains ? Quels sont les informations les plus importants que vous avez appris sur le lavage de mains ?
33. Pourquoi il faut laver les mains ? Comment il faut laver les mains ?
34. Quels sont les moment critique de lavage de mains ?
35. Qui s'occupe de maintenance des stations de lavage des mains ?
36. Quels est la contribution de projet aux activités de lavage de mains ?
37. Quels sont les défis majeurs que vous aviez rencontré dans la réalisation de ces activités ?
38. Etes-vous en mesure de continuer de maintenir le fonctionnement des stations de lavage des mains après la fin de projet ? Si oui, comment et si non, que ce qu'il faut faire ?

Impact et Pérennisation

39. Selon votre opinion, quels changements le projet a amené sur votre façon de pratiquer les activités WASH (*Sondez sur les activités de projet concernant l'eau potable, l'eau pour les animaux, l'eau pour l'agriculture, etc.*) ?
40. Selon votre opinion, quels changements sur les activités de WASH du projet qui ont améliores votre production agricole et d'élevage, la santé de la population, etc ? Comment ?

41. Comment ses avantages du projet ont changé votre vie ?
42. A quel point pensez-vous que la connaissance acquise à travers le projet sera maintenue et continuera à être pratiquer ?
43. Pensez-vous que le projet vous a aider à améliorer le niveau de sécurité alimentaire de votre ménage ? Si oui, comment et pensez-vous que ça va continuer même après le projet ? Si non, pourquoi pas et que ce qu'il faut faire pour que vous vous sentiez plus en sécurité alimentaire ?
44. Parmi les activités du projet, lequel pensez-vous a fait plus la différence sur votre situation de sécurité alimentaire ?
45. Parmi les activités du projet, lequel pensez-vous n'était pas important ? Lesquelles étaient important mais difficile pour vous d'adopter ? Pourquoi ?

Observations structurées WASH : des latrines domestiques et des stations de lavage des mains

Travaillez avec le chef de village ou une autre personne bien informée pour identifier les latrines construites par la famille en raison de leur participation au projet et à quel moment chacune d'elles a été construite. Visitez chaque latrine et complétez les observations suivantes.

Questions qualitatives : Latrines et station de lavage des mains

Nom de Latrine :________

1. Cette latrine a-t-elle été construite par le ménage pendant le projet ?	Oui / Non / Ne sais pas
2. Prendre une photo de la latrine	Oui / Non / Ne sais pas
3. Les latrines sont-elles construites sur un sol ferme ? 4. Est-ce que les toilettes se trouvent à 30 mètres de la source d'eau.?	Oui / Non / Ne sais pas Oui / Non / Ne sais pas
5. Le ménage a engagé un maçon pour construire des latrines ?	Oui / Non / Ne sais pas
6. Prix de latrine	
7. Modèle de latrine 8. Type de revêtement de latrines utilisé	
9. Quand cette latrine était construite	Année: Ne sais pas
10. Type de latrine : 11. Type de superstructure	a) Briques ( ) b) Materiaux Traditionnels
12. Les latrines sont ouvertes (déverrouillées) ?	Oui / Non
13. Y-a-t-il des preuves claires que la latrine est en train d'être utiliser *(notez sur l'odeur, observez l'utilisation)* ?	Oui / Non Notes:
14. Les latrines offrent-elles une intimité totale (murs et portes qui peuvent se fermer complètement) ? 15. Des serrures de porte ferment de l'intérieur ?	Oui / Non Oui / Non

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16. Construction sécuritaire (dalle sécurisée, absence de murs ou de toiture en ruine) ?	Oui / Non
17. Facilement utilisable pour les personnes ayant un handicap physique (p. ex. pas d'escaliers, de rails ou de dispositifs à l'intérieur pour le soutien, le siège) ?	Oui / Non
18. Où les petits enfants (3-5 ans) vont-ils déféquer et pourquoi ?	Expliquez
19. Propreté : Propreté acceptable (non souillée par l'urine, les matières fécales ou le papier usagé) ?	Oui / Non
20. Latrine sans eau stagnante tout autour ?	Oui / Non
21. Odeur : Acceptable (sans odeur, odeur tolérable) ?	Oui / Non
22. Présence de produits de nettoyage pour les latrines ?	Oui / Non
23. *Notes:*	

Station de lavage des mains

1. Quel type de contenant est désigné pour le lavage des mains ?	
2. *Prendre des photos de lavage des mains*	
3. Y a-t-il de l'eau et du savon pour se laver les mains aujourd'hui dans l'un des récipients ? (Si non, pourquoi ?)	Oui / Non
4. Y a-t-il des preuves que le lavage des mains a lieu aujourd'hui (p. ex. le savon moulu ou mouillé) ?	Oui / Non
5. Avez-vous vu quelqu'un se laver les mains aujourd'hui ? Si oui, notez-le sexe/l'âge	Oui / Non Qui?
6. Avez-vous observé quelqu'un utiliser les latrines et ne pas se laver les mains aujourd'hui ? Si oui, notez-le sexe/l'âge	Oui / Non Qui?

Observation WASH: sur l'environnement

Promenez-vous dans le village et observez tous les problèmes d'assainissement. Cela peut être fait en visitant les ménages

Communauté sans débris Pas de présence de matières fécales	Oui Non Oui Non	Notes:
Les animaux sont séparés des humains	Oui Non	
Pas de présence d'eau stagnante	Oui Non	
La cour de la maison est bien balayée et exempte de débris et de matières fécales	Oui Non	

Observations WASH : structurées au forage

Location de Forage : __________

		1. Y a-t-il une dalle / plancher de béton autour de la pompe ?
Oui		Problème : Placer une surface imperméable en béton autour d'un point d'eau peut aider à prévenir l'excès d'eau qui pénètre dans le sol pendant le pompage, ainsi qu'à prévenir la pollution de l'approvisionnement en eau souterraine. De plus, la mise en place d'une dalle peut aider à limiter le développement de flaques d'eau ou de conditions boueuses autour du forage, ce qui peut attirer les moustiques, les mouches ou d'autres animaux et potentiellement transmettre des maladies. Le sol en dalle/béton doit avoir une largeur d'au moins 1 mètre. Placing an impermeable concrete surface around a water point can help prevent excessive immersion of water into the soil during pumping, as well as groundwater pollution. In addition, placing a slab can help limit the development of puddles or muddy conditions around the borehole, which can attract mosquitoes, flies or other animals and possibly transmit diseases. The slab/concrete floor must be at least 1 meter wide.
Non		
2. La zone de forage est-elle clôturée?		
Oui		Problème : Les clôtures peuvent aider à protéger les forages contre la contamination par les déchets animaux, à limiter l'utilisation d'eau non mesurée et à prévenir toute altération inutile de la pompe.
Non		
3. Y a-t-il un canal de drainage/ruissellement sous la sortie de la pompe?		
Oui		Problème : Les canaux de ruissellement aident également à prévenir le développement de conditions boueuses autour du trou de forage et peuvent également permettre d'utiliser l'excès d'eau pour remplir les abreuvoirs du bétail pour abreuver les animaux en aval de la pompe.
Non		
Autres questions à considérer/rechercher		
		Y a-t-il un approvisionnement constant en eau pendant les saisons sèches ? Des études hydrologiques ont-elles été menées pour déterminer la profondeur et le taux de recharge de la nappe phréatique ? Le développement réussi de systèmes de collecte de l'eau devrait tirer parti des approvisionnements en eau existants, pérennes ou saisonniers. Le forage est-il situé à au moins 30 m de tout contaminant potentiel (latrine, fosse à ordures, enclos pour animaux)? Y a-t-il de l'eau autour de la pompe manuelle ? L'accumulation d'eau peut indiquer que les joints et la pompe manuelle doivent être réparés. Certaines parties de la pompe peuvent être cassées ou certains écrous à vis peuvent avoir besoin d'être serrés ou remplacés.

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10. Annex: Tulane University Research Protocol for Home Research Visits as part of Research Studies

Tulane University Research Protocol for Home Research Visits as part of Research Studies
Version 081420
Home Research Visits

PURPOSE: To describe the Home Research Visits program, provided under Covid-19 conditions

SCOPE: This Standard Operating Procedure applies to all the University Research staff who participate in Home Research Visits related to research studies, conducted by the University staff and approved by the appropriate IRB of record

DEFINITIONS:

Home Research Visits – Any services that are provided to research participants in their own home environment.

Covid-19 Conditions – That period of time that began in 2019 and is ongoing in 2020 that includes the current pandemic related to the disease Covid-19. Pandemic conditions include the respiratory virus, currently assumed to be aerosol in nature that includes significant risks associated with the virus.

ROLES AND RESPONSIBILITIES:

Research Staff, including Investigators, Directors, Research Nurses, Research Coordinators and all support staff

PROCEDURE:

Process Overview: This Standard Operating Procedure is designed to assist in reducing the transmission of Covid-19 while conducting Home Research Visits. This SOP does not include management of Covid-19 positive patients. Home Research Visits should not be conducted if anyone in the residence currently, or in the past 7 days, tested positive for COVID-19, or has been in direct contact with someone that has tested positive for COVID-19, or has new onset of COVID-19 symptoms. By traveling to subjects' homes and conducting Home Research Visits, there is an inherent risk of exposure to the Covid-19 virus within those homes. Whenever possible visits should be conducted remotely via teleconferencing or video. When a Home Research Visit must be conducted, every attempt will be made to instruct staff members to avoid exposure to Covid-19 through good clinical practice techniques.

IMPLEMENTATION:

The following are the Standard Operating Procedures to guide practice of Home Research Visits:

- To the extent possible, in person home visits should be replaced with virtual or telephone study visits on a platform that is both compliant with HIPAA and HIPAA-secure.
- If a Home Research Visit is necessary, follow the following recommendations:
- On the day of the scheduled Home Research Visit, research staff should conduct COVID-19 self-screening. Research staff should screen participants for COVID-19 symptoms** and household members in advance by phone *and* again at the time of the arrival at the subjects' homes. Document screening results in the medical record:
- Research staff will check the temperature of the participant and anyone else that will be present for the visit.
    - Ask, "Has anyone who is in the residence currently, or was in the residence in the past 14 days, tested positive for COVID-19, been in direct contact with someone that has tested positive for COVID-19, or have new onset of:
        - Fever or chills
        - Cough
        - Shortness of breath
        - Fatigue
        - Muscles or body aches
        - Headache
        - Loss of smell or taste
        - Sore throat
        - Congestion or runny nose
        - Nausea, vomiting or diarrhea

          **Check https://www.cdc.gov/coronavirus/2019-ncov/faq.html
- If the subject or someone else in the home has the above symptoms, tested positive, or been in direct contact with someone who has tested positive for COVID-19, re-schedule the visit for another time.
- Conduct the visit outside of the house whenever possible, i.e. on the porch or in the backyard.
- If a parent or another person must be present for the visit, limit to one person in addition to the subject.
- Make decisions regarding the type of PPE necessary for each Home Research Visit prior to the visit and once in the home based on the associated risks encountered.
    - Face masks shall always be worn by research staff, the participant and any additional persons that are present for the visit.
    - Practice social distancing as best as circumstances permit. Try to stay 6 feet from participant or others whenever possible.
    - If once in the home, it becomes evident that someone in the home has been exposed to COVID-19, leave and contact the participant at a later time to reschedule the appointment.
    - Clean hands with soap and water or sanitizer before donning PPE.
    - Utilized Universal Precautions, Standard CDC precautions and assume that all blood, body fluids, secretions, excretions (except sweat), non-intact skin and mucous membranes may contain transmissible infectious agents.

c. The School of Medicine has determined that, at a minimum, any patient-provider interaction that will last >15 minutes requires both a face mask and a face shield. An extra precaution would be to consider use of both a face mask and face shield in addition to gloves and gowns for blood or other body fluid collection.

- Review CDC PPE requirements for donning and doffing https://www.cdc.gov/niosh/npptl/pdfs/PPE-Sequence-508.pdf

11. Annex: References

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Annex C: MTE Workplan

MTE workplan (Version December 18, 2022)

Work Phase	Activities, milestones, and deliverables	Oct, 2022		November, 2022					December, 2022				January, 2023				February, 2023				March, 2023					Notes, specific dates, etc
		W3	W4	W1	W2	W3	W4	W5	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W5	
		17 to 21	14 to 28	31 to 4	7 to 11	14 to 18	21 to 25	28 to 2	5 to 9	12 to 16	19 to 23	26 to 30	2 to 6	9 to 13	16 to 20	23 to 27	30 to 3	6 to 10	13 to 17	20 to 24	27 to 3	6 to 10	13 to 17	20 to 24	27 to 31	
Inception and Planning phase	Contract finalized, signed	*																								Finalized on 12 December, 2022 (*originally planned for early October).
	Kick-off call with IPs																									Completed, 20 October.
	Secure Tulane IRB approval/waiver																									IRB waiver received, 26 October.
	Update, share, review workplan/dates																									
	Verify documents provided by IPS, identify and fill any gaps																									
	Initial Consultations with BHA, Ips (including scoping interviews)																									including Nancy in-country 17-29 November
	Review lists of proposed key informants, fill any gaps.																									
	Develop draft Evaluation Plan (w/ additional consultations)																									
	Submit Draft Evaluation Plan																									
	Incorporate comments/feedback on Eval. Plan, finalize																									
	Develop fieldwork plan, dates for each IP.																									will be further adapted as required in country.
Implementaiton Phase I (remote)	Document and secondary data review																									Additional document review throughout duration of MTEs
	Plan and conduct remote KIIs																									
	Revise field tools based on initial KII and doc. review findings																									
Holidays																										IPs will have decreased office presence 19 December to 2 January (approximately, dates vary by IP).
Implementation Phase II (in-country)	ET travels to Niger																									See spcific dates on Fieldwork dates tab
	Initial meetings with ET and stakeholders, briefings.																									See spcific dates on Fieldwork dates tab
	MTE Implementaiton Plan Finalization Workshop																									See spcific dates on Fieldwork dates tab
	Enumerator Triaining, Field Testing, Updating tools																									See spcific dates on Fieldwork dates tab
	Field Data Collection																									See spcific dates on Fieldwork dates tab
	Validation Workshops																									See spcific dates on Fieldwork dates tab
	Revisit sites (if needed)																									See spcific dates on Fieldwork dates tab
	ET departs Niger																									See spcific dates on Fieldwork dates tab
Analysis, reporting, dissimenation	Preliminary Results Presentations (Consortium, BHA/Gov't)**																				**					** listed in the SOW as an activity but not deliverable, unless they are referring to the validation workshops, or two the presentaiton of final results. Unclear if these presentations are meant to be conducted in-country, or remotely after the departure of the ET.
	Data Analysis and Report writing																									
	Sharing of preliminary conclusions/recommendations																									**Added this deliveriable to meet the need of having the findings available to feed into the drafting of the PREPs and the sustainability workshops BEFORE march, despite the contract delays and subsequent fieldwork delays.
	Draft Reports (staggered submission dates TBD)																									Estimated- we plan to propose specific dates to stagger the submission of the final reports, rather than submitting all three on the same date.
	Comments received from BHA, IPs																									At least 10 working days needed for review and providing feedback on draft report
	Finalization of report																									finalization TBD (depends on staggering dates of draft reports, turn-around of comments, and extent of work needed to incorporate comments.
	Presentation of final results to BHA and partner team																									Date TBD (if early April, that is fine for Tulane).

MTE fieldwork plan (updated January 18, 2023)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 (January, 2023)	2	3	4	6	6 **Peter, Lauren**: depart the US	7 **Peter, Lauren**: Arrive in Niamey
8	9 **ET (all):** Meeting, logistics, planning, methodology etc. in Niamey	10 **Peter/Lauren:** meeting with **BHA** (remote)	11 **ET: (Peter, Lauren, Sanousi, Hamadoum Abdoutan):** unsuccessful travel attempt to Maradi, planning, doc review.	12 **ET (Peter, Lauren, Sanousi, Hamadou, Abdoutan)**: Travel to Maradi (air)	13 **CARE**: Hamzari presentation, eval workshop, and KIIs	14 **CARE**: KIIs, planning/prep, meet with enumerators
15 **CARE**: planning/prep	16 **CARE**: fieldwork	17 **CARE**: fieldwork	18 **CARE**: fieldwork, sust. workshop (possible, by 1 ET member), possible KIIs	19 **CARE**: fieldwork, sust. workshop (possible, by 1 ET member), possible KIIs	20 **CARE**: fieldwork and/or KIIs with sector leads	21 TBD (possible fieldwork **CARE**)
22 TBD (possible fieldwork, validation prep.)	23 **Dr. Ali:** travel from Niamey to Zinder (air), meet with possible enumerators, other prep work **CARE**: Validation Workshop 9am	24 **Dr. Ali**: possible meetings with **SAVE**, **CRS**, meet with possible enumerators, other prep work. Rest of ET: Remaining KIIs/fieldvisits for **CARE**, prep work for **SAVE**/**CRS**.	25 **ET:** travel from Maradi to Zinder (**Peter, Lauren** by air, **Sanoussi, Hamadou, Abdoutan** by car) **CRS**: Girma presentation, Eval workshop (2pm to ?) **SAVE**: brief meetings/KIIs (possible)	26 **CRS**: KIIs (possible) **SAVE**: Wadata presentation, eval workshop (9am to ?)	27 **SAVE**, **CRS**: Fieldwork	28 TBD (possible fieldwork **SAVE**, **CRS**)
29 TBD (possible fieldwork **SAVE**, **CRS**)	30 **SAVE**, **CRS**: Fieldwork	31 **SAVE**, **CRS**: Fieldwork	1 (February) **SAVE**, **CRS**: Fieldwork	2 **SAVE**, **CRS**: Fieldwork	3 **SAVE**, **CRS**: Fieldwork	4 TBD (possible fieldwork **SAVE**, **CRS**)
5 TBD (possible fieldwork **SAVE**, **CRS**)	6 **SAVE:** Fieldwork (TBD) **CRS**: Validation workshop 9am	7 **SAVE:** Validation workshop 9am **CRS**: Fieldwork (TBD)	8 **Peter, Lauren, Ali**: Travel Zinder to Niamey. **Sanoussi, Hamadou, Abdoutan**: TBD (travel or follow-up data collection)	9 **Peter, Lauren**: final KIIs and briefings with **CARE**, **SAVE**, **CRS**, **BHA** **Sanoussi, Hamadou, Abdoutan**: TBD (travel or follow-up data collection)	10 **Peter, Lauren**: final KIIs and briefings with **CARE**, **SAVE**, **CRS**, **BHA** **Sanoussi, Hamadou, Abdoutan**:TBD (travel or follow-up data collection)	11 **Peter, Lauren**: Depart Niger
12 **Peter, Lauren**: arrive back in US	13 **Maiama**: follow-up data collection (TBD)	14 **Maiama**: follow-up data collection (TBD)	15 **Maiama**: follow-up data collection (TBD)	16	17	18