



Mid-Term Evaluation (MTE) of the SHOUHARDO III Program

A USAID-funded Title II Development Food Security Activity implemented by CARE
Bangladesh

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Methodology Report (MTE Report, Volume II)

17 July 2018 (Final)



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Hopefully we've listened well, our observations are grounded in reality, our assessment is accurate, and our recommendations will be useful.

Sincerely,

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ACRONYMS AND ABBREVIATIONS

ADS	Automated Directive System
Ag & L	Agricultural & Livelihoods
AOR	Agreement Officer's Representative
APM	Assistant Project Manager
ARR	Annual Results Report
BBSS	Beneficiary-Based Survey System
BCC	Behavioral Change Communication
C&F	Cargo & Freight
C<5	Child Under Five Years of Age
CAP	Community Action Plan
CAV	Community Agriculture Volunteer
CBO	Community-Based Organization
CC	Community Clinic
CCA	Climate Change Adaptation
CEV	Community Empowerment Volunteer
CFW	Cash for Work
CG	Community Groups
CHD	Comprehensive Homestead Development
CHV	Community Health Volunteer
C-IMCI	Community-based Integrated Management of Childhood Illness
CLTS	Community-led Total Sanitation
COG	Core Occupational Group
CoP	Chief of Party
CSC	Community Score Card
CSG	Community Support Group
CSV	Comma Separated Value
CVCA	Climate Vulnerability & Capacity Assessment
DAE	Department of Agricultural Extension
DAM	Dhaka Ahsania Mission
DCRM	Disaster and Climate Risk Management
DEC	Development Experience Clearinghouse
DFAP	Development Food Assistance Project
DFSA	Development Food Security Activity
DIP	Detailed Implementation Plan
DPHE	Department of Public Health Engineering
DRR	Disaster Risk Reduction
DYD	Department of Youth Development
EBEK	<i>Ektee Bari Ektee Khamar</i>
EHV	Extremely Highly Vulnerable
EKATA	Empowerment Knowledge and Transformative Action
EMMP	Environmental Monitoring & Mitigation Plan
EoI	Expression of Interest
EPI	Extended Program of Immunization
ESDO	Eco-Social Development Organization
EVAW	Ending Violence Against Women

FF	Field Facilitator
FFBS	Farmer Field and Business School
FFP	Food for Peace
FFPMIS	Food for Peace Management Information System
FGD	Focus Group Discussion
FNS	Food & Nutrition Security
FS	Field Supervisor
FY	Fiscal Year
GBV	Gender-Based Violence
GMP	Growth Monitoring and Promotion
GoB	Government of Bangladesh
HCA	Host Country Agreement
HHN	Health, Hygiene and Nutrition
HQ	Headquarters
HV	Highly Vulnerable
I&EO	Infrastructure & Environment Officer
IDI	In-Depth Interview
IEE	Initial Environmental Examination
IGA	Income-Generating Activity
IMCI	Integrated Management of Childhood Illness
INGO	International Non-Governmental Organization
IPTT	Indicator Performance Tracking Table
ITSH	Inland Transport Storage and Handling
IYCF	Infant & Young Child Feeding
KII	Key Informant Interview
KMAL	Knowledge Management, Advocacy and Learning
KML	Knowledge Management & Learning
LEB	Locally Elected Body
LF	Logical Framework
LGD	Local Government Division
LGED	Local Government Engineering Department
LGRD&C	Ministry of Local Government, Rural Development & Cooperatives
LoA	Life of Activity or Life of Award
M&E	Monitoring and Evaluation
MCHN	Maternal and Child Health and Nutrition
MEAL	Monitoring & Evaluation Accountability & Learning
MFI	Micro-Finance Institution
MJSKS	<i>Mahideb Juno Somaj Kallayan Somity</i>
MoH&FW	Ministry of Health & Family Welfare
MT	Metric Ton
MTE	Mid-Term Evaluation
MUAC	Middle Upper Arm Circumference
NBD	Nation Building Department
NDP	National Development Programme
NGO	Non-Governmental Organization
NNPC	<i>Nari Nirjaton Protirodh Committee</i>

NRM	Natural Resource Management
P&P	Pen & Paper
PACC	Program Advisory and Coordinating Committees
PEA	Program Environmental Assessment
PEP	Poor and Extreme Poor
PIIF	Program Integration Implementation Framework
PLW	Pregnant and Lactating Women
PM&ES	Planning, Monitoring and Evaluation System
PM	Project Manager
PMP	Performance Monitoring Plan
PNGO	Partner Non-Governmental Organization
PoC	Point of Contact
POPI	People's-Oriented Programme Implementation
PRA	Participatory Rural Appraisal
PREP	Pipeline and Resource Estimate Proposal
PVO	Private Voluntary Organization
QMR	Quarterly Monitoring Report
QR	Quarterly Report
RF	Results Framework
SAM	Severe Acute Malnutrition
SAPQ	Standardized Performance Annual Questionnaire
SBCC	Social and Behavioral Change Communication
SBTB	School-Based Teen Brigade
SHOIII or SHO3	SHOUHARDO III
SHOUHARDO	Strengthening Household Ability to Respond to Development Opportunities
SKS	SKS Foundation
SoW	Scope of Work
SO-TSR	Senior Officer Technical Support & Representation
SP	Sub-Purpose
SPSS	Statistical Package for the Social Sciences
STATA	Statistics and Data
STC	Senior Technical Coordinator
SUAP	Safer Uses Action Plan
TANGO	Technical Assistance to NGOs
TM	Technical Manager
TO	Technical Officer
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of Trainers
UDCC	Union Disaster Coordination Committee
UDMC	Union Disaster Management Committee
UDV	Union Disaster Volunteers
UP	Union Parishad
UHC	Upazila Health Complex
USAID	United States Agency for International Development

USD	United States Dollar
UzDMC	Upazila Disaster Management Committee
VDC	Village Development Committee
VFA	Veterinary Field Assistant
VSLA	Village Savings and Lending Association
WASH	Water, Sanitation and Hygiene
WBA	Well-Being Analysis
WE	Women's Empowerment

SHOUHARDO III Mid-Term Evaluation METHODOLOGY REPORT

I. EXECUTIVE SUMMARY

This Volume II of the report for the Mid-Term Evaluation (MTE) of the SHOUHARDO III Program implemented by CARE and local partners in Bangladesh summarizes the methodology that was used to conduct the MTE over the period from late October 2017 through mid-June 2018. This resource document is being provided as a separate document from the MTE Summary Report (Volume I) which summarizes the priority recommendations that emerged from the MTE Process.

The section which immediately follows provides the Scope of Work for the MTE which initiated the planning for the exercise.

The second section provides the MTE Protocol that was used to operationalize the exercise. The MTE protocol contains the data collection tools which were used by various team members over the course of the exercise. The various schedules that were used to implement the MTE are also included in the MTE Protocol.

The third section lists the actual interviews and focus group discussions held by the MTE team members while conducting primary data collection in Bangladesh from February 13 through March 6, 2018.

II. INITIAL SCOPE OF WORK FOR THE SHOUHARDO III MTE



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MID TERM EVALUATION SCOPE OF WORK

**CARE Bangladesh
SHOUHARDO III**

USAID/FFP Title II Program

Bangladesh, 2015 – 2020

Final Submission 22nd August 2017

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GLOSSARY AND LIST OF ACRONYMS

ARR	: Annual Results Report
AOR	: Agreement Officer's Representative
ADS	: Automated Directive System
BCC	: Behavior Change Communication
C-IMCI	: Community-based Integrated Management of Childhood Illness
C-MAM	: Community-based Management of Acute Malnutrition
CBO	: Community based Organization
CSV	: Coma Separated Value
CoG +	: Core occupational Group Plus
DFAP	: Development Food Assistance Plan
DEC	: Development Experience Clearinghouse
DCRM	: Disaster and Climate risk management
DIP	: Detailed Implementation Plan
Eol	: Expression of Interest
EKATA	: Empowerment, Knowledge and Transformative Action
EHV	: Extremely Highly Vulnerable
EVAW	: Ending Violence against Women
EMMP	: Environmental Monitoring & Mitigation Plan
FFBS	: Field & Farmer Business School
FNS	: Food and Nutrition Security
FFP	: Food for Peace
FFPMIS	: Food for Peace Management Information System
FY	: Fiscal Year
FGD	: Focus Group Discussion
GoB	: Government of Bangladesh
GBV	: Gender-based Violence
GMP	: Growth Monitoring & Promotion
HV	: Highly Vulnerable
HHN	: Health Hygiene & Nutrition
HQ	: Head quarter
IPTT	: Indicator Performance Tracking Table
IEE	: Initial Environment Examination
IDI	: In-depth Interview
IGA	: Income Generating Activity
INGO	: International Non-governmental Organization
KML	: Knowledge Management & Learnings
KII	: Key Informant Interview
LGD	: Local Government Division
LGRD&C	: Ministry of Local Government, Rural Development and Cooperatives
LF	: Log Frame
LEB	: Local Elected body
LOA	: Life of Award

MTE	: Midterm Evaluation
M&E	: Monitoring & Evaluation
MoH&FW	: Ministry of Health and Family Welfare
MEAL	: Monitoring & Evaluation Accountability & Learning
NBD	: Nation Building department
NGO	: Non-governmental Organization
NRM	: Natural Resource Management
PVO	: Private Volunteer Organization
PREP	: Pipeline Resource Estimate & Proposal
PNGO	: Partner Non-Governmental Organization
PEP	: Poor and Extremely Poor
PACC	: Program Advisory and Coordinating Committee
PRA	: Participatory Rural Appraisal
POC	: Point of Contact
P&P	: Pen and Paper
QR	: Quarterly Report
RF	: Results Framework
SBCC	: Social and Behavioral Change Communications
STATA	: Statistics and Data
SPSS	: Statistical Package for the Social Sciences
SOW	: Scope of Work
SHOUHARDO III: Strengthening Household Ability to Respond to Development Opportunities III	
SP	: Sub purpose
SAPQ	: Standardized Performance Annual Questionnaire
TOC	: Theory of Change
USAID	: The United States Agency for International Development
VDC	: Village Development Committee
VSLA	: Village Saving and Loan Association
WBA	: Well Being Analysis
WASH	: Water, Sanitation and Hygiene

INTRODUCTION

Program Overview

Strengthening Household Ability to Respond to Development Opportunities III (SHOUHARDO III) program is a Development Food Security Activity (DFSA) funded by United States Agency for International Development (USAID). It is a five-year program, with a goal to achieve improved gender equitable food and nutrition security and resilience of vulnerable people living in the Char¹ and Haor² regions of Bangladesh by 2020. The program is designed to reach Poor and Extreme Poor (PEP) people living in the program areas covering eight districts in Northern Bangladesh. SHOUHARDO III is implemented in partnership with six national Partner Non-Government Organizations (PNGOs) who deliver all activities with technical support from CARE. The integrated, multi-sectoral program includes activities that together increase agricultural productivity and household incomes; enhance maternal and child nutrition and health status; build household and communal resilience to disasters; achieve women's and youth empowerment and improve public service delivery to rural communities. Specifically, the program runs from 29th September 2015 to 28th September 2020. The overall program value is USD 80 million from the United States Government with a complementary funding of USD 7,707,490 million from the Government of Bangladesh (GoB). It aims to achieve lasting change for 674,856 PEP women, adolescent girls, and children below five, men, and the youth – being made possible through the integrated development approach in its interventions.

To achieve its goal, five purposes have been designed namely:

- i. *Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls;*
- ii. *Improved nutritional status of children under five years of age, pregnant and lactating women and adolescent girls;*
- iii. *Strengthened gender equitable ability of people, households, communities and systems to mitigate, adapt to and recover from man-made and natural shocks;*
- iv. *Increased women's empowerment and gender equity at family and community level and*
- v. *Provision and utilization of public services (i.e. Local Elected Bodies & Nation Building Departments) for communities especially for PEP increased.*

SHOUHARDO III program has been touted as a model for reducing child malnutrition while contributing to greater livelihood security, resilience and women's empowerment. The program works across multiple sectors to address the underlying causes of poverty among the PEP people residing in Northern Bangladesh. The cross-sectoral integration is further strengthened by the inclusion of two cross-cutting approaches: women empowerment and push of improved governance.

¹ Char a tract of land surrounded by the waters of an ocean, sea, lake, or stream; it usually means, any accretion in a river course or estuary. (<http://en.banglapedia.org/index.php?title=Char>)

² A Haor is a wetland ecosystem in the north eastern part of Bangladesh which physically is a bowl or saucer shaped shallow depression, also known as a back swamp. (<https://en.wikipedia.org/wiki/Haor>)

CARE SHOUHARDO III program's Logical Framework

The Logical Framework (LF) of SHOUHARDO III Program was primarily designed based on the program's Theory of Change (TOC) and vulnerability assessment. The LF matrix captures program details including narrative summary, purposes, sub-purposes, intermediate outcomes, outputs, indicators and assumptions.

Table 1: SHOUHARDO III LF: Goal, Purposes, and Sub-purpose

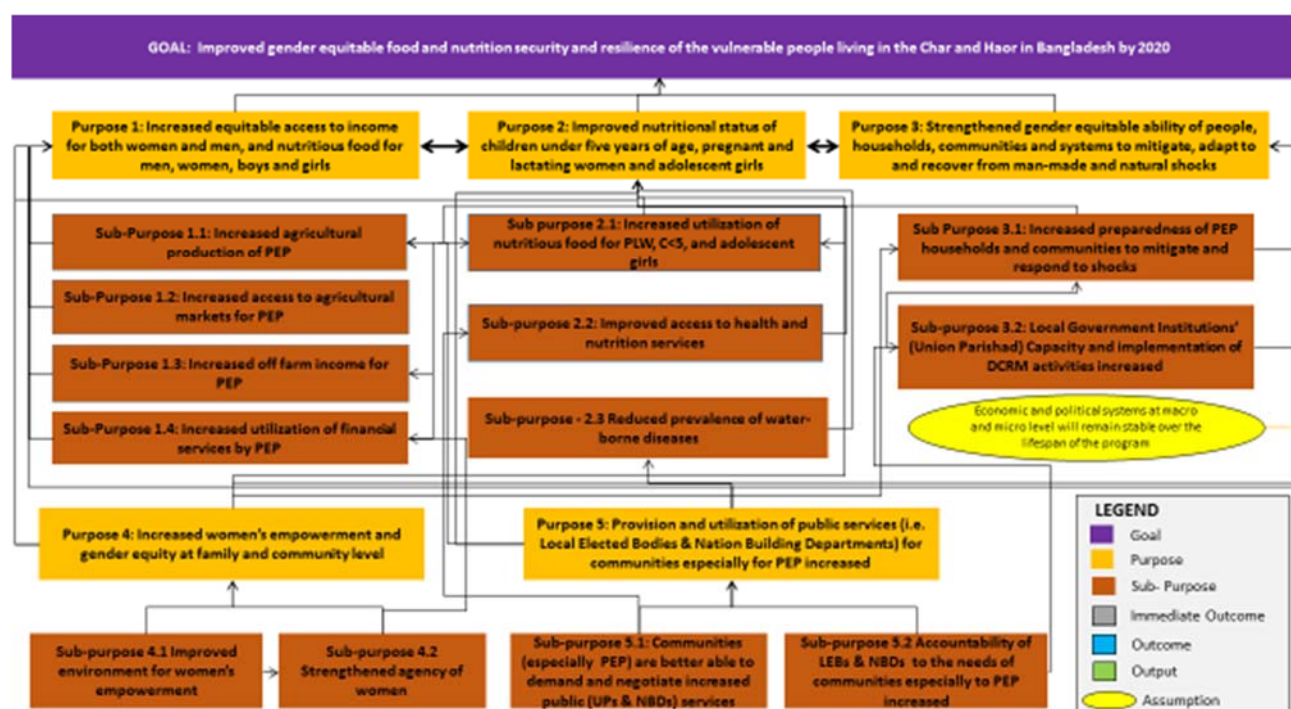
(This is a summary of the Log Frame. A complete version of LF is available in Annex A)

Goal: Improved gender equitable food and nutrition security and resilience of the vulnerable people living in the Char and Haor in Bangladesh by 2020			
Purpose 1: Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls			
Sub-Purpose 1.1: Increased agricultural production of PEP	Sub-Purpose 1.2: Increased access to agricultural markets for PEP	Sub-Purpose 1.3: Increased off farm income for PEP	Sub-Purpose 1.4: Increased utilization of financial services by PEP
Purpose 2: Improved nutritional status of children under five years of age, pregnant and lactating women and adolescent girls			
Sub-Purpose 2.1: Increased utilization of nutritious food for PLW, C<5, and adolescent girls	Sub-Purpose 2.2: Improved access to health and nutrition services	Sub-Purpose 2.3: Reduced prevalence of water-borne diseases	
Purpose 3: Strengthened gender equitable ability of people, households, communities and systems to mitigate, adapt to and recover from man-made and natural shocks			
Sub-Purpose 3.1: Increased preparedness of PEP households and communities to mitigate and respond from shocks	Sub-Purpose 3.2: Local Government Institutions' (Union Parishad) Capacity and implementation of DCRM activities increased		
Purpose 4: Increased women's empowerment and gender equity at family and community level			
Sub-Purpose 4.1: Strengthened agency of women	Sub-Purpose 4.2: Improved environment for women's empowerment		
Purpose 5: Provision and utilization of public services (i.e. Local Elected Bodies & Nation Building Departments) for communities especially for Poor and Extreme Poor (PEP) increased			
Sub-Purpose 5.1: Communities (especially PEP) are better able to demand and negotiate increased public (UPs & NBDs) services	Sub-Purpose 5.2: Accountability of LEBs & NBDs to the needs of communities especially to PEP increased		

Theory of Change (ToC)

A detailed diagram of the TOC can be found in Annex B, showing the interconnections between the various components of the program, as well as how the sub-purposes (SP) and outcomes contribute to the purposes and the overall goal, with risks and assumptions identified.

Figure I. Summary of the Theory of Change (See Annex B for complete version of the TOC)



Program Coverage and Context

SHOUHARDO III serves the most vulnerable and marginalized people. In the context of Bangladesh, these are the "extreme poor"—those do not have land to grow food. According to the final baseline study report of DFSA for Bangladesh, among the PEP, the typical household has adequate food only for 6.8 months per year and the per capita cash income is about \$96 per year. Over 35% of children from these households aged under two are underweight and over 58% have stunted weight to height ratio. Only 11% children of 6-23 months receive an acceptable diet other than breast milk. In the Char and Haor regions where the program operates, an estimated 55% of the population are classified as PEP with high malnutrition. The situation is exacerbated by the geographical setup of the two regions which are frequented by floods due to monsoon season and upstream water flows:

Char Region: Kurigram, Gaibandha, Sirajganj and Jamalpur Districts

Haor Region: Kishoreganj, Netrokona, Habiganj and Sunamganj Districts

Figure 2: A map of SHOUHARDO III Geographical Coverage

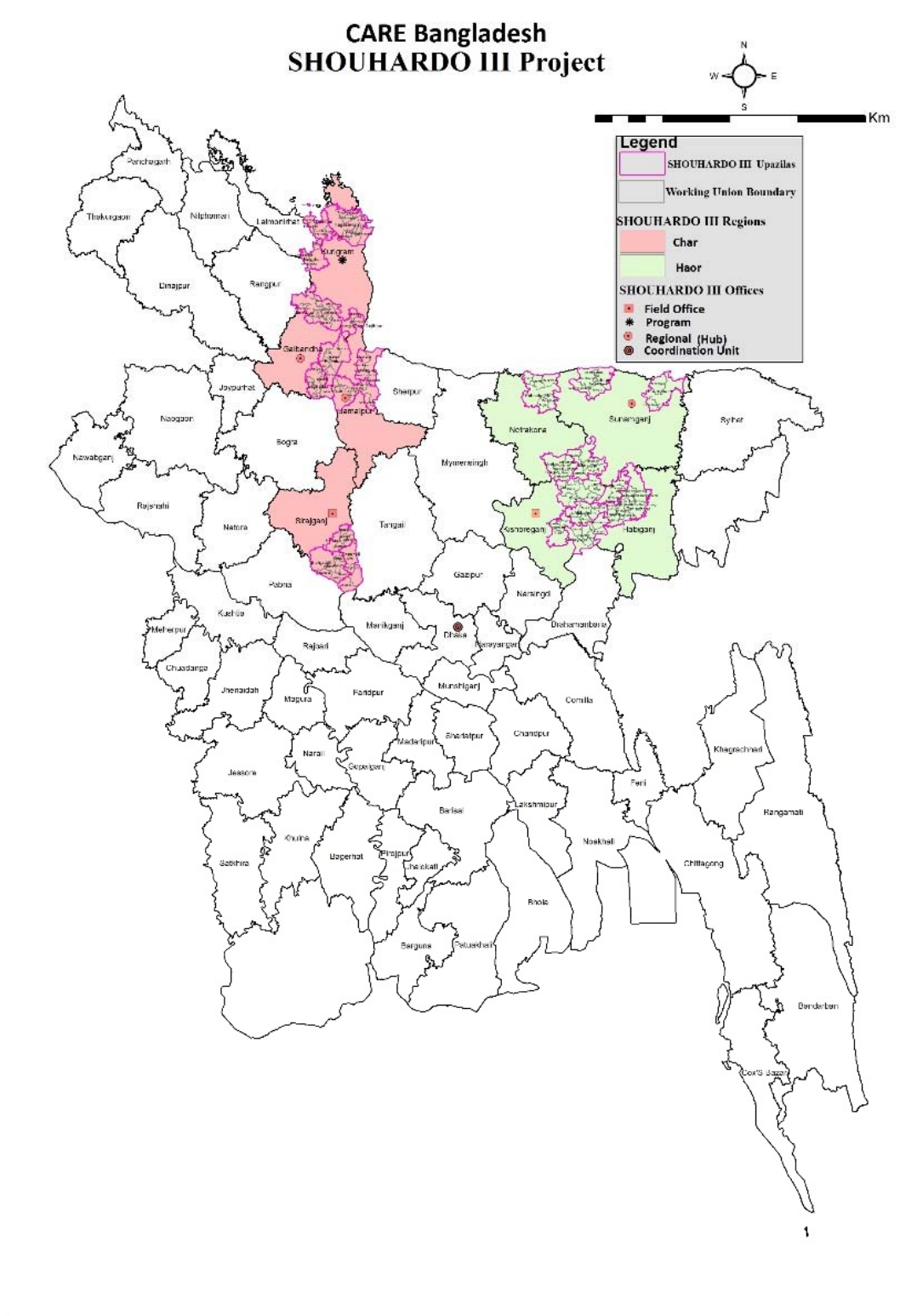


Table II: SHOUHARDO III geographic area and population coverage

Region	PNGO	District	Upazila	Union	Village	Total HH (PEP and Non PEP)	PEP HHs	Total PEP HH member
Char	SKS	Gaibandha	3	19	186	67,218	39,506	141,194
Char	ESDO	Jamalpur	2	9	70	30,727	18,326	64,265
Char	MJSKS	Kurigram	4	18	188	58,239	34,540	128,912
Char	NDP	Sirajganj	3	16	140	53,163	33,258	134,763
Haor	DAM	Habiganj	2	12	63	18,679	9,554	42,952
Haor	POPI	Kishoreganj	4	18	118	32,145	15,079	59,271
Haor	POPI	Netrakona	3	14	111	26,758	14,134	56,581
Haor	DAM	Sunamganj	2	9	71	18,563	10,187	46,918
TOTAL			23	115	947	305,492	174,584	674,856

According to DFAP proposal, SHOUHARDO III program targeted households number is 168,521

[Data source: SHOUHARDO III WBA and Census database]

Activity Background

SHOUHARDO III is implemented through six local Partner Non-Governmental Organizations (PNGOs). The PNGOs implement all program activities at community level, monitor results and share program learning, among others. Each PNGO brings to SHOUHARDO III specific technical expertise as well as long and successful experience in improving food security and resilience in the program's targeted districts. In addition, CARE has facilitated partnerships with *World Fish*, an international organization specializing in fisheries and private sector in the finance and agricultural marketing and production.

At the village level, the program works with Village Development Committees (VDC) from the communities representing a cross section of its demographics and interest with 50/50 male and female membership. The VDCs perform a dual role for supporting SHOUHARDO III implementation and ensuring sustainability for continued delivery of community-led activities. They also oversee the work of community volunteers.

To enhance ownership and facilitate implementation, as well as achieve national and local level program integration and alignment, the program works closely at different levels with the GoB. SHOUHARDO III formed the Program Advisory and Coordinating Committee (PACC) - a formalized structure at national, division, district and Upazila levels that bring together representatives from 14 ministries and relevant nation building departments. The committee plays a significant role to advice on strategic directions and policy guidelines of the program.

For further details, please see attached guidelines titled as Geo Priority and Vulnerable People Targeting Guides Steps Tools_SHOUHARDO III in Annex C.

Key Activities³

SHOUHARDO III's key activities include: distribution of food rations to pregnant women and lactating mothers having children under two years of age; cash for work for program participants in areas where relevant activities are identified during lean period; infrastructure development and maintenance; increase in opportunities for women and push towards gender equity in communal socio-economic affairs; farmers training and agricultural inputs support; non-farm income generation skills training and building up of productive assets; savings promotion and access to loan; nutritional supplement promotion; linkages to health care service providers; training on nutrition, health and sanitation; mobilization of local resources for economic gains and hazard preparedness; inclusive local planning, early storm and flood warning; preparation of community and regional disaster response plans; and creating both demand and supply of improved service provision to communities.

To achieve the goal, SHOUHARDO III focuses on three principals and two cross-cutting purposes all of which are fully integrated and interdependent. The below section briefly states what each purpose covers. More details are found in the program's Theory of Change and implementation guidelines.

(Further details are available in DFAP proposal, work plans and program guidelines/manuals.)

Purpose 1: Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls.

In rural Bangladesh, most poor people grow food to survive, yet most have access to limited or no land apart from their homesteads. The program provides training to the target communities to practice homestead gardening, with poultry and livestock rearing. Other participants are engaged in field crop production who are provided training on improved farming methods when they have access to land.

Non-farm income generating opportunities is also a key program area along with improved access to markets, savings mechanisms and access to credit. In addition to improve access to markets and income opportunities from non-farm sources, the program is also working at developing the life skills of its participants and employability among the youth.

The program has taken initiatives to build capacity of off-farm income-generating activities (IGA) participants based on the opportunity and interest of participants and considering market demand involving market actors. There are less off-farm income options to involve more number of participants in the remote villages. This has been a challenge for the program as participants are often not willing to move out of their villages.

³ Further details on program interventions, strategy, operational modalities, are available in the DIP and Operation Manuals/ Guidance developed for each purposes as listed in the resource section at the of the SOW.

Purpose 2: Improved nutritional status of children under five years of age, pregnant and lactating women and adolescent girls.

SHOUHARDO III is working to improve the nutritional and health outcome for children, women and other household members. In a context where ante and pre-natal care is weak, with stunting, wasting and underweight children are common, SHOUHARDO III is conducting courtyard sessions for pregnant and lactating mothers, sessions on growth monitoring practices (GMP), sustained lobbying and engagement with both government and private sector service providers to improve service delivery both in quality and penetration to remote locations.

The program aims to achieve this purpose through increased utilization of nutritious food for pregnant and lactating women, children under five, and adolescent girls, improved access to health and nutrition services, and reduced prevalence of water-borne diseases. In line with the SHOUHARDO III design, the program employs push-and-pull strategies to achieve the purpose. Push strategies include activities geared at stabilizing participants' nutritious food consumption through promoting homestead gardens and nutrition-enhancing IGAs, access to micro-nutrient supplements especially from Ministry of Health and Family Welfare (MoH&FW) sources, provision of supplementary food rations to targeted pregnant women, lactating mothers and family members, targeted Social and Behavioral Change Communications (SBCC), i.e. Exclusive Breastfeeding, Separation of Children from Animal Feces, Intra-household food equity and Hand washing by mothers at critical times. These efforts will ultimately help in improved nutritional status of children under five years of age, pregnant and lactating women and adolescent girls.

Purpose 3: Strengthened gender equitable ability of people, households, communities and systems to mitigate, adapt to and recover from man-made and natural shocks.

Bangladesh is particularly vulnerable to the effects of weather related disasters and emergencies mainly experienced in the form of floods, shifting rivers and cyclones. The program is increasing awareness of potential disasters, defining and implementing preparation and mitigation measure at community and institutional (Union Parishad) level. These are coupled with higher level action that includes national level resilience building initiatives especially around early warning and disaster response by GoB and other development actors to provide infrastructure and early warning dissemination that helps to reduce impact and effect of shocks on communities through preparedness, mitigation and response from the community and union level disaster management plan. Further activities towards diversifying income sources, increasing access to formal and informal safety nets, savings among other adaptation mechanisms are assisting residents better adapt to the shocks.

Purpose 4: Increased women's empowerment and gender equity at family and community level.

Ensuring that women can play their role is critical to achieve economic and social development. The program is working to increase the agency of women and adolescent girls through Empowerment, Knowledge and Transformative Action (EKATA) model. EKATA uses a participatory process to enable groups to identify root causes of gender-based issues and find solutions to these problems. They prepare and implement action plans using their own

resources. Women and girls use training in leadership, group dynamics and legal rights to complete gender analyses in their communities and work on VDCs to contribute to their own and local development.

The program is also using boys and men engagement approach to address social barriers to women empowerment. This is coupled with specific work with local influencers such as religious leaders and other people in the society to initiate and sustain a discussion on the challenges.

Purpose 5: Provision and utilization of public services (i.e. Local Elected Bodies & Nation Building Departments) for communities especially for poor and extreme poor increased.

SHOUHARDO III acknowledges that the primary mandate and role of service provision lies with the GoB. As the country progresses on a steady path of economic advancement, there are still gaps. It is in this context that the program engages local planning and government offices to ensure that services are reaching the farthest communities. This is done by ensuring enhanced supply of the services and at the same time building community level capacity to demand for the services. Many communities do not have local mobilization mechanisms, hence the program is continuing its work with VDCs as the key vehicle to ensure inclusive planning, prioritization and demand for services from lower level government responsible agencies e.g. Union Parishad and government service delivery departments. SHOUHARDO III is using a three-pronged strategy to work with youth to transform gender and power relationships in their homes and communities, ultimately leading to sustainable positive changes in the nutritional and health status of women and children.

SHOUHARDO III Management Structure

SHOUHARDO III Program Structure Review: SHOUHARDO I and II achieved global recognition for results in women's empowerment and nutrition. Since its inception in 2004, SHOUHARDO has built up a cadre of qualified staff and supportive government, NGO and community relations. To further enhance this impact and to align the program to the changing context and focus areas, a program structure review took place. The purpose of the structure review was to review SHOUHARDO III staffing functions and structure, to identify gaps and areas to be aligned, and to make recommendations for functional and structural alignment to enable SHOUHARDO III to achieve its goal.

Drawing the findings, three interconnected recommendations came out from the structure review. The first recommendation is to revise current functions & structure in order to: (i) remove overlap and inefficiencies and to increase ownership and accountability; (ii) achieve the coherence demanded of the design (i.e. strategically layered, sequenced, and integrated); and (iii) promote an equitable and enabling workplace. These changes have resulted in some downsizing which will lead to efficiencies and free up resources to support quality assurance and learning both within CARE and the partners. The second recommendation is to establish a more intentional learning agenda that also promotes collaboration across functions. And finally, the third recommendation is to move beyond 'stand-alone training' to a deeper understanding of capacity development linked to performance metrics. Followed through a consultative process at various level, the staffing structure, functions and organogram has finalized and

approved by USAID and CARE SMT which already began the implementation from March 1, 2017. The revised functional organogram for Dhaka, CARE field offices and Partner NGOs staffing are featured in an annex to this – Annex E SHOUHARDO III Program Management, Coordination and Staffing Plan

2. MIDTERM EVALUATION (MTE)

Primary Purpose

The MTE will be conducted as a **process evaluation** centered on the implementation methods, interventions management and operational modalities. The MTE will primarily test how well the program activities are following implementation plans and provide a clearer picture on whether the specific interventions are relevant to addressing the underlying causes of food and livelihood insecurity in SHOUHARDO III areas.

Additionally, this evaluation is intended to verify evidence of early changes in the target communities and population: positive and negative, intended and unintended, and compare them to the changes anticipated in the TOC and LF. Moreover, it will also seek to identify the factors in the activity's implementation or context that appear to promote or impede the changes. It also aims to recommend adjustments to improve the effectiveness and appropriateness of interventions in the targeted communities.

Moreover, the MTE should examine the internal staff and management structure and the impact of recent structural revision over the activity implementation. The MTE should review how resources are utilized, sub grant managed, internal and external communication and coordination done, compliance USAID policy and regulation, partnerships and relationship with host government and other stakeholders

MTE Objectives

Being a process evaluation, the MTE will focus on implementation processes – including project management, monitoring, the application of results/findings of program studies, and intervention protocols including outputs and inputs.

OBJECTIVES: The specific objectives of the MTE are as follows:

- I. To evaluate the quality and effectiveness of program delivery – this will cover both CARE and its implementing partners – by looking into the strengths and weaknesses of activity implementation and program management; quality of outputs in terms of adherence to terms, agreed with FFP and their appropriateness and perceived value to target communities; and identifying factors that appear to enhance or detract from the quality.
- II. To present yearly evidence of changes (intended and unintended, positive and negative) associated with activity interventions and outputs; assess how well the observed changes reflect the TOC and LF; and identify factors in the implementation or context that impede or promote the observed and intended changes.

- III. To review systems for capturing and documenting lessons learned and assess the extent to which they are used in project implementation and refining project design, including feedback from the perspective of stakeholders and participants. This would cover assessing processes to use evidence including baseline results and monitoring data for adjusting project strategies. Also it will assess how well the project is seeking out, testing and adapting new ideas and approaches to enhance projects' effectiveness or efficiency.
- IV. To determine the extent to which outcomes, systems and services are designed and being implemented to continue after the project ends and assess progress made on implementing sustainability strategies.
- V. To determine the appropriateness and effectiveness of support for gender equity in terms of access to, participation in, and benefit from project interventions. Assess the extent to which project interventions target youth, support greater capacities for local governance and address sources of environmental risk.
- VI. To recommend adjustments to the TOC and LF, activity design, resource allocation, activity management, M&E Plan, or implementation that could improve the likelihood of achieving sustainable results by the program's end, based on the yearly evidences collected and conclusions drawn for the evaluation objectives above.

Key Evaluation Questions

For Objective I:

1. How well have the interventions met planned schedules, targets, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?
 2. What are the strengths and challenges to the overall implementation process, management, communication and collaboration so far? What factors appear to promote or challenge the activity operations or effective collaboration and cooperation among the various stakeholders?
Specifically: The strengths and challenges should also be streamlined by each technical component, in terms of acceptance by local communities, producing quality outputs. Evaluation of the linkages established by the project with complementary projects in Char and Haor areas and beyond as well as relevant government departments.
 3. In each technical sector, what are the strengths of and challenges to the efficiency of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and 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 interventions and implementation processes are more or less acceptable to members of the target communities and why?
- To what extent are the project interventions meeting the needs of the target beneficiaries, specifically needs of women and youth? Are they aligned with the Bangladesh's country strategies and policies and/or with USAID development goals, objectives, and strategies?

For Objective 2:

4. What early evidences of changes—expected and unexpected, positive and negative—do community members and other stakeholders associate with the program interventions? What factors appear to promote and deter these changes? Which interventions appear to be more or less potential to influence knowledge or behaviors? How do the changes correspond to those hypothesized by the TOC?
 - Specifically: to focus on the TOC and assess any changes, identify gaps, external outcomes and stakeholders.
 - Are objectives of the project in keeping with locally defined needs and priorities? Should the direction of the project be changed to better reflect those needs and priority?
 - To what extent have interventions aligned with planned targets of participant, timelines and outputs? Any extenuating elements that impeded or accelerated plans? How were challenges mitigated or addressed?

For Objective3:

5. How have SHOUHARDO III management and technical specialists used data to inform programmatic decisions, referral and follow up? What processes have been instituted to improve data collection and data quality? How has the project improved effectiveness or efficiency as a result of new ideas or approaches brought into the activities? How is information generated by the projects used to inform decision-making? How can this be made more effective?

For Objective 4:

6. Has the project developed and implemented sustainability strategies? What organizations, services or relationships are required to sustain the early evidences of changes observed by the review team? Has the project identified the changes to be sustained, and the necessary services required to sustain these changes? Have the projects identified the potential service providers? What are the motivations of the service providers to continue service provisioning after the projects end? What has been done so far to increase the motivation? What would be the motivation of the beneficiaries to receive these services? Have the projects identified the resources and capacity strengthening supports for the service providers? What has the project done to ensure that this motivation does not diminish after the project ends? To what extent are government officials, formal and informal local leaders (whose support and understanding will be critical for continuing program initiatives once the project has ended) involved in project activities and included in ongoing program discussions and decision-making processes? Are there proper identification of roles on who should be doing what for a sustainable exit for the program – particularly on the improvement of services from the GoB?

For Objective 5:

7. How effective are program design and implementation mechanisms in addressing the cross-cutting issues of gender, governance, the environment and targeting of youth? What (if any) challenges have projects encountered in these areas that may not have been anticipated in the project design, and how have the projects responded? To what extent do project interventions and implementation mechanisms reflect integration of these cross-cutting priorities? What steps have the activities taken to ensure that staff has adequate capacity for addressing these cross-cutting issues? Are

there any yearly evidences of changing roles, relationships, communication and decision-making dynamics among women and men, young and old, in relationship to food security at the household and community levels? How were the findings and recommendations of the Year I gender analysis considered, and what specific changes to the program strategy and project activities, were made? Is the project activities drawing on the potential of women, men, boys and girls as much as possible?

For Objective 6:

8. Based on the findings from Questions 1–5, how could the activity be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the TOC and LF be refined or modified?
- An assessment of efficiency should consider whether the same results could have been achieved with fewer resources or whether alternative approaches could have been adopted to achieve the same results.

3. MTE METHOD

The MTE will take a mixed methods approach. The contractor will be responsible for defining and carrying out the overall evaluation approach. This will include specification of the techniques for data collection (such as individual interviews and/or focus group discussions, observations in the field etc.) and analysis, structured field visits and interactions with beneficiaries and evaluation team. Evaluation tools, methodology and findings should be reviewed and validated with various stakeholders and approved by the donor.

While largely a qualitative process evaluation, the contractor will: a) review and assessment of the quantitative data available on program performance from the baseline survey results; b) review of the existing M&E data (Census survey data, Longitudinal Study, Beneficiary Based Sample Survey⁴, Routine Monitoring data) stored at the central and regional levels and c) consider small scale beneficiary based quantitative survey or other measures if deemed necessary by the contractor and approved by the program and donor. To meet the data requirement for objective 2, the contractor may need some quantitative data. The primary sources of the quantitative data would be baseline survey results, existing M&E data (census survey, annual beneficiary based sample survey results, routine monitoring data, panel data/longitudinal study) available. However, small scale beneficiary based quantitative survey or other measures, if deemed necessary by the contractor, can be considered with approval from the donor. In such circumstances, the contractor should explain the purpose, sampling methods, and potential biases and representativeness for such quantitative survey. For example, the small scale beneficiary based survey can be used to provide additional information on the changes in behavior, practice, attitudes and knowledge that individuals have made themselves as well as for making conclusions from the extensive qualitative assessments. Contractors should consider the existing quantitative data and potential qualitative data in considering whether or not to conduct a small-scale beneficiary based survey on the following

⁴ The values collected through Beneficiary Based Sample Survey (BBSS) are not designed to be compared, instead it provides only progress/performance value of specific Indicator Performance Tracking Table (IPTT) indicator against set target and eventually to report to FFP annually through ARR

key areas: Agriculture and livestock, maternal child health and nutrition, hygiene practices, access to government service and participation and women economic empowerment. Results from these surveys should not be extrapolated beyond the local context. The data supplements the MTE qualitative data. This data will be used to provide additional information for making the conclusions from the extensive qualitative work.

It is critical for the MTE team, through discussion with the program and attending formal briefing, to be well oriented for identifying key stakeholder groups, e.g., various target groups and beneficiaries, implementing partners, government partners, and other external collaborators, who should be included among MTE informants. The MTE informants should include people representing the different population subgroups benefiting as from only one program component/activities, as well as from the multiple program interventions. The evaluation must also include individuals who live in targeted communities but who have not directly benefited from any program intervention, as well as individuals who were excluded from the program interventions (looking for evidences of both inclusion and exclusion errors) and to get outsiders' impressions of the interventions' implementation and relevance. Furthermore, learning about non-beneficiaries' practices and changes during the activity implementation period will help evaluators distinguish which reported and observed changes might be associated with activity interventions and which are related to general shifts in the context.

Secondary Data

The process will include: Desk review of existing literature, including project proposal, reports, baseline report, formative research, Longitudinal Survey report, Beneficiary Based Sample Survey Report, M&E data, MIS system and other relevant quantitative and qualitative secondary data to establish and assess the theory of change of the project, implementation strategies, allocations of resources, and relevant results. Information will be provided to the MTE team as per the MTE schedule at section 4.3 Time Frame.

Primary Data

The collection of primary data will involve mostly qualitative methods, especially unstructured or semi-structured interviews and observation. To answer the Key Evaluation Questions the direct observations and inquiries at a purposively selected sample of intervention sites and outputs will be required, as well as discussions with members of a variety of stakeholder groups, including direct, indirect and non-beneficiaries in targeted communities. Some of the key stakeholders groups that must be assessed through the primary data collection include:

- CARE Bangladesh Staff
- USAID/ Bangladesh Mission Staff
- USAID/FFP/WDC staff, especially AOR and M&E contacts
- FFP and FTF awardees in Bangladesh
- GOB Officials/ Local Government Division (LGD) – National to Union/ Village level
- Project staff from all levels – Head Quarter (HQ) to frontlines
- Partner NGO staff and executives
- INGOs, local NGOs, PVOs, CBOs

- Community Volunteers
- Village Saving and Loan Association (VSLA), Village Development Committee (VDC), Youth Group and Women groups
- Technical partners

The process will include: Qualitative data collection conducted with beneficiaries and stakeholders. Within each community, several subgroups will be selected for focus group discussion (FGD) to better understand the effectiveness of key interventions in the project. FGDs may include: Community Health, Agriculture and Empowerment Volunteer, Village Development Committee, Mothers Group, community leaders, farmers group members (FFBS), Village Savings Group members, EKATA Group members, Lead Farmers, Participants, Union Disaster Committees and other project related stakeholder groups. Respondents for the focus group discussions will be randomly selected to minimize selection bias. Key informant interviews (KII)s will be conducted with the donor, implementing partners, government officials, and Union Parishad members and Program advisory coordination committee (PACC) at Divisional, District and Upazila level. In-depth interviews (IDIs) will be conducted with direct, indirect and non-beneficiaries in targeted communities.

If deemed necessary and approved by the donor, small scale beneficiary based quantitative survey by the contractor will be conducted. In such circumstances, the contractor should explain the purpose, sampling methods, and potential biases and representativeness for such quantitative survey. For example, the small scale beneficiary based survey can be used to provide additional information on the changes in behavior, practice, attitudes and knowledge that individuals have made themselves as well as for making conclusions from the extensive qualitative assessments. Results from these surveys should not be extrapolated beyond the local context.

4. MTE CONTRACTOR'S RESPONSIBILITIES

Deliverables from the MTE Contractor

The Mid Term Evaluation (MTE) will be in form of an external review and will be conducted by an independent external contractor. The MTE team is expected to comprise expatriate and local experts with expertise in relevant program sectors (e.g., Agriculture & Livelihood, MCHN, food security, WASH, DRR, gender, empowerment and Good Governance) in Bangladesh.

This section itemizes the key deliverables (neither inclusive nor organized by order of priority) required from the MTE contractor within the agreed timeline:

- Inception Report – will include the proposed evaluation approach, Key Evaluation Questions matrix, sampling approach, timeline and roles, responsibilities, anticipated outputs and associated levels of effort of each of the evaluation team members. The MTE contractor will prepare a Key Evaluation Questions matrix based on the objective, key questions and methods to consider as part of the Inception Report. The Key Evaluation Questions matrix should identify more-detailed areas of focus for each

question, aspects to consider within each focus area, and methods for investigation. See USAID'S Office of Food for Peace Policy and Guidance for Monitoring, Evaluation, and Reporting for Development Food Security Activities, December 2016 Annex 3 for illustrative examples.

- MTE implementation plan - will include the final overall mid-term evaluation process, timeline with detailed calendar of key activities and milestones, supervisor and enumerator training manual/guidance (English and Bengali⁵), sampling approach and methods, data collection tools, validation (data quality assurance) and data analysis plan showing how each question will be analyzed from the data collected.
- Lists of sites visited with types and numbers of informants at each, list of stakeholders interviewed and consulted
- Digital transcripts of interviews including discussions, such as FGDs, KIs and IDI.

Key Evaluation Questions Matrix

Areas of focus	Aspects to consider	Methods of investigation/evaluation
How well have the activity's interventions met planned schedules, participant numbers, and Outputs? What		
Adherence to planned schedules	Start dates and rates of expansion of coverage for each intervention	Use secondary data from routine monitoring, ARRs, and other reports to compare planned and actual start dates, numbers of Outputs, and other targets, noting differences in achievements according to location, implementing partner, or sector.

- The MTE contractor must adhere all the requirements including USAID/ FFP M&E Policy and Guidance, relevant ADS Chapters, and DEC. They must maintain completeness, integrity, timeliness and overall quality of the survey.
- Furthermore, the MTE Contractor must follow the USAID's evaluation policy requires that the report describe the strengths and limitations of the evaluation methods and how and to what degree these factors influenced the process and findings of the evaluation. The report must clearly separate in different sections the evidence (i.e., raw data) collected by the evaluation team, the conclusions and recommendations that are based on the presented evidence. It should also state that sources of all evidences must be identified; conclusions must be based only on evidences presented in the report; and recommendations must directly correspond to the conclusions.

⁵ The primary product should be in English, translated into Bengali and back translated into English to ensure correct and quality translation.

- After the MTE field work is completed, the contractor/firm will submit a draft report (in Standard English) to CARE SHOUHARDO III program for comments and feedback from CARE and donor.
- Draft key findings made available to CARE by the MTE contractor for use in validation workshop. SHOUHARDO III team will facilitate the event.
- After responding to the comments, the contractor will submit the final report within 10 days for further review and approval by the program and FFP. The final report (see detailed requirements below) must adhere to the requirements of USAID's Evaluation Policy (<https://www.usaid.gov/sites/default/files/documents/1868/USAIDEvaluationPolicy.pdf>)
- The deliverables include, but not limited to, the presentations for diverse audiences (including USAID, Government and Partners)

5. MTE Final Report

The MTE Contractor/Team Leader is accountable to maintain the requirements for the content, format, or length of the final report, overall quality and approved timelines. They will produce a comprehensive report that assesses the achievements, relevance, coherence, coverage, effectiveness, efficiency, outputs and early outcomes of SHOUHARDO's interventions so far, and provide prioritized recommendations to maximize results during the remainder of the project. The report must include executive summary and clearly separate evidence collected by the MTE contractor(s) from the conclusions and recommendations. Sources of all evidence must be identified, conclusions must be based only on evidence presented in the report, and recommendations must directly correspond to the conclusions. Recommendations must be prioritized and categorized, with justification for the prioritization and classification. They should also mark the recommendations, which are sequential, have huge resource implication and external support is required.

The MTE contractor should deliver all files, including, quantitative data sets (raw and refined products, in proprietary and non-proprietary format) if applicable, transcripts of qualitative data and others in an easy to read format; organize them professionally; and maintain naming conventions and labelling for the use of SHOUHARDO III program and key stakeholders and ready for posting to DEC and DDL. All documents should be 508 compliant before submission to DEC. The final submission will include the following key elements with appropriate analysis, interpretation and evidence:

a) Outline of the MTE Report

The recommended outline for the MTE report is the following:

- Format and Size - The report must not exceed 50 pages (excluding all annexes) in MS Word and use the standard page set-up, margin, fonts, and line spacing.
- Cover Page, Table of Contents, List of Acronyms;
- Executive Summary - must be a clear, specific and concise stand-alone document that states the most salient findings, conclusions, and recommendations of the evaluation and gives the

readers the essential contents of the MTE in two to four pages. The Executive Summary should help the readers to build a mental framework for organizing and understanding the detailed information within the report;

- Introduction - must include MTE Objectives, purpose, audience, and synopsis of task and MTE Questions
- Methodology and Study Design - must describe the methodology and design of the MTE, constraints and limitations to the study process and rigor, and issues in carrying out the study;
- Tabular summary and graphical presentation of quantitative and qualitative evaluation results - must present findings of the MTE in table and graphical forms as suitable;
- Findings and Discussion - must present results from the MTE and associated evidences. Results must be analyzed and discussed, using findings from the qualitative and quantitative investigations in a complementary fashion. In addition, the findings from the community questionnaires must be analyzed and presented. The source of each finding must be clearly identified;
- Conclusions and Recommendations - must provide high-level conclusions about the food security situation, vulnerabilities, and capacities of the population and sub-groups, and contextual, cultural, and individual factors that influence the current situation. All conclusions must be based solidly on the presented findings. If information from other sources is used to reach these conclusions, valid references must be provided, and reference documents or internet links to these included. Recommendations must be relevant to project and context and include concrete and realistic steps for implementing or applying the recommendation;
- Programmatic Limitations and Challenges - must provide a list of key technical and/or administrative limitations, if any, that SHOUHARDO3 should consider; and
- Annexes - must document all in complete manner, be succinct, pertinent, and readable. The MTE contractor should include a matrix in the Annex6 that identifies more-detailed areas of focus for each question, aspects to consider within each focus area, and illustrative methods for investigation. This matrix should be tailored to the details and concerns of each objective.

The contractor must submit both electronic and printed versions of the report (3 copies of final report – multi color print) within the timeline and comply CARE IT policy and USAID ADS 579, ADS 597 and others as relevant. <https://www.usaid.gov/who-we-are/agency-policy>.

- b) FGD/KII/IDI materials** –transcripts and discussions conducted as part of the MTE
- c) Presentation files**
- d) Time sheets**
- e) Interview schedule**
- f) Respondents list**

⁶ See illustrative matrix in Annex 3 of the USAID/ FFP M&E Plan, in USAID'S Office of Food for Peace Policy and Guidance for Monitoring, Evaluation, and Reporting for Development Food Security Activities, December 2016.

Pertinent Permissions, Approvals, Insurance, and Other Required Permits

The MTE team will be responsible for obtaining all necessary permissions, approvals, insurance, and other required permits and for adhering to national and local formalities. These include required permits related to data collection from human subjects, including necessary internal review board approvals and health and accident insurance for MTE team members.

Time Frame and Interim Submission

The MTE contractor should identify the data collection period for the MTE, that suffices the MTE schedule agreed by the program and FFP (see *Section 4.2.1 of Annex F USAID'S Office of Food for Peace Policy And Guidance for Monitoring, Evaluation, and Reporting for Development Food Security Activities, December 2016*, and provide an illustrative time allocation for the various stages of the evaluation. This eventually will help USAID, CARE SHOUHARDO program, and MTE team estimate the financial resources needed for the evaluation. The time allocation should consider the number of team members and the accessibility of intervention sites. The MTE Contractor should also specifically state that the time frame provided is illustrative and subject to adjustment until the MTE work plan is finalized and approved by the program and USAID. Time line for the MTE:

4.4 An illustrative timeline for the MTE

The bulk of the primary data collection must be completed by March 2018. There is flexibility in the timing of milestones between the receipt of the secondary data on (date) 2018 and the submission of draft report on (date), which may be affected by team size and logistics.

Intervals of 2-4 weeks are included where review, feedback, and approval by CARE and USAID are required for plans and reports.

6. MTE Timetable

Task / Deliverable	Start Date – End Date
SHOUHARDO III will finalize the draft SOW and submit to FFP	4 th June 2017
Review of the final Statement of Work of MTE by the responsible USAID/ FFP M&E Specialist	27 th August 2017
Approval of the final Statement of Work of MTE by the FFP AOR of the program	
Advertisement, Recruitment and Procurement of Evaluators	25 th September 2017
The MTE Contractor receive Secondary Data from SHOUHARDO III and other sources	30 th September 2017
Review and analyze secondary data and submit inception report, draft evaluation work plan and timeline to CARE SHOUHARDO III for initial review and feedback by CARE partners and USAID	01 Oct 2017 – 15 Oct 2017
Present revised evaluation plan, including draft logistical plan, data collection tools, and timeline to program and USAID staff for feedback	16 Oct 2017 – 31 Oct 2017

Submit final evaluation plan, data collection tools, timeline and logistical plan for approval.	01 Nov 2017 – 30 Nov 2017
Recruit translators and finalize logistics for evaluation	01 Dec 2017 – 31 Dec 2017
Identify indicators and variables for MTE and establish survey location, sampling design and other protocol for the MTE	01 Jan 2018 – 30 Jan 2018
Field works for qualitative study. Collect primary data, conduct preliminary analyses, and validate findings with community members and other stakeholder	01 Feb 2018 – 15 March 2018
Finish preliminary analyses and present key findings to CARE and USAID/Mission staff	16 th March 2018 – 15 th April 2018
Validation workshop – with participation of CARE, PNGOs and USAID	Between 16-20 April 2018
MTE complete the data analysis, interpretation and prepare a draft evaluation report and submit it to CARE (to include highlighting findings that may suggest changes in the TOC and LF)	10 May 2018
De-briefing with CARE, USAID and other key stakeholders on preliminary observation and findings	13 th – 15 th May 2018
CARE submit the draft MTE reports to the AOR, who will review and provide feedback for the MTE team before the report is finalized	25 th May – 25 th June 2018
MTE Contractor submit final report revised based on feedback from CARE and USAID for approval	10 th July 2018
USAID/FFP AOR approves Report	5 th August 2018
MTE Contractor submit digital copies of all evaluation documents and data sets to CARE	15 August 2018
Upon approval of the final report, the CARE submits a plan of action in response to the MTE results and recommendations.	20 th August 2018
CARE submit the final MTE report to the DEC within 30 days of FFP approval and upload it to FFP MIS	Within 30 Days of FFP Approval
Within 30 days of FFP approval, the CARE will provide the AOR with digital transcripts of interviews and discussions conducted as part of the MTE and data sets created or used by the evaluators, including copies of the monitoring database tables or other activity data, as analyzed by the evaluators	Within 30 Days of FFP Approval
FFP will review and submit the quantitative and qualitative MTE files to the Development Data Library, as appropriate, in accordance with USAID ADS 579: <i>USAID Development Data</i> and the award's standard provisions. <i>Section 4.3.1</i> describes the requirements for submissions.	USAID will submit to DDL
Within 45 days of FFP's approval of the final report, the CARE and FFP will develop and agree to a plan of action in response to the MTE results and recommendations.	Within 45 Days of FFP Approval

There is no need for the MTE data collection to match the seasonal timing of the baseline study or final evaluation. However, the MTE contractor should have consideration on practicality, such as seasonality, travel time, type of transport, local context and weekend and holidays.

1.5 Logistics

The MTE team will be responsible for the evaluation logistics including accommodation, transportation and meals. To avoid compromising activity implementation during the MTE and to maintain a separation between the MTE team and the implementers, activity vehicles and other vehicles branded to identify them with SHOUHARDO III or any of the implementing partners may not be used by the MTE team while they are in the activity area.

7. MTE TEAM COMPOSITION, QUALIFICATIONS, AND ROLES

General Roles & Responsibilities

- The MTE Team Leader (TL) will be the primary investigator of the MTE. S/he will provide oversight to the evaluation throughout the entire evaluation cycle.
- The MTE TL will work in close collaboration with the program's Point of Contact and USAID at all times throughout the MTE process, ensuring good communication, receiving and acting on all inputs and comments, and calling meetings as necessary to resolve any problems that may arise during the whole process.
- To ensure the security of the expatriates and all other MTE team members, all movements within the country will be made following the country security protocol. The individual team members will manage their security by themselves, CARE will have no liability to assure it.
- If the security situation permits and MTE requests, CARE may assist the MTE contractor to rent unmarked vehicles for the team's use. The MTE team should present themselves as separate from CARE as much as possible, but more importantly, the program activities must not be compromised by a lack of transportation. The MTE team needs to see how the project normally works, not how it works with insufficient resources.
- To ensure the MTE is as unbiased as possible, and to avoid the disruption of project implementation that could affect the results of the evaluation, the MTE contractor will not use CARE's marked vehicle and project staff as translators, primary data collectors, or supervisors.
- The MTE contractor / team members will be responsible for adhering to national and local formalities and all security protocol while in-country.
- The MTE contractor will be responsible for obtaining, and providing CARE with visa(s), written proof of health and accident insurance for all foreign personnel working with the MTE contractor in Bangladesh.

MTE Team Composition

The MTE team will typically consist of a team leader who is an evaluation specialist/ expatriate, plus three to five technical specialists who bring expertise and practical experience in one or more of the activity's technical sectors and interventions in addition to strong qualitative research skills and experience. The team may include a data analyst experienced in analyzing and relating data across various technical sectors. The MTE should be a mix of international and national members with gender consideration. The following areas are counted as minimum requirement for MTE team members' qualifications:

- Every team member's resume must show substantial application of qualitative and quantitative research skills in developing countries – preference to south Asia.
- The team leader must have significant formal education in a field relevant to evaluation (e.g., program evaluation, statistics, economics, agricultural economics, anthropology, applied research, organizational development, sociology, or organizational change) at a post-graduate or an evaluation professional continuing-education level. S/he must have extensive practical experience and expertise in evaluation using mixed methods of investigation (qualitative and quantitative) in developing countries – south Asia is preferred, and demonstrated strengths in communicating clearly and concisely – both for written and oral. Knowledge and experience of the conceptual framework of food security and experience evaluating food security programming, Log Frame and TOC is highly desirable.
 - Each technical specialist should have a post-graduate degree in a field related to at least one of the technical sectors of the activity, plus extensive practical experience in developing countries with interventions similar to those implemented by the activity.
 - At least one member of the team must have substantial demonstrated experience in gender integration.
 - The MTE team should comprise technical expertise from all activity sectors and activity management.
 - No member of the MTE team in particular should have had any prior input or substantial engagement to the program's activity design or implementation.
 - Having conflict sensitivity expertise on the MTE team is also desirable, particularly when an MTE will be undertaken in a context that is prone to conflict.

All personnel working on the MTE must show substantial successful application of qualitative research skills (combination of qualitative, quantitative research skill and moderator / facilitator of PRA sessions, FGD, KII and IDI is required) in developing countries – south Asia preferred – and have excellent communication skills in English and Bengali with understanding on local dialects for program areas. The team must include expertise from all of the technical sectors in the program, which are:

- Logical Framework and Theory of Change

- M&E system including automation
- Knowledge management systems
- Staff management
- Partnerships
- Food Security
- SMART Agriculture/Natural Resources Management (NRM)
- Value Chain
- Village Savings and Loan Association (VSLA)
- Health, Hygiene and Nutrition/Public Health
- Disaster Risk Reduction, Climate Change and Resilience
- Gender
- Governance
- WASH and Behavior Change Communication (BCC)
- Commodity and Financial Management

The application / Expression of Interest (Eoi) must include resume for each MTE team member that details relevant education, experience and other required qualifications. The application must clearly describe how the person is qualified for his/her specific role(s) on the team and adds value in the MTE.

MTE Team Members' Specific Roles

Each team member's role in the evaluation is as follows:

Team Leader's Role

- Organizes and leads the overall evaluation. Provides oversight to the evaluation throughout the entire evaluation cycle. Be the point person for all liaison with the CARE and USAID.
- Ensures a thorough review and analysis of activity monitoring data and other available secondary data by the appropriate team members
- Leads the selection of a purposively selected sample of implementation sites and outputs for primary data collection
- Ensures an MTE plan that includes adequate triangulation and validation of evidence collected in all sectors
- Leads the collection and analyses of primary and secondary data to evaluate the activity's M&E processes and the integration of activity sectors and interventions
- Ensures that final report presentation is logical, follows the required format and adequately supported by primary and/or secondary data.
- Leads the team and deals with the human and financial resources
- Serves as a technical specialist for specified sector (optional) as long as it does not affect her/his performance in his/her primary team leadership role and analyses of M&E processes and inter-sector integration.

Technical Specialists

- Lead the collection and analyses of primary and secondary technical data related to his/her field(s) of expertise, document findings, and draw conclusions and form recommendations for the sector(s)
- In close collaboration with the Team Leader, purposively-select a sample of implementation sites and outputs for primary data collection for his/her technical sector(s)
- Evaluate the general aspects of the implementation of all interventions related to his/her sector(s). While the team leader will likely be tasked as the primary investigator for the overall activity management, a technical specialist must consider management aspects of the implementation of interventions in his/her technical sector and the interaction between his/her technical sector and other activity sectors by examining:
 - Staff and material resources
 - Communication, both internal and external
 - Community involvement
 - Participant targeting (especially overlap/consistency with other sectors)
 - Management of food and non-food commodities
 - Transfers of entitlements (food, non-food, cash)
 - Branding and marking
 - Partnerships and linkages
 - Consortium management
 - Routine monitoring and data quality assurance for all interventions
 - Exit/sustainability strategies
 - Gender integration
 - Environmental protection
 - Draft the report sections assigned by the team leader in the specified format

8. PROGRAM RESPONSIBILITIES

During data collection and analysis, the primary roles of the program staff and any implementing partner with direct stake in the project, are as informants and reviewers. They may review and provide comments on data collection tools and instruments before they are finalized. They must not collect primary data, or participate in translation, analysis, or interpretation of the data.

The following will be the key roles and responsibilities for the Mid Term Evaluation Participants:

Person/Unit/Organization	Activity
Chief of Party (CARE Bangladesh/SHOUHARDO III)	• Give orientations for mid-term review team, and advice the team • Provide approvals for any expenses related to MTE • Provide the review team with the entire project documents for review.

	• Coordinate the mid-term review exercise both to office and field work, in terms of follow up the project Management • Oversee results dissemination with key partners • Advice for dissemination results of MTE • Provide support to the MTE contractor to carefully review the TOC and LF and adjust the program activities accordingly based on the evaluation findings
Deputy Director Food Security and Senior Technical Advisor-M&E (CARE HQ)	• Give the final feedback to the MTE tools • Review the ToR for MTE • Give inputs for external contractor or MTE team • Participate on MTE reporting process • Review the MTE report • Oversee quality assurance of the mid-term evaluation • Comment on the deliverables of the mid-term evaluation. • Oversee results dissemination with key stakeholders. • Advice for dissemination results of MTE
Deputy Chief of Party, Senior Team Leader-KMAL and Senior M&E Coordinator (CARE Bangladesh/SHOUHARDO III)	• Ensure that the review team has all logistical support necessary for the conduct the process properly • Review the tools for data collection • Provide selection of enumerators and supervisors for MTE process • Monitor the data collection • Monitor the conduct of the project review by the evaluation team. • Oversee quality assurance of the mid-term evaluation. • Ensure that all deliverables of the project review meet the expectations of SHOUHARDO III Program • Review the 1st draft report of MTE and submit to SHOUHARDO III Program Management Team (PMT) • Comment on the deliverables of the review • Oversee results dissemination with key stakeholders.
Mid-term evaluation field team (Regional Coordinators, Regional Senior Technical Manager, Regional ME&L Manager, Technical Managers)- (CARE Bangladesh/SHOUHARDO III)	• Participate in training, as MTE supervisors • Supervise all field data collection • Give necessary support for MTE logistics, as well during the field data collection • Provide any additional support for the contractor when needed • Participate in dissemination process of MTE results
Partners, Govt. and other Project staff	• Provide feedback to MTE tools • Participate in all meetings with Mid-term review team

	• Provide feedback and information on the project as requested for the Mid-term review • Provide feedback on the deliverables of the mid-term review
Additional stakeholders (beneficiaries, on the ground partners as UP chairs)	• Participate in meetings with mid-term review team, discussions, and agreements about the process, etc. • Provide feedback and information as requested for the mid-term review • Participate in evaluation debrief and stakeholders meeting
USAID	• Review MTE SoW and give recommendations to operationalize the process • Provide relevant information about the project procedures, approaches and operations through MTE questions addressed to the main key informant, prior to the field data collection. • USAID officers may provide comments on, and will give final approval for, the evaluation plan, data collection tools, timeline and logistical plan before the MTE contractor begins field work. • Participate in discussions regarding the evaluation findings and recommendations (evaluation debrief and stakeholders meeting)

9. INTELLECTUAL PROPERTY

The ownership of the report for publication rests with CARE Bangladesh. All the data and the reports including the findings and recommendations will remain the property of CARE Bangladesh and must not be published or shared with a third party by the consulting agency. The completed data set and report will be the sole property of CARE and USAID. The contractor should not have any right to use the data for its own research purposes, nor license the data to be used by others, without the written consent of USAID & CARE Unless otherwise provided in the award's provisions, CARE may retain the rights, title, and interest to data that are first acquired or produced under the award. In addition, "USAID reserves a royalty-free, worldwide, nonexclusive, and irrevocable right to use, disclose, reproduce, prepare derivative works, distribute copies to the public, and perform and display publicly in any manner and for any purpose and to have or permit others to do so."

10. ETHICAL GUIDELINES

Every member of the evaluation team must adhere to ethical guidelines as outlined in the *American Evaluation Association's Guiding Principles for Evaluators*. A summary of these guidelines is provided below.

- **Systematic inquiry:** Evaluators conduct systematic, data-based inquiries.
- **Competence:** The evaluation team possesses the education, abilities, skills, and experience appropriate to undertake the tasks proposed in the evaluation. Evaluators

practice within the limits of their professional training and competence, and decline to conduct evaluations that fall substantially outside those limits. The evaluation team collectively demonstrates cultural competence.

- **Integrity/honesty:** Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.
- **Respect for people:** Evaluators respect the security, dignity, and self-worth of respondents, activity participants, clients, and other evaluation stakeholders. Evaluators regard informed consent for participation in evaluation and inform participants and clients about the scope and limits of confidentiality.
- **Responsibilities for general and public welfare:** Evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation.

Further details are available at: <http://www.eval.org/p/cm/ld/fid=51>.

11. BUDGET

The MTE proposal should include a reasonable detailed budget to cover all costs associated with the MTE. This should be submitted by major activities and line items for CARE SHOUHARDO III program review and decision. This would break-down the cost of contracted MTE team members, international and local travel, and in-country lodging and per diem. Salary for technical specialists of CARE HQ may be charged for the days that they are directly involved with the evaluation. Other related costs that might be in the budget include expenditures for hiring local personnel (drivers, translators, enumerators and other local technical experts), translating reports, and renting meeting rooms for presentations.

12. EVALUATION CRITERIA

The Proposal Evaluation Committee (PEC) will evaluate the Technical proposals of potential MTE contractors. Based on the submitted technical proposal, the contractor may be asked for further information (if deemed necessary). The short listing criteria for the evaluation are as follows:

Proposed Methodology for Carrying Out The Task - Demonstrates clear understanding of the context and specific task as outlined in this SoW. - Methodology is in line with FFP/USAID MTE guidelines - Responsive to all key objectives of the MTE	45
Proposed Key Staff (Team leader and other technical specialists) Directly Assigned to the task	30
Experience of conducting similar sort of USAID/FFP funded large Food and Nutrition Security (FNS) Title 2 project evaluation	25
TOTAL POINTS	100

13. MANAGING UNEXPECTED

The contractor must keep this in their prime consideration how to manage if any unexpected situation like strike and political uprising, natural disaster that that may affect the MTE. They

should keep options for contingency plan and alternatives without compromising the overall quality, purpose and timeline.

LIST OF ANNEXES

Annex A. SHOUHARDO III Program Logical Framework (LF)

Annex B. SHOUHARDO III Program Theory of Change (ToC)

Annex C. SHOUHARDO III Geo Priority and Vulnerable People Targeting Guides

Annex D. SHOUHARDO III Life of Award (LOA) Detailed Implementation Plan (DIP)

Annex E. SHOUHARDO III Program Management, Coordination and Staffing Plan

Annex F. of the USAID/ FFP M&E Plan, in USAID'S Office of Food for Peace Policy and Guidance for Monitoring, Evaluation, and Reporting for Development Food Security Activities, December 2016,

RESOURCES (TO BE PROVIDED UPON SIGNATURE OF AGREEMENT)

General

- *Integration Strategy for SHOUHARDO III*
- *All Annual Results Reports*
- *All Quarterly Progress Reports*

Monitoring and Evaluation (M&E)

- *Baseline Survey Report*
- *Two Participant Based Sample Survey Report*
- *SHOUHARDO III Program, M&E Plan, IPTT with Targets and updated achievement, Standardized Annual Performance Questionnaire,*
- *Automated Directive System (ADS) Chapters*

Knowledge Management

- *Knowledge Management and Advocacy strategy*

Partnerships, Operations and Resources

- *Partnership (implementing partners) Agreement and Activity Plan*
- *List of PNGOs with key contacts*
- *Technical Partnership Agreement*

Formative Studies and Program Strategies

- *Labor Market Assessment Study and Strategy report*
- *Inclusive Value Chain Study and Strategy report*
- *Social Behavior and Change Communication (SBCC) Study and Strategy report*
- *Gender Analysis Study and Strategy Report*

Purpose I: Agriculture & Livelihoods

- *FFBS manual*
- *VSLA manual*
- *IGA training*

Purpose 2: Health, Hygiene & Nutrition

- *HHN training module*

Purpose 3: Resilience

- *UDMC, UDV training module*
- *UDV training module*
- *Community Risk Assessment Tool and Guideline*
- *SBTB formation guideline*

Purpose 4: Women Empowerment

- *EKATA facilitation module*
- *Module on couple's dialogue*
- *Men Engagement Guideline and Tools*
- *Tools and guidelines for addressing Gender Based Violence*

Purpose 5: Governance

- *VDC & CAP Guidelines*
- *Training module for VDC/ UP and Youth Group members*

Life Skill

- *Life Skill training modules*

Infrastructure

- *Infrastructure, CFW and LCS Guideline*
- *Large Structure Planning and Implementation Guideline to be implemented by LGED*

Commodity

- *Commodity management and accounting manual*

Environment

- *Initial Environmental Examinations (IEE) Environmental Management and Monitoring plan (EMMP)*
- *Safer Use Action Plan (SUAP) – PMP and Safer Use Action Plan (SUAP) – FMP*

III. MTE PROTOCOL



Mid-Term Evaluation (MTE) of the SHOUHARDO III Program

USAID-funded Title II Development Food Security Activity in Bangladesh led by CARE
Award Number: AID-FFP-A-15-00009

MTE Protocol

Submitted on 22nd January 2018
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FINALIZED 15 FEBRUARY 2018



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ACRONYMS AND ABBREVIATIONS

ARR	Annual Results Report
C<5	Children Under Five Years of Age
CAP	Community Action Plan
CAV	Community Agriculture Volunteer
CCA	Climate Change Adaptation
CG	Community Groups
CHD	Comprehensive Homestead Development
CHV	Community Health Volunteer
CLTS	Community-led Total Sanitation
COG	Core Occupational Group
CoP	Chief of Party
CVCA	Climate Vulnerability and Capacity Analysis
CSC	Community Score Cards
CSG	Community Support Group
CFW	Cash for Work
DAE	Department of Agricultural Extension
DAM	Dhaka Ahsania Mission
DCRM	Disaster and Climate Risk Management
DFSA	Development Food Security Activity
DIP	Detailed Implementation Plan
DPHE	Department of Public Health Engineering
DRR	Disaster Risk Reduction
DYD	Department of Youth Development
EKATA	Empowerment Knowledge and Transformative Action
ESDO	Eco-Social Development Organization
EVAW	Ending Violence against Women
EMMP	Environmental Mitigation and Monitoring Plan
FF	Field Facilitator
FFBS	Farmers' Field and Business School
FFP	Food for Peace
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GMP	Growth Monitoring and Promotion
GoB	Government of Bangladesh
IGA	Income-Generating Activity
IMCI	Integrated Management of Childhood Illness
IPTT	Indicator Performance Tracking Table
ITSH	Inland Transport Storage and Handling
IYCF	Infant and Young Child Feeding
KII	Key Informant Interview
KMAL	Knowledge Management, Advocacy and Learning
LEB	Locally Elected Body
LGED	Local Government Engineering Department
LGRD	Local Government and Rural Development

LoA	Life of Activity or Life of Award
M&E	Monitoring and Evaluation
MCHN	Maternal and Child Health and Nutrition
MFI	Micro-Finance Institution
MJSKS	<i>Mahideb Juno Somaj Kallayam Somity</i>
MoHFW	Ministry of Health and Family Welfare
MT	Metric Ton
MTE	Mid-Term Evaluation
NBD	Nation Building Department
NDP	National Development Program
NGO	Non-Governmental Organization
PACC	Program Advisory and Coordinating Committees
PEA	Programmatic Environmental Assessment
PEP	Poor and Extreme Poor
PIIF	Program Integration Implementation Framework
PLW	Pregnant and Lactating Women
PM&ES	Planning, Monitoring and Evaluation System
PMP	Performance Monitoring Plan
POPI	People's Oriented Program Implementation
PREP	Pipeline and Resource Estimate Proposal
QMR	Quarterly Monitoring Report
SAM	Severe Acute Malnutrition
SBCC	Social and Behavioral Change Communications
SHOUHARDO	Strengthening Household Ability to Respond to Development Opportunities
SKS	SKS Foundation
SUAP	Safer Uses Action Plan
TANGO	Technical Assistance to NGOs
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of Trainers
UDCC	Union Disaster Coordination Committee
UDV	Union Disaster Volunteers
UHC	Upazilla Health Complex
UISC	Union Information and Service Center
UP	Union Parishad
USD	United States Dollar
UzDMC	Upazilla Disaster Management Committee
VDC	Village Development Committee
VFA	Veterinary Field Assistant
VSLA	Village Savings and Lending Association
WASH	Water, Sanitation and Hygiene
WE	Women's Empowerment

Protocol for the Mid-Term Evaluation (MTE) of the SHOUHARDO III Development Food Security Activity (DFSA) CARE Bangladesh

I. INTRODUCTION

The Strengthening Household Ability to Respond to Development Opportunities III (SHOUHARDO III) program is a five-year Development Food Security Activity (DFSA) funded by the Office of Food for Peace (FFP) in the United States Agency for International Development (USAID). The program began implementation on 29 September 2015 and is expected to be completed by 28 September 2020. Since the program is nearing the mid-point in its life, a Mid-Term Evaluation (MTE) is being scheduled in the second quarter of FY 2018. This protocol describes the plans and procedures that will be used to implement the MTE.

II. MTE PURPOSE & OBJECTIVES

A. Purpose

The MTE is a formative process evaluation intended to review the progress of the program in producing planned outputs, to assess the intended and unintended effects that are appearing as a result of these outputs, and to examine the quality of various processes being used to implement the program to formulate recommendations to be implemented in the remaining life of the program. These recommendations will be oriented around (a) scaling up effective interventions, (b) modifying interventions to improve effectiveness, (c) suspending interventions that are not effective enough relative to investment, (d) piloting new interventions relevant for targeted impact groups, (e) improving the effectiveness of implementation systems, or (f) improving efficiency in use of resources. The evaluation process will ensure that the recommendations are implementable within the time frame remaining and with the resources available to the program. The ultimate purpose of the MTE is to enhance the **effectiveness** of the program in addressing the food/nutrition security and resilience of poor and extreme poor people living in the northern/middle Char and Haor areas of Bangladesh while making the most **efficient** use of resources available to the program.

B. Specific Objectives

The specific objectives of the MTE are to:

1. Evaluate the **quality of program delivery**. This investigation will cover the activities of both CARE and its implementing partners by looking into the 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 FFP, and their appropriateness and perceived value to target communities; and identifying factors that appear to enhance or detract from the quality.
2. Identify and analyze **evidence of changes**⁷, including positive and negative changes as well as intended and unintended changes, being induced by the activities and outputs of the program. Using qualitative information obtained during the MTE as well as available quantitative data, the investigations will assess how well the observed changes coincide with the Theory of Change (TOC) and logical framework guiding the program and identify factors

⁷ These changes can occur at the individual, household, community and higher levels, including systemic changes.

in the implementation or context that impede or promote the observed changes. This will entail reviewing the strategies that ensure that targeted impact groups are reached by the program, reviewing the theory of change, and assessing the hypotheses, risks, and assumptions made during the design of the program.

3. Review **Collaborative Learning and Action systems** (including monitoring and evaluation). The investigations will examine the effectiveness and efficiency of program systems for monitoring and evaluation and for capturing and documenting lessons learned and will assess the extent to which they are used in modifying implementation and refining program design, including feedback from the perspective of stakeholders and participants. The MTE will also assess how well the program is seeking out, testing and adapting new ideas and approaches to enhance the program's effectiveness or efficiency.
4. Assess the quality of and progress made on implementing **sustainability strategies**. The investigations will determine the extent to which outcomes, systems and services are designed and being implemented to continue after the program ends.
5. Determine the appropriateness and effectiveness of activities focused on the **cross-cutting themes** for the program. The investigations will examine the support for promoting gender equity, the targeting of youth, support for increasing capacities for local governance, and activities addressing sources of environmental risk.
6. Review **implementation systems**, including management systems, partner relations, coordination and collaboration with external organizations, commodity management systems, financial management systems, human resource management systems (including staffing structure) and materials management systems to identify recommendations for improving the effectiveness of implementation and/or the efficiency in use of program resources.

III. PROGRAM DESCRIPTION

A brief description of the SHOUHARDO III Program is provided below, focusing on the information that is relevant for planning the MTE, including the types of outputs being produced, the types of participants (beneficiaries and intermediaries⁸) that will need to be interviewed, and the key partners (implementation and technical) that will also need to be interviewed. Prior to undertaking the MTE, team members will review key background documents to understand the theory of change for the program, the approaches that are being used in producing outputs, and the outcomes and impact that are expected from the achievement of outputs.

A. SHOUHARDO III Overview

The goal of the SHOUHARDO III Program is to achieve improved gender equitable food and nutrition security and resilience for the vulnerable people living in the flood-prone Char and Haor regions of Bangladesh by 2020. The program is specifically targeting people defined by their communities as poor or extreme poor (PEP), expecting to have lasting impact by the end

⁸ Beneficiaries are program participants from the targeted impact groups which are, for SHOUHARDO III, Poor or Extreme Poor (PEP) households. Intermediaries are program participants who are not from the targeted impact groups, but the program works with these participants, e.g., community leaders, private sector business owners, government extension agents, in order to achieve impact on PEP households.

of its life on around 675,000 persons⁹. The overall program value¹⁰ is USD 88 million, including USD 80 million in resources from the United States Government and USD 8 million from the Government of Bangladesh. A total of 110,910 MTs of commodities are planned for monetization over the life of the program, and 13,190 MT of commodities are planned for distribution under the maternal and child health and nutrition component (Purpose 2) of the program.

Under the leadership and technical guidance of CARE, the SHOUHARDO III Program is being implemented by six national Partner Non-Governmental Organizations (PNGOs) in 947 villages in 115 unions in 23 Upazillas in eight districts¹¹ in northern Bangladesh. Table I shows the current Goal, Purposes and Sub-Purposes for the program.

The approaches used and expected outcomes in the SHOUHARDO III Program are described in the final technical proposal as well as a number of specific sectoral program strategy documents that have been developed, and the performance indicators at each level are described in the program's Indicator Performance Tracking Table (IPTT). The sections which follow list the major types of outputs for each of the five purposes along with the major types of participants. The last section provides an overview of the partners in the SHOUHARDO III Program.

Table I: Goal, Purposes and Sub-Purposes for the SHOUHARDO III Program

GOAL: Improved gender equitable food and nutrition security and resilience for the vulnerable people living in the Char and Haor in Bangladesh by 2020			
Purpose 1: Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls			
Sub-Purpose 1.1: Increased agricultural production of PEP	Sub-Purpose 1.2: Increased access to agricultural markets for PEP	Sub-Purpose 1.3: Increased off-farm income for PEP	Sub-Purpose 1.4: Increased utilization of financial services by PEP
Purpose 2: Improved nutritional status of children under five years of age (C<5), pregnant and lactating women (PLW) and adolescent girls			
Sub-Purpose 2.1: Increased utilization of nutritious food for PLW, C<5 and adolescent girls	Sub-Purpose 2.2: Improved access to health and nutrition services	Sub-Purpose 2.3: Reduced prevalence of water-borne diseases	
Purpose 3: Strengthened gender equitable ability of people, households, communities, and systems to mitigate, adapt to and recover from man-made and natural shocks			
Sub-Purpose 3.1: Increased preparedness of PEP households and communities to mitigate and respond to shocks		Sub-Purpose 3.2: Local government institutions' (Union Parishad) capacity and implementation of Disaster and Climate Risk Management (DCRM) activities increased	
Purpose 4: Increased women's empowerment and gender equity at family and community level			
Sub-Purpose 4.1: Improved environment for women's empowerment		Sub-Purpose 4.2: Strengthened agency of women	
Purpose 5: Provision and utilization of public services (Local Elected Bodies and Nation Building Departments) for communities especially for poor and extreme poor increased			

⁹ This number includes a target of 168,521 households having 384,000 direct recipients (2.28 persons/household).

¹⁰ Includes cash resources as well as the value of monetized and distributed food from FFP

¹¹ Kurigram and Gaibandha in the Northern Chars Region, Jamalpur and Sirajganj in the Middle Chars Region and Netrakona, Kishoreganj, Sunamganj and Habiganj in the Haor Region.

Sub-Purpose 5.1: Communities (especially PEP) are better able to demand and negotiate increased public services (UPs and NBDs) services	Sub-Purpose 5.2: Accountability of LEBs and NBDs to the needs of communities especially to PEP increased
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I. Purpose I: Income & Food Production. Under this component, the SHOUHARDO III Program plans to reach approximately 168,500 women, men and youth smallholder and tenant farmers with interventions intended to increase crop diversity and homestead production of nutritious food, increase access to agricultural markets, increase opportunities for generating off-farm income, increase savings and access to capital, and improve the enabling environment for on-farm and off-farm income generation and asset protection.

Major Outputs. Following are the major outputs in the SHOUHARDO III Program under Purpose I as defined following the revised Theory of Change finalized in September 2016.

- Advocacy conducted on improved implementation of *khas* land policy (also under Purpose 5)
- Seed supply through micro-seed dealers and seed sellers
- Capacity building of farmers on improved production and technology (improved modern poultry and livestock production, crop production, culture and capture fisheries) and climate change adaptation approaches (floating gardens, compost preparation, and crop rotation)
- Capacity building of PEP participants on entrepreneurship and basic business skills (for farm production and off-farm IGAs)
- Development of an integrated system of local and regional entrepreneurs/buyers/collectors
- Development of linkages to affordable transportation services (After farm production levels increased)
- Research conducted on business barriers for PEP participants and opportunities for input suppliers to reach PEP participants
- Expanded availability of market information for IGA participants
- Capacity building of youth through mentorships, apprenticeships or internships
- Development of employment and placement support services for youth
- Capacity building on basic life skills for PEP participants, including business-related decision-making, business-related communications, negotiation skills, financial management and numeracy skills
- Capacity building of PEP households on savings, lending and financial management skills
- Formation of savings associations (VSLAs) of men, women and youth
- PEP savings groups linked to MFIs and banks
- Advocacy action for pro-poor financial support
- Support for MFIs and banks to conduct feasibility studies on PEP financial products
- Construction of raised homesteads in conjunction with promotion of Comprehensive Homestead Production (CHP) systems

- Cultivation of business relations through district-level agricultural fairs, buyer visits, and shared-value business models between PEP farm households and private sector partners
- Provision of micro-enterprise matching grants for agriculture and off-farm opportunities

The following outputs were described in the program proposal, but due to resource limitations, they were removed from the program strategy when the TOC was revised.

- Capacity building of public and private extension services
- Facilitation of linkages for basic education capacity building for youth
- Promotion of use of mobile financial services especially for women

Types of Participants. Table 2 outlines the different types of participants engaged and sites developed under Purpose 1. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 2: Participants and Sites in the SHOUHARDO III Program under Purpose 1: Income & Food Production

Type of Participant/Site		Current Total	Membership/Sex		LOA Target
			Female	Male	
Micro-seed sellers (Small shops)		67	2	65	170
Micro-seed dealers		9	5	4	30
Community Agriculture Volunteers		956	382	574	956
Farmer Field and Business Schools (farmers trained on improved farm production, improved technology, entrepreneurship and basic business skills)	Field Crops - Maize	13,072	2963	10,109	26,103
	Field Crops – Chili	4555	1051	3504	3262
	Field Crops – Pumpkin	2807	1177	1630	3264
	Goats	33,974	28,557	5417	100,358
	Ducks	2410	1634	776	11,151
	Homestead (CHD)	25,947	23,698	2249	32,214
	On-Farm IGA	42,222	34,264	7958	79,295
Persons trained on off-Farm IGAs		9793	4708	5085	14,877
Persons Trained in Fisheries (Capture or Culture)		3630	148	3482	9505
Participants in Cash for Work Activities (Number of participants unavailable, only person-days of work)		63,754	26,754	37,000	150,000
Youth participants in vocational and life skills training		860	177	683	10,000
Village Savings and Loan Associations (VSLAs)		944	26,447	670	947

2. Purpose 2: MCHN. Under this component, the SHOUHARDO III Program intends to reach around 57,000 children under two years of age, 76,000 pregnant and lactating women, and 45,000 other family members with interventions designed to increase access to nutritious food, improve household health, hygiene and nutrition behavior, improve access to health and nutrition services and improve WASH infrastructure and services.

Major Outputs. Following are the major outputs in the SHOUHARDO III Program under Purpose 2 as defined following the revised Theory of Change finalized in September 2016.

- Capacity building of community health volunteers (CHVs) on basic health, hygiene and nutrition issues.
- Capacity building of community groups (CGs) and community support groups (CSGs) on their roles and responsibilities in improving community health systems

- Training for households on dietary diversity and importance of nutritious food
- Implementation of social and behavioral change communications on early marriage, early child birth and nutrition for adolescent girls
- Implementation of growth monitoring and promotion sessions
- Distribution of supplemental food rations to PLW, C<2 and their families
- Community-level capacity building on the importance of equitable intra-household food allocation
- Implementation of community-based cooking and feeding demonstrations
- Training households on good WASH practices
- Implementation of demonstrations on improved low-cost household latrines
- Facilitation of field visits for MoH&FW staff for monitoring and supervision (also part of P5)
- Advocacy for a functioning SAM/IMCI corner in Upazilla Health Complex (UHCs)
- Implementation of arsenic and coliform testing in existing wells
- Training for Private Health Service Providers (PHSP) on reduction of harmful practices, IYCF, maternal nutrition, and sales/business for common nutrition and hygiene items
- Facilitating the participation of community members in events conducted by the health and family planning department
- Mobilization of communities for Community-Led Total Sanitation (CLTS)
- Provision of support for communities to lobby for increased water and sanitation services

The following outputs were described in the program proposal, but due to resource limitations, they were removed from the program strategy when the TOC was revised.

- Capacity building of Community Health Care providers for health and nutrition referrals, including piloting ICT-based health referral applications
- Development of a micro-franchise model for making micro-nutrient supplements available
- Piloting of the Private MCHN Provider model
- Rehabilitation of potable water access points using cash for work and Local Governance and Community Development Grants
- Formation and training of community-based water management committees
- Formation of a system of local maintenance service providers to be able to support Water Management Committees on maintaining water points
- Advocacy with local government for accountability and responsiveness on community WASH from VDC through District development planning

Types of Participants. Table 3 lists the different types of participants engaged and sites developed in the SHOUHARDO III Program under Purpose 2. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 3. Participants and Sites in the SHOUHARDO III Program under Purpose 2: MCHN

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Community Health Volunteers (CHV)	956	956	0	956
Members of Community Groups (CG)	762	228	534	2280
Participants in Courtyard Sessions (for dietary diversity, importance of nutritious food, good WASH practices, improved household latrines)	40,780	40,780	0	52,681
Participants in cooking and feeding demonstrations	50,141	50,141	0	40,780
Members of Community Support Groups for health and nutrition (CSG)	834	293	541	3420
Food ration recipients	40,780	40,780	0	52,681
Private Health Service Providers	0	---	---	120
Village leaders including the VDC and others (awareness related to intra-household food distribution, improved household latrine demonstrations, and CLTS)	9647	5560	4087	9647
Upazilla Heath Complex (SAM & IMCI corners)	23	Not Available		23
VDCs implementing health advocacy campaigns	947	Not Available		947

3. Purpose 3 Mitigating, Adapting to and Recovering from Shocks. The SHOUHARDO III Program will target 135,000 PEP community members to benefit directly from disaster preparedness, risk mitigation and risk reduction activities through interventions to improve climate-resilient livelihoods for PEP households, improve disaster risk reduction (DRR) strategies for households, communities and local government, increase DRR and Climate change Adaptation (CCA) capacities of civil society and government institutions, and increase advocacy and mobilization capacities of PEP households and communities for DRR/CCA.

Major Outputs. Following are the major outputs in the SHOUHARDO III Program under Purpose 3 as defined following the revised Theory of Change finalized in September 2016.

- Advocacy and capacity building for Union Digital Centers (UISC) to access early warning and weather forecasts
- Capacity building of Disaster Volunteers on Disaster and Climate Risk Mitigation (DCRM) and dissemination of early warning messages
- Community-level capacity building for improved disaster risk reduction strategies through implementation of Climate Risk Analysis (CRA), training on emergency contingency planning, training on disaster response, and use of disaster simulations
- Support development of emergency contingency plans using a Community Risk Assessment process at the households, community, UP, Upazilla and District levels
- Promotion and construction of hazard-resilient disaster mitigation infrastructure (schools as flood shelters, CRCs, protection walls and drainage structures) through Labor Contracting Societies and Joint Contracting Systems
- Promote use of energy-efficient stoves
- Support for VDCs to advocate for increased funding for DCRM

- Community capacity building to lobby for DCRM at the union level
- Capacity building of Union Disaster Management Committees (UDMCs) and development of Union Disaster Management Plans (UDMPs) using key DCRM concepts
- Facilitate the UDMC to engage Union Disaster Volunteers and pilot School-Based Teenage Brigades
- Union capacity building to lobby at the upazilla and district levels for increased DCRM funding

The following outputs were described in the program proposal, but due to resource limitations, they were removed from the program strategy when the TOC was revised.

- Capacity building of extension services on disaster risk reduction and climate change adaptation, including promotion of flood or drought resistant seed and training on conservation agriculture
- Support for community mobilization of resources to construct disaster management infrastructure
- Capacity building for addressing nutrition and WASH-related challenges during emergencies
- Improve environmental and eco-system management approaches through formative research on climate change impact, piloting Environmental-Based Adaptation approaches, linking integrated soil fertility management and integrated water resource management to DRR/CCA, and promoting Green Building Technology
- Facilitate use of formative research and advocacy to improve DRR/CCA policies at the national level, including equitable access to public safety nets

Types of Participants. Table 4 lists the different types of groups, participants and sites in the SHOUHARDO III Program under Purpose 3. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 4: Participants and Sites in the SHOUHARDO III Program Targeted under Purpose 3: DRR/CCA

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Entrepreneurs in Union Digital Centers (UDCs)	230	115	115	230
Union Disaster Volunteers	4140	2070	2070	4140
Village Development Committees (for DCRM capacity building, community action plans, resource mobilization, and lobbying)	947	5560	4087	947
School-Based Teen Brigades	46	920	920	Pilot
Union Disaster Management Committees (for DCRM capacity building and lobbying)	115	Not Available		115
Upazilla Disaster Management Committees	23	Not Available		23

4. Purpose 4: Women's Empowerment & Gender Equity. Using the Empowerment, Knowledge and Transformative Action (EKATA) model, the SHOUHARDO III Program will

target 33,000 women and adolescent girls with interventions designed to increase the agency of women and adolescent girls and strengthen the enabling environment for women's empowerment.

Major Outputs. Following are the major outputs in the SHOUHARDO III Program under Purpose 4 as defined following the revised Theory of Change finalized in September 2016.

- Community mobilization on Gender-Based Violence and Women's Empowerment
- Formation of a system for gender-based violence prevention
- Design and implementation of community-level actions on violence against women
- Facilitation of women to attain leadership positions in community groups and committees
- Capacity building of women on influence and negotiation skills
- Formation of women community support groups
- Capacity building of women on life skills
- Formation of School-Based Teenage Brigades with capacity-building to promote changes in gender and social norms
- Formation of a Men's Forum at the community level and capacity building to enable the forum to influence other men in the community
- Capacity building of community-level actors on women's empowerment
- Community awareness raising on the need for women's empowerment

The following outputs were described in the program proposal, but due to resource limitations, they were removed from the program strategy when the TOC was revised.

- Build capacities of men from PEP households using a Social Analysis and Action process to address inequitable household workload issues and gender-based violence
- Build capacities of religious and other leaders to address social barriers to women's empowerment
- Build capacities of EKATA networks to be able to advocate for a common agenda on the needs of women and girls in UP planning and budgeting

Types of Participants. Table 5 lists the different types of groups, participants and sites in the SHOUHARDO III Program under Purpose 4. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 5: Participants and Sites in the SHOUHARDO III Program Targeted under Purpose 4: Women's Empowerment and Gender Equity

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
EKATA Groups		33,145	0	
Men from households represented in EKATA Groups	Not Available	0	Not Available	No target
VDCs (for GBV and women's empowerment action plans)	947	5560	4087	947
Representatives from Union Parishads (LEBs)	440	101	339	440

Representatives from Nation Building Departments (NBDs)	345	Not Available	345
Union Parishad <i>Nari Nirjaton Protirodh</i> Committees	115	Not Available	115

5. Purpose 5: Public Services for PEP. The SHOUHARDO III Program expects that all residents in the 947 villages targeted by the program will benefit directly or indirectly from interventions to improve service provision by local elected bodies and nation building departments.

Major Outputs. Following are the major outputs in the SHOUHARDO III Program under Purpose 5 as defined following the revised Theory of Change finalized in September 2016.

- Mobilize youth groups to enhance community awareness on public services.
- Train community leaders on rights, entitlements, and governance, leadership and advocacy issues.
- Train locally elected bodies (LEBs) and nation-building departments (NBDs) on governance and development challenges
- Establish a coordination mechanism among government departments
- Facilitate the organization of remote-level service campaigns by LEBs and NBDs
- Facilitate the organization of ward shavas bi-annually (shown at the output level in the current ToC, but actually may be a result/effect)
- Establish a community-level Union Parishad service delivery monitoring system

The following outputs were described in the program proposal, but due to resource limitations, they were removed from the program strategy when the TOC was revised.

- Provide support through Local Governance Grants and Cash for Work for programs that support Community Action Plans
- Support the Local Government Division to enable Union Parishad staff to achieve responsibilities outlined in the UP Act of 2009
- Strengthen specific UP committees, including the Development Coordination Committee, Disaster Management Committee, *Nari Nirjaton Protirodh* Committee (GBV), WATSAN Committee, and Health Committee
- Promote the use of the Right to Information Act, UP Information Boards, UP Information Centers, and development of citizen charters
- Build capacities of Union Parishads on advocacy, good governance, women's empowerment, environmental stewardship, and disaster preparedness
- Establish Program Advisory Coordination Committees to promote accountability and responsiveness in service providers

Types of Participants. Table 6 lists the different types of groups, participants and sites in the SHOUHARDO III Program under Purpose 5. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 6: Participants and Sites in the SHOUHARDO III Program Targeted under Purpose 5: Public Services

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Village Development Committees	947	5560	4087	947
Youth Groups	947	6145	5521	947
Union Parishads (LEBs)	115	101	339	115
Representatives of Nation Building Departments (NBDs)	345	Not Available		345
Program Advisory Coordination Committees	37	Not Available		37

6. Cross-cutting Themes. The SHOUHARDO III Program has four major cross-cutting themes, including promoting gender equity and gender equality across all activities and sectors, targeting of youth, support for increasing the practice of good governance and addressing sources of environmental risk. Investigation on each of these will be assigned to specific MTE team members.

7. Partner Roles and Responsibilities. The SHOUHARDO III Program has the following partners. Each of these will be consulted during the MTE through interviews or remotely depending on time and location.

Implementing PNGOs. For implementation, CARE is responsible for overall programmatic and financial oversight. CARE also manages (1) the commodity pipeline, (2) program-level knowledge management systems, (3) and technical support for the six implementing PNGOs as listed in Table 7.

Table 7: PNGOs Implementing the SHOUHARDO III Program

PNGO	District	Upazila	Union	Village	Targeted PEP HH
Char Region					
SKS Foundation (SKS)	Gaibandha	3	19	186	39,506
Eco-Social Development Organization (ESDO)	Jamalpur	2	9	70	18,326
Mahideb Jubo Somaj Kallayam Somity (MJSKS)	Kurigram	4	18	188	34,540
National Development Programme (NDP)	Sirajganj	3	16	140	33,258
Haor Region					
Dhaka Ahsania Mission (DAM)	Habiganj	2	12	63	9,554
	Sunamganj	2	9	71	10,187
People's Oriented Program Implementation (POPI)	Kishoreganj	4	18	118	15,079
	Netrakona	3	14	111	14,134
TOTAL		23	115	947	174,584

Other Implementation or Management Partners. Two other types of bodies are critical for implementation of the SHOUHARDO III Program. At the community level, Village Development Committees (VDCs) perform a dual role in facilitating program implementation and ensuring sustainability for continued delivery of community-led activities. SHOUHARDO

III has also formed Program Advisory and Coordinating Committees (PACCs) at the national, division, district and Upazilla levels to provide advice on strategic directions and policy guidelines for the program. Both of these structures will be interviewed during the MTE under Purpose 5.

Technical Partners. The SHOUHARDO III Program currently has signed technical cooperation MOUs with WorldFish, the GoB's Local Government Engineering Department (LGED), and the GoB's Department of Public Health Engineering (DPHE). Sub-awards have been made to WorldFish and the LGED. The program also proposed collaboration with a number of other technical partners, including Advanced Chemical Industries (ACI), Lal Teer Seed, BRAC Seed, Banglalink, bKash, Krishibid, PetroChem, Bangladesh Institute for ICT in Development (BIID), PRAN Foods, and Bangladesh Center for Communication Programs, Bangladesh Water Development Board Flood Forecasting Warning Center (FFWC), Bangladesh Meteorological Department (BMD), and AgroMet. The MTE will plan to interview organizations that have been engaged as technical partners.

IV. EVALUATION TEAM

The MTE will be implemented by a team of development professionals from TANGO International as described below.

A. Team Members

Mike DeVries (MTE Team Leader). A Design, Monitoring and Evaluation Specialist, Mike will be responsible for coordinating implementation of the MTE, including facilitation of meetings/workshops/debriefings, working with CARE to develop implementation schedules, facilitating the sharing of information between team members, and completion of the final report. In addition, he will have the lead for investigations on farm production, off-farm income, and financial services under Purpose 1 (Income & Food), program management and partnerships, financial management systems and the cross-cutting theme of addressing sources of environmental risk.

Rukhsana Haider. Rukhsana is a physician, public health nutritionist, and International Board Certified Lactation Consultant with extensive experience providing technical support for formulating policies, program design and implementation. She will lead investigations on Purpose 2 (Health & Nutrition) as well as be the point person for investigations on coordination and collaboration.

Mark Langworthy. Mark, a vice-president for TANGO, is an expert in the microeconomic analysis of rural households, specializing in a wide range of resilience, household food and livelihood security issues that include nutrition and agriculture. Mark will lead investigations on marketing under Purpose 1 (Income & Food), all investigations for Purpose 3 (Disaster Preparedness & Response), and the use of technology for collaborative learning and action. He will also be the point person for investigations on the targeting of beneficiaries as well as the cross-cutting theme of targeting youth.

Jeanne Downen. Jeanne is also a vice-president for TANGO with extensive international development experience with specialization in gender, program design, livelihoods analysis, disaster risk reduction, post-conflict transition, democracy and governance, HIV and AIDS, urban programming, and NGO management. She will lead the investigations for Purpose 4 (Women's Empowerment & Gender Equity) for the program's Theory of Change and for the

processes used by the program for collaborative learning and action. She will also be the point person for investigations on the cross-cutting themes of gender equity and human resource management systems.

Golam Kabir. Golam has nearly 38 years of experience in design, management, evaluation and research related to food security and disaster management programs in and outside of Bangladesh, including 29 years in different positions within USAID Bangladesh. His areas of specialization include livelihoods development, gender equity and empowerment, coalition building, food aid commodity monetization and management, environmental compliance, and disaster risk reduction. Golam will lead the investigations for Purpose 5 (Public Services) and will be the point person for investigations on the cross-cutting theme of governance, program integration strategies, commodity management systems and materials and equipment management systems.

B. Assignment of Responsibilities

Table 8 indicates team member responsibilities in the MTE. The person indicated will be responsible for finalizing data collection tools, leading the analysis of information, and coordinating the writing of the content for the final report on each assigned topic.

Table 8: MTE Team Member Responsibilities

INVESTIGATION TOPIC	TEAM MEMBER
Overall Program Design	
Theory of Change, including risks and assumption	Jeanne
Targeting of Beneficiaries	Mark
Collective Impact at the Goal Level	Mike
Collective Effect at the Purpose level - P1 Income & Food	Mike
Collective Effect at the Purpose level - P2 Health & Nutrition	Rukhsana
Collective Effect at the Purpose level - P3 Disaster Preparedness & Response	Mark
Collective Effect at the Purpose level - P4 Women's Empowerment & Gender Equity	Jeanne
Collective Effect at the Purpose level - P5 Public Services	Golam
Inputs, implementation, Outputs, Outcomes and Sustainability	
SP 1.1 Agricultural Production	Mike
SP 1.2 Access to Markets	Mark
SP 1.3 Off-Farm Income	Mike
SP 1.4 Financial Services	Mike
SP 2.1 Behavioral Change	Rukhsana
SP 2.1 Access to Health & Nutrition Services	Rukhsana
SP 2.3 WASH	Rukhsana
SP 3.1 Household & Community Preparedness	Mark
SP 3.2 Union Parishad Capacities	Mark
SP 4.1 Agency of Women	Jeanne
SP 4.2. Women's Empowerment Enabling Environment	Jeanne
SP 5.1 Community Capacities to Negotiate for Pubic Services	Golam
SP 5.2 Accountability of LEBs and NBDs	Golam
Cross-Cutting Themes	
Gender Equity	Jeanne
Targeting of Youth	Mark
Governance	Golam
Addressing Sources of Environmental Risk	Mike
Implementation Systems and Resource Management	

Management & Partnerships	Mike
Collaborative Learning and Action	Mark (M&E) & Jeanne (KMAL)
Program Integration	Golam
Coordination and Collaboration	Rukhsana
Financial Management Systems	Mike
Commodity Management Systems	Golam
Human Resource Management Systems	Jeanne
Materials & Equipment Management Systems	Golam

Table 8 does not specify sustainability as a specific area of investigation for any one MTE team member. All team members assigned responsibilities for analyzing the effects and impact of the program will be responsible for analyzing the sustainability of the effects and impact being achieved by SHOUHARDO III. Annex B contains a topical outline that each team member will use to guide the data collection for analyzing sustainability.

V. INFORMATION TO BE OBTAINED

The following sections outline the information that will be obtained to achieve each of the six objectives of the MTE while meeting the purpose of the MTE to generate recommendations for the remainder of the life of the SHOUHARDO III Program.

A. Objective I: Quality of Program Delivery

The MTE will examine the outputs produced under each Sub-Purpose to identify what the SHOUHARDO III Program has accomplished on the ground. The inputs and processes used to produce outputs will be investigated to identify what is working well, what can be improved, and what is not working well in terms of producing outputs against the targets that have been set for the life of the program. The MTE team will also examine the history of the program, particularly how it has evolved since inception and the critical features of the operating environment that have affected, positively or negatively, program implementation and the impact that has been achieved. In assessing the quality of the outputs, the MTE team will identify the changes in behavior or systems that are being induced by the outputs. Both qualitative and available quantitative information will be used to assess the processes and quality of the outputs being produced by the program. Table 9 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 9: Evaluation Questions, Methods, and Data Sources for MTE Objective I

Evaluation questions	Methods	Data sources
Objective I: To evaluate the quality and effectiveness of program delivery – this will cover both CARE and its implementing partners – by looking into the strengths and weaknesses of activity implementation and program management; quality of outputs in terms of adherence to terms, agreed with FFP and their appropriateness and perceived value to target communities; and identifying factors that appear to enhance or detract from the quality.		
I. How well have the interventions met planned schedules, targets, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?	Secondary data and documents review, KII, FGD	DIP, MIS data, Annual monitoring data, IPTT, Interview of program staff at different level

Table 9: Evaluation Questions, Methods, and Data Sources for MTE Objective I

Evaluation questions	Methods	Data sources
2. What are the strengths and challenges to the overall implementation process, management, communication and collaboration so far? What factors appear to promote or challenge the activity operations or effective collaboration and cooperation among the various stakeholders? Specifically: The strengths and challenges should also be streamlined by each technical component, in terms of acceptance by local communities, producing quality outputs. Evaluation of the linkages established by the program with complementary programs in Char and Haor areas and beyond as well as relevant government departments.	KII, FGD	Program staff, Govt. staff, Implementing partners, other collaborative partners/institutions
3. In each technical sector, what are the strengths of and challenges to the efficiency of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and 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 interventions and implementation processes are more or less acceptable to members of the target communities and why?>> To what extent are the program interventions meeting the needs of target beneficiaries, specifically women and youth? Are interventions aligned with Bangladesh's country strategies and policies and/or with USAID development goals, objectives, and strategies?	KII, FGD	Program staff, Govt. staff, Implementing partners, other collaborative partners/institutions

Information on processes, outputs and effects that are emerging will be obtained through reviews of program monitoring reports, including quarterly and annual reports, reviews of key secondary data, interviews/focus group discussions with program participants, and interviews with program implementation staff. All team members will have responsibilities for achieving this objective relative to their assigned sub-purpose investigations. MTE team members will analyze performance monitoring data collected by the program, as well as review the performance management plans and IPTTs. MTE team members will review technical guidance, including implementation manuals, on key processes and approaches used by the program and observe learning/training sessions that are planned when the MTE team is in the area.

B. Objective 2: Evidence of Change

To accomplish Objective 2, the MTE will start by reviewing and understanding the theory of change and logical framework for the program. This has been developed around a vision and pathways of change for particular types of targeted impact groups, so the MTE will review the targeting systems for the program to identify strengths and weaknesses in how participants are identified to assess how well the program is reaching intended beneficiaries as reflected in the Theory of Change. Using qualitative information obtained during the MTE as well as available quantitative information, the MTE team will identify changes that have occurred as a result of program interventions. These changes will occur at different levels, including effects at the individual level, the household level, the community level, the mezzo-level (union, Upazilla and District) as well as at the national level. They can include positive or negative changes as well as changes predicted by the program's Theory of Change or unexpected changes that might result in a recommendation for a revision to the program's ToC.

At the individual and household levels, MTE team members will look for evidence on how PEP participants have changed their ideas, attitudes, and practices as a result of program activities

Priority Topic for Investigation WASH Interventions

WASH is emerging as a critical issue in the Haor and Char areas. The program had not laid much emphasis on WASH at proposal time but has during implementation noted clear gaps in safe-water provision and sanitation in the Haor. MTE should give attention as to how to more effectively address these.

Priority Topic for Investigation Value Chain Development

One of the priority topics of interest to the SHOUHARDO III stakeholders is to examine the value chain and market development strategies of the program. Concerns have been raised that SHOUHARDO I and II were not effective enough in achieving significant growth in targeted value chains. A fundamental challenge has been that, by targeting PEP households, the program is not working with households who have sufficient assets to be able to expand engagement and promote significant expansion of value chains.

and will identify potential reasons for why some beneficiaries have started applying program promoted practices while others have not. At the community and mezzo-levels, the MTE team will look for changes in behavior by intermediaries and changes in systems that have been induced by the program. At the national level, the MTE will look for changes that have been induced in behavior, systems and national-level policies.

Table 10 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 10: Evaluation Questions, Methods, and Data Sources for MTE Objective 2

Evaluation questions	Methods	Data sources
Objective II: To present yearly evidence of changes (intended and unintended, positive and negative) associated with activity interventions and outputs; assess how well the observed changes reflect the TOC and LF; and identify factors in the implementation or context that impede or promote the observed and intended changes.		

Evaluation questions	Methods	Data sources
4. What early evidences of changes—expected and unexpected, positive and negative—do community members and other stakeholders associate with the program interventions? What factors appear to promote and deter these changes? Which interventions appear to be more or less potential to influence knowledge or behaviors? How do the changes correspond to those hypothesized by the TOC? Specifically: to focus on the TOC and assess any changes, identify gaps, external outcomes, and stakeholders.	Review program documents, KII/FGD, direct observation of program activities	Community based Govt. and Non-Govt. organizations, program participants, program staff
Are objectives of the program in keeping with locally defined needs and priorities? Should the direction of the program be changed to better reflect those needs and priority?	Review program documents, KII/FGD, direct observation of program activities	Community based Govt. and Non-Govt. organizations/stakeholders, program participants, program staff
To what extent have interventions aligned with planned targets of participant, timelines, and outputs? Any extenuating elements that impeded or accelerated plans? How were challenges mitigated or addressed?	Secondary data and documents review, KII, FGD	DIP, MIS data, Annual monitoring data, IPTT, Interview of program staff at different level, program participants

Information for understanding the changes induced by the program will come primarily through key informant interviews and focus group discussions with targeted beneficiaries and intermediaries, as well as through interviews with program implementation staff and partner leadership representatives.

C. Objective 3: Collaborative Learning and Action (Including Monitoring and Evaluation)

Collaborative Learning and Action refers to (a) how programs bring in and test new ideas and approaches, (b) how monitoring and evaluation systems provide information for decision-making and reporting, and (c) how best practices and lessons learned emerging from program implementation are documented and shared outside the program. The MTE will obtain information to understand the systems being used for capturing, documenting and disseminating lessons learned and best practices. SHOUHARDO III's Planning, Monitoring and Evaluation System (PM&ES) will be examined to understand how information generated from the system is being used to enhance the effectiveness or efficiency of the program in achieving impact. Emphasis will be placed on the collection, analysis and management of data to enable iterative learning and evidence-based improvements to program design and implementation. The MTE will identify changes that have already occurred in the SHOUHARDO III strategy or implementation as a result of new ideas or approaches brought into the program from outside sources and will formulate recommendations for how to seek out appropriate new ideas and

approaches in the remaining life of the program. The research agenda for the program will be reviewed for relevance and timeliness in providing information for decision-makers.

Table 11 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 11: Evaluation Questions, Methods, and Data Sources for MTE Objective 3

Evaluation questions	Methods	Data sources
Objective III: To review systems for capturing and documenting lessons learned and assess the extent to which they are used in program implementation and refining program design, including feedback from the perspective of stakeholders and participants. This would cover assessing processes to use evidence including baseline results and monitoring data for adjusting program strategies. Also it will assess how well the program is seeking out, testing and adapting new ideas and approaches to enhance programs' effectiveness or efficiency.		
5. How have SHOUHARDO III management and technical specialists used data to inform programmatic decisions, referral and follow up? What processes have been instituted to improve data collection and data quality?	M&E report review, KII, FGD	M&E reports, M&E team, Technical specialists, program implementing staff
How has the program improved effectiveness or efficiency as a result of new ideas or approaches brought into the activities? How is information generated by the programs used to inform decision-making? How can this be made more effective?	Direct observation, FGD, KII, document review	Field activities, program staff, program participant, M&E documents

Information for collaborative learning and action investigations will be obtained from a review the program's PMPs, monitoring reports and other reports, interviews with program management and representatives of program steering and advisory committees, interviews with program implementation and technical staff, interviews with the leadership of partner organizations, and interviews with knowledge management staff.

D. Objective 4: Sustainability

The MTE will review the SHOUHARDO III sustainability strategy, interview staff and management, interview program participants, and interview private and public stakeholders to determine how likely program-generated outcomes and impact are to be sustained after the program ends. The investigations will identify the organizations, services and relationships that need to be maintained after the program ends in order to sustain each of the outcomes planned by the programs and will analyze the threats to these that could affect likely sustainability. The primary threats that will be considered are the resources available, the technical and managerial skills, and the motivation required to sustain the organizations, services or relationships necessary to sustain the impact achieved. Specific attention will be paid to the appropriateness, efficiency and efficacy of capacity building activities targeted to participants and local partners to enable them to sustain program impact.

Table 12 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 12: Table 12: Evaluation Questions, Methods, and Data Sources for MTE Objective 4

Evaluation questions	Methods	Data sources
Objective IV: To determine the extent to which outcomes, systems and services are designed and being implemented to continue after the program ends and assess progress made on implementing sustainability strategies.		
6. Has the program developed and implemented sustainability strategies? What organizations, services or relationships are required to sustain the early evidences of changes observed by the review team? Has the program identified the changes to be sustained, and the necessary services required to sustain these changes?	Direct observation, FGD, KII	Field activities, program staff, program participant, community organizations, stakeholders
Have the programs identified the potential service providers? What are the motivations of the service providers to continue service provisioning after the programs end? What has been done so far to increase the motivation? What would be the motivation of the beneficiaries to receive these services? Have the programs identified the resources and capacity strengthening supports for the service providers?	Direct observation, FGD, KII	Field activities, program staff, program participant, community organizations, stakeholders
What has the program done to ensure that this motivation does not diminish after the program ends? To what extent are government officials, formal and informal local leaders (whose support and understanding will be critical for continuing program initiatives once the program has ended) involved in program activities and included in ongoing program discussions and decision-making processes?	Direct observation, FGD, KII	Field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders
Are there proper identification of roles on who should be doing what for a sustainable exit for the program – particularly on the improvement of services from the GoB?	FGD, KII	Program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders

E. Objective 5: Cross-Cutting Themes

For each of the four-fundamental cross-cutting themes for the program, including gender, governance, targeting of youth, and environment, the MTE team will assess how well the program is operationalizing the cross-cutting theme and achieving the proposed impact. Information on cross-cutting themes will be obtained through interviews with program management, program implementation staff, leadership of partners and stakeholders, and program participants. Program monitoring reports will be reviewed, and specific strategy

documents related to each cross-cutting theme, including assessment reports and barrier analyses, will be reviewed.

**Priority Topic for Investigation
Advocacy for Good Governance**

SHOUHARDO III is in a good position to influence governance and GoB policies/strategies since the program works closely with government, has also made a commitment to implementing advocacy activities, and CARE in Bangladesh and elsewhere has good experience with effective advocacy. The MTE should look at the question of how a program like SHOUHARDO III can best implement advocacy/governance strategies in the current Bangladesh context in which NGOs have limited influence with government and are reluctant to become too visible or confrontational with advocacy activities.

**Priority Topic for Investigation
Gender & Women's Empowerment**

The Bangladesh context is one in which women's empowerment is critical to accelerating development and reducing food insecurity, and the SHOUHARDO programs have elevated women's empowerment to the purpose level in the program strategy. The MTE should review in-depth the gender activities of the program to ensure that they are as effective as possible, including activities not only under Purpose 4 but also gender-related activities under all other purposes.

Table 13 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 13: Evaluation Questions, Methods, and Data Sources for MTE Objective 5

Evaluation questions	Methods	Data sources
Objective V: To determine the appropriateness and effectiveness of support for gender equity in terms of access to, participation in, and benefit from program interventions. Assess the extent to which program interventions target youth, support greater capacities for local governance and address sources of environmental risk.		
7. How effective are program design and implementation mechanisms in addressing the cross-cutting issues of gender, governance, the environment and targeting of youth? What (if any) challenges have programs encountered in these areas that may not have been anticipated in the program design, and how have the programs responded?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders
To what extent do program interventions and implementation mechanisms reflect integration of these cross-cutting priorities?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders
What steps have the activities taken to ensure that staff has adequate capacity for addressing these cross-cutting issues?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing

Evaluation questions	Methods	Data sources
		partners and other stakeholders
Are there any yearly evidences of changing roles, relationships, communication and decision making dynamics among women and men, young and old, in relationship to food security at the household and community levels?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders
How were the findings and recommendations of the Year I gender analysis considered, and what specific changes to the program strategy and program activities, were made? Is the program activities drawing on the potential of women, men, boys and girls as much as possible?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders

F. Objective 6: Implementation Systems

Program implementation systems include management systems, partner relations, program integration across purposes, coordination and collaboration with other programs or organizations, knowledge management systems (covered under Objective 3), financial management systems, commodity management systems, human resource management systems and materials and equipment procurement and management systems. The MTE will review these systems to identify recommendations for improving the effectiveness of implementation and/or the efficiency in use of resources. Information on implementation systems will be obtained from directly reviewing the systems being used, program monitoring reports including quarterly reports, annual results reports, financial reports, and commodity management reports. Interviews will be held with program management staff, implementation staff, and leadership of CARE, PNGOs and technical partner organizations, and relevant technical staff from each of the partner organizations.

Priority Topic for Investigation Food Distribution, Vouchers or Cash

SHOUHARDO III is the only one of the three current DFSAs in Bangladesh that is still distributing food. The HKI Program uses vouchers to make food available, and WVI provides cash transfers for food purchase by participating households. SHOUHARDO III has looked at the possibility of using vouchers to provide access to lentils, and the MTE should examine this, as well as other options, more closely to identify the best approach for making supplemental food available more effectively and efficiently in the Char/Haor context. .

Table 14 provides some of the key evaluation questions and sources of information for the MTE team to be able to address each question.

Table 14: Evaluation Questions, Methods, and Data Sources for MTE Objective 6

Evaluation questions	Methods	Data sources
Objective VI: To recommend adjustments to the TOC and LF, activity design, resource allocation, activity management, M&E Plan, or implementation that could improve the likelihood of achieving sustainable results by the program's end, based on the yearly evidences collected and conclusions drawn for the evaluation objectives above.		
8. Based on the findings from Questions 1–5, how could the activity be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the TOC and LF be refined or modified?	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders
An assessment of efficiency should consider whether the same results could have been achieved with fewer resources or whether alternative approaches could have been adopted to achieve the same results.	Document review, Direct observation, FGD, KII	Program documents, field activities, program staff, program participant, community organizations, Govt. staff, implementing partners and other stakeholders

VI. EVALUATION PROCESS

The MTE will be undertaken over a period of approximately six months from mid-December through mid-June of 2018 and will be implemented in three phases:

- Phase 1: Evaluation Preparation (October 23- February 12)
- Phase 2 (in Bangladesh): Data Collection & Preliminary Analysis (February 12-March 12)
- Phase 3: Evaluation Recommendations Finalization (March 13-June 15)

The current schedule for the MTE is provided in Annex A. The sections which follow describe the major activities planned in each phase.

A. Phase 1: MTE Preparation (October 23 through February 12)

During the MTE preparation period, a draft protocol including a basic operational plan (this document) will be drafted, the MTE team will review the background documents listed below, the data collection tools will be drafted, and the sites for field visits will be selected. The members of the MTE team will assemble in Dhaka by February 11. On Monday, February 12, the team will hold an initial meeting to meet each other and to discuss the MTE plan. Also on that day, the MTE team leader will meet with CARE to select sites for field visits. As soon as possible, either Monday afternoon (12th) or Tuesday (13th), the MTE team should also have an introductory meeting with USAID/FFP Bangladesh. The following sections describe these MTE processes and meetings in more detail.

1. MTE Protocol. This document is the protocol that guides implementation of the MTE. The Zero Draft of the protocol will be circulated on December 15 to the MTE team members and

the SHOUHARDO III management team. This draft will be incomplete and both the MTE team and the SHOUHARDO III management team will work on clarifying and completing the protocol. The first Full Draft of the protocol will be released for wider review by MTE organizers and FFP on January 16. Comments, questions or suggestions on the draft should be sent to Mike DeVries (mdevries02@yahoo.com). Feedback will be incorporated in a working draft that will be widely circulated by January 30, as the planning guide going into the implementation phase of the MTE. Further changes will be made once the MTE assembles in-country and has a chance to discuss the program in more depth with CARE SHOUHARDO III staff. The final version of the protocol will be developed before the MTE team departs to begin field data collection.

2. Background Document Review. There are many documents that could be reviewed to prepare for the MTE. However, given time limitations for team members, the available documents have been divided into two sets. One set represents required reading for all team members in order to be able to understand the full strategy for the program as well as the range of activities being undertaken. The second set of documents should be reviewed by individual team members when possible.

Required Reading. The following documents are required reading for all team members and must have been reviewed before the team assembles in-country on February 12.

- Approved Program Technical Narrative
- Theory of Change and Logical Framework (from the Performance Monitoring Plans)
- Indicator Performance Tracking Table (from the Performance Monitoring Plans unless there has been a subsequent revision)
- Annual Results Reports for FY 2016 and FY 2017
- All Quarterly Monitoring Reports
- *The Sustaining Development: A Synthesis of Results from a Four-Country Study of Sustainability and Exit Strategies among Development Food Assistance Programs* Paper by Rogers & Coats
- The USAID Evaluation Policy document from 2011

Other Reference Documents. The following documents are also available and should be reviewed by team members when possible.

- FFP Minimum Standards for Farmer Field Schools, Village Savings and Loan Associations, and Community-Led Total Sanitation
- FFP Checklists for Asset Reviews, Irrigation, Road Assets and Elevated Structures
- SHOUHARDO III Baseline Study Report
- FY 2016 & FY 2017 PREPs
- Full Performance Monitoring Plan
- Knowledge Management & Learning Background Documents
- Program Design Background Documents
- SHOUHARDO III Program Integration Strategy and the Program Integration Implementation Framework (PIIF)
- Value Chain Analysis Reports

- Labor Market Assessment Report
- Gender Analysis Reports
- SBCC Barrier Analysis Reports
- Program Implementation Manuals (or training curricula and training materials in lieu of a PIM)
- Participant Registration Data
- Environmental Mitigation and Monitoring Plan
- Data Quality Assessments
- Human Resource Background Documents
- The SHOUHARDO II Final Evaluation report

Obtaining Documents. All background documents will be made available on the DropBox (CARE Bangladesh SHOUHARDO MTE). The key point of contact for this repository is Mike DeVries (mdevries02@yahoo.com).

3. Data Collection Tools. Section VII below provides guidance on the data collection tools, primarily topical outlines which will be needed for the MTE. MTE Team Members will be responsible for developing the initial drafts of these data collection tools with the deadline for completing the drafts on January 10. These drafts will be incorporated in Annex B in the draft of the protocol that will be reviewed by CARE and FFP. In the program orientation meeting to be held on February 13 (described below), there will be an opportunity for SHOUHARDO III staff to provide input into the topical outlines, particularly to discuss topics that appear on the outline but are irrelevant or topics that need to be added to the topical outlines. The orientation will be also be used to obtain clarity on the types of participants in the program for which the topical outlines need to be tailored. Final working versions of the topical outlines will be included in the final version of the protocol that will be developed before the MTE team departs of field data collection.

4. Site Selection. Section VII provides guidance on how sites will be selected for field visits for the MTE. During this preparation phase, CARE should identify within the program's participant database the clusters of sites that have been requested in Section VII. The MTE Team Leader will meet with the SHOUHARDO III management team shortly after arriving to finalize the preliminary selection of sites by February 13.

5. Key Meetings. Two meetings are planned for February 12 and 13 after the MTE team has assembled in Dhaka as described below.

Initial MTE Team Meeting, February 12. The initial meeting of the MTE Team will occur immediately after team members have assembled in Dhaka. In this meeting, team members will be introduced to each other, the MTE team leader will provide an overview of the evaluation process, and answer any questions that team members may have. The additional required work required to finalize the protocol before the team leaves to begin field data collection will also be discussed.

Orientation Meeting with USAID/FFP Bangladesh, February 12 or 13. Following the initial team meeting, an orientation meeting will be held with representatives of USAID/FFP Bangladesh at which the MTE Team will be introduced, an overview of the review process will be provided by the team leader and the MTE team will answer any questions that USAID/FFP may have about

the evaluation. In addition, the MTE team will seek to understand the expectations of USAID/FFP and any specific interests that they would like to see covered by the review.¹²

B. Phase 2: Data Collection & Preliminary Analysis

From Tuesday, February 13, through Thursday, February 15, the MTE Team will be in Dhaka to continue preparations for the MTE. On Friday, February 16, the team will travel to the field to gather information at the field level. Field level data collection will be undertaken for 16 days over the period from February 16 through March 3. On March 3, the team will travel to Dhaka where the Verification Workshop will be held. Dhaka is the most convenient site for SHOUHARDO III field staff from the two regions to participate. From Sunday, March 4 through Tuesday, March 6, the team will process the information obtained and prepare for the Verification Workshop which will be held for two days, on Wednesday and Thursday, March 7 and 8. Following the Verification Workshop, the MTE team will have two days to continue gathering information to fill "gray" areas identified in the Verification Workshop and to prepare for the two debriefings scheduled in Dhaka. These are a Stakeholder Debriefing which will be held in the morning on Sunday, March 11, and a debriefing with USAID/FFP to be held in the afternoon of March 12. The following sections provide more detail on the key events in this phase of the MTE.

1. SHOUHARDO III Program Orientation Meeting, February 13 (Tuesday). In this half-day meeting, the SHOUHARDO III implementation team will present an orientation to the program for the MTE Team. The key content should include an overview of the strategy of the program, an overview of the resources (money, commodities and staff) available for the program, a map showing geographic locations, a description of the outputs and activities under each component, a description of the roles and responsibilities of partners, and a description of the key challenges affecting the program. The purpose of this meeting is to obtain clarity on the types of outputs produced by the program, the stakeholders that need to be interviewed to understand the impact of these outputs, and additional data sources for information to support the MTE. Discussions will also be held around (a) the draft topical outlines that have been developed and are provided in Annex B, (b) the site selection for the qualitative interviews to determine what the sites represent in terms of outputs and quality, and (c) the meeting schedule that has been compiled for the MTE for the next two days in Dhaka. Attendees to this meeting include the SHOUHARDO III management and technical team, selected representatives from implementing partners, and anyone else from the CARE likely to be involved in implementing or supporting the MTE.

2. Meetings with SHOUHARDO III Stakeholders in Dhaka, February 14 & 15 (Wednesday & Thursday). On these days, MTE Team members will conduct interviews with key stakeholders that are based in Dhaka. These could include interviews with representatives of implementing partners, technical partners, government stakeholders, and private sector stakeholders. Given the limited time, the MTE will need to be strategic on the use of this time and will rely on the SHOUHARDO III management team to provide guidance on prioritizing the meetings that need to be held.

¹² In the actual implementation of the protocol, because of scheduling conflicts, this meeting with USAID had to be scheduled a few days later than planned.

3. Field Data Collection, February 16 through March 3. Over this period, the MTE team will conduct key informant interviews, hold focus group discussions and observe program activities to obtain qualitative data. The team will plan to spend up to three days in each of six districts covered by the program. A preliminary schedule has been developed (and is provided in Annex A).

With this schedule, the MTE expects to conduct interviews, focus group discussions and site visits to 28 sites (see section VII. F. below on sample selection for additional detail on the types of sites that have been selected).

The specific data collection process in each district is described in section VII.C below. Annex A contains a preliminary schedule for this period. A detailed itinerary for the field work will be developed in collaboration with SHOUHARDO III management team and implementing partners.

4. Information Processing & Preparation for the Verification Workshop, March 4 - 6 (Sunday through Tuesday). During the field work, MTE team members will begin processing data as it is obtained, and in this three-day period the team will continue analyzing information to identify major findings and recommendations that will be presented for discussion at the Verification Workshop. Each MTE team member will use this time to prepare the PowerPoint presentation(s) that she/he plans to present in the Verification Workshop. In the afternoon of March 5, the MTE team will sit together and share ideas on the recommendations that are emerging from the analysis.

5. Verification Workshop, March 7 & 8 (Wednesday and Thursday). In this two-day workshop, the major observations and the recommendations resulting from the MTE investigations will be shared with program implementation staff. These will be discussed to ensure that they reflect reality and are described appropriately. Two major outputs are targeted for the workshop. These are (1) agreement on the validity of key observations assembled so far from the review and (2) preliminary agreement on major recommendations for the remaining life of the program. Participants in the workshop will be SHOUHARDO III implementation staff and the MTE team. This is an in-house event, only for those participants who are fully engaged in the program, so that the discussions held can be candid and frank. The workshop venue will be at a location in Dhaka, and an illustrative Workshop Plan is provided in Annex C.

6. Post-Workshop Processing, March 9 & 10 (Friday and Saturday). During this period, MTE team members will revise their PowerPoint presentations to capture key points from the discussions in the Verification Workshop. Each team member will also prepare a condensed version of her/his presentation that can be consolidated with other team member presentations for the stakeholder and USAID/FFP debriefings. The MTE team leader will collate these into a single presentation for the Stakeholder Debriefing.

In addition, during this post-workshop period, the MTE team leader will meet with the SHOUHARDO III management team to discuss the recommendations that were presented in the workshop. The purpose of this meeting is to obtain feedback on those recommendations that are perceived to be most useful and those that are seen to be less useful either because they are already being undertaken or because the time and resources available to implement a recommendation are insufficient. The MTE team will be prioritizing recommendations after the

workshop in preparation for the stakeholder and USAID debriefing, and the perspectives of the SHOUHARDO III management team will be a key input into this prioritization.

7. Stakeholder Debriefing, March 11 (Sunday). A draft summary of the MTE product with prioritized observations and recommendations will be presented for discussion to the leadership of CARE, leadership of SHOUHARDO III's implementing partners, representatives from other program stakeholders, such as government agencies or technical partners, and the FFP representatives who have direct responsibilities for the SHOUHARDO III Program¹³. This is an opportunity for implementation stakeholders to provide input into the evaluation as another step in the process of producing final recommendations. The debriefing will be held at a set location in Dhaka to which representatives will be invited and participants are expected to be the SHOUHARDO III CoP, CARE Bangladesh leadership, leadership of PNGOs implementing SHOUHARDO III, representatives from key technical partners, representatives from other agencies having active roles in the program and the FFP AOR. Given the tight schedule, the Stakeholder Debriefing should be scheduled for the morning on March 11, so that the MTE team will have sufficient time to prepare for the USAID debriefing scheduled for the next day.

8. USAID/FFP Bangladesh Debriefing, March 12. Following the Stakeholder Debriefing, changes will be made to the MTE based on the discussions, and a summary of the product to this point will be presented to USAID/FFP Bangladesh. Participants in this meeting will be the leadership of CARE, the SHOUHARDO III CoP and representatives from USAID. The MTE team leader will facilitate the presentation, and all MTE team members will attend. To maximize the preparation time for this debriefing, the debriefing should be scheduled in the afternoon of March 12. Customarily, two hours of time is allotted for presentation and questions.

C. Phase 3: Evaluation Recommendations Finalization, March 13 to June 15

After the USAID debriefing on March 12, the MTE team will disperse and work remotely to assemble a draft report by April 16. Sometime in the latter half of May, a debriefing by the MTE team leader will be provided to HQ-based stakeholders from FFP and CARE. Then, by June 15, a final MTE report will be completed incorporating feedback received on the draft and from FFP/CARE stakeholders in headquarters.

Recently, the MTE evaluation process has been utilizing an additional step in which the MTE team works with the program staff to operationalize the recommendations as part of the preparations for submitting the next Pipeline and Resource Estimate Proposal (PREP). Discussions around doing this for the SHOUHARDO III MTE are on-going and have not been concluded. However, a description of this step in the process is also provided below.

1. Draft Report, April 16. MTE team members will continue reviewing and analyzing background documentation and information collected toward assembling content for the draft

¹³ In the past, donor representatives have not attended the Stakeholder Debriefing. The USAID/FFP debriefing, which is the first event in the process at which FFP representatives have usually attended, however, tends to be relatively short with insufficient time to go into much depth on observations and recommendations. The Stakeholder Debriefing provides a better opportunity for those FFP representatives who are directly responsible for the SHOUHARDO III Program to see more detail on observations and recommendations as well as to provide key input.

report. The MTE team leader will consolidate the writing into a draft report to be finalized and circulated by April 16.

2. Debriefing at FFP HQ, Latter Half of May. Major content from the draft report, including the final list of prioritized recommendations, will be presented to HQ-based stakeholders sometime in the latter half of May for discussion and feedback. These stakeholders include FFP representatives, other USAID representatives and representatives from CARE headquarters.

3. Final Report, June 15. Following the headquarters-based debriefing, final changes will be made by the MTE team leader based on the feedback received in the meeting as well as other feedback received on the draft report to produce a final report on the MTE by June 15.

4. MTE Recommendation Processing and Planning Workshop. The draft report prepared by April 16, while not being final, will fully document recommendations and supporting observations. This document is used as the key document for a MTE Recommendation Processing and Planning Workshop. This workshop is usually two to three days in length, and the objective of the exercise is to review the final recommendations with program staff and discuss how best to operationalize the recommendations. Since SHOUHARDO III management and technical staff will have seen most, if not all, of the recommendations in the Verification Workshop, they will have already begun strategizing on how to respond to the recommendations. The MTE team leader and other members of the MTE team who can be available for the workshop will be present to provide clarification on the recommendations and input on how best to operationalize them in the next PREP.

VII. QUALITATIVE DATA COLLECTION

Qualitative data will be collected primarily through key informant interviews and focus group discussions with representatives of SHOUHARDO III implementation staff, program participants (both beneficiaries and intermediaries), and program partners including PNGOs, technical partners and GoB partners. Topical outlines or checklists will be used to guide interviews and focus group discussions. Annex B contains the version of the tools that have been refined with input from SHOUHARDO II staff. These represent the working tools with which the MTE team will begin data collection. Ideally, the MTE will gather information from all of the partners and participants listed in Section III above describing the program. MTE Team members will provide program management staff with a list of the meetings, interviews and FGDs that they would like to have arranged, and the MTE team will work with program management staff to develop schedules for meetings.

A. Composition of Key Informant Interviews and Focus Group Discussions

Key informant interviews are normally held with between one to four persons, ideally no more than two, and these interviews typically last no more than one hour. Focus Group Discussions (FGDs) are organized with from five to no more than ten persons. They are called focus groups because all of the members of the group have a common feature, so FGD facilitators must ensure that participants meet the desired common criterion, i.e., members of a VSLA group, farmers who received seed from the program, lead mothers, lead fathers, etc. FGDs should normally not extend beyond two hours. In both cases, interviews and discussions should be held in secluded locations so that bystanders or passersby cannot influence the discussions.

B. Topical Outlines or Checklists

MTE Team members will develop topical outlines or checklists which include key thematic questions to be used in key informant interviews or focus group discussions. These tools were drafted by the individual MTE Team Member assigned to specific investigations and tailored to the types of participants and approaches being used by the program. The questions in a topical outline are fairly general and used to stimulate discussion. Reviewers will keep in mind at all times that the purpose of the information gathering is to understand what the program has done, what changes have occurred as a result, what has helped or hindered achievement of these changes, and how likely are the changes to be sustained after the program ends. The discussion facilitator will be free to explore in more depth any relevant topics that may come up during each discussion, related to these objectives, and is also free to skip particular questions on a topical outline if it is apparent that the respondent being interviewed has no relevant information for those questions.

A suggested sequencing of questions in a topical outline, drawn from a Program Constraints Assessment (PCA) approach, would be as follows.

1. Are you familiar with the SHOUHARDO III Program?
2. How would you describe what this program seeks to accomplish?
3. How have you or other members of your household participated in this program? For how long have you/they been involved?
4. Please describe how you or members of your family have benefitted from the program.
5. Please describe how you or members of your family have been negatively affected by the program.
6. Who, in your opinion, has benefitted most from the program?
7. Are there other people who should be benefitting from the program but are not? Please describe them for us.
8. What constraints do you believe inhibit the program from fully accomplishing its purposes?
9. What suggestions do you have for addressing these constraints or otherwise enabling the program to have greater impact?

For each question, the interviewer/facilitator should have an idea about what kind of response to expect, based on a review of the background documents, but should avoid leading the respondent to make these responses. After a respondent has completed answering a question and an expected topic has not come up, the interviewer/facilitator can then ask...what about this?... noting that the respondent did not spontaneously report on the topic.

Before beginning an interview or discussion, an introduction and explanation of the purpose of the evaluation should be provided with stress put on the importance of obtaining useful information that reflects reality. The evaluation team will seek consent from the participants, and no names will be recorded in interviews and group discussions. If portable recording devices are used, the device should be shown to respondents and not activated until after respondents have introduced themselves.

Annex B contains the final data collection tools. After the MTE team assembled in-country, each team member gathered information from SHOUHARDO III Program staff to further refine the tools, including tailoring a tool for specific types of respondents and adding more detailed information on the types of interventions that have been implemented and would be expected to come up in interviews or focus group discussions. The SHOUHARDO III Program

orientation scheduled for February 13 was critical to this process. After the orientation, individual MTE team members began interviewing SHOUHARDO III staff to further refine the topical outlines. The name of the MTE team responsible for a particular tool, corresponding to the team member assignments indicated in Table 8, is shown on each tool.

C. Observation of Program Activities

In addition to conducting interviews and focus group discussions, MTE team members will also observe implementation of program activities and physical sites where program investments have been made. These should be regularly scheduled program activities, not activities organized only for the MTE. Section III, describing the program, lists the different types of sites/activities that the members of the MTE team should visit.

D. District-Level Data Collection

A three-day process is envisioned for data collection in each of six districts in which the SHOUHARDO III Program is being implemented. The MTE team will conduct interviews and discussions in at least 31 communities or sites. In any one community, the team will not spend more than a half day, and the team will break up into smaller teams as necessary to be able to visit as many sites as possible to view the full range of major program interventions and successful pilots. Site selection, following the parameters described in Section F below, and development of a field work schedule will be done in collaboration with SHOUHARDO III management staff by February 13. In addition to conducting interviews and focus group discussions, MTE team members will also observe, where possible, implementation of program activities and physical sites where program investments have been made, as already mentioned.

During visits to communities and district stakeholders, it is expected that SHOUHARDO III implementing staff will accompany the evaluation team to facilitate the introduction of the team to the community or stakeholders. These staff will not participate in interviews and FGDs after the introductions have been made, but they should be available to answer questions from the MTE team members after the interviews/FGDs to discuss the information that has been obtained.

The following sections describe the sequencing of activities in each district¹⁴.

Day 1 First Half: Program Orientation and Interviews with Implementation Staff. A different program partner is implementing activities in each district. In order for the MTE to begin to understand similarities and differences in implementation between different partners, the first activity in each district will be a meeting between the MTE team and the district-based program staff. Items on the agenda for this meeting are (1) introductions and explanation of the purpose and objectives of the MTE, (2) review of the schedule for activities in the district including the meetings scheduled with district-based stakeholders, (3) separate meetings between individual MTE team members and SHOUHARDO III implementation staff by sector, and (4) a reconvening of the full group to discuss the unique features of and challenges for SHOUHARDO III in the district. The district Program Manager should prepare a short

¹⁴ The sequence will vary depending on the day of the week, since some stakeholders may not be available on a Friday or Saturday. In situations like these, the stakeholder interviews will be moved forward or backward in the process in order to fall on a regular business day.

presentation on the unique features and challenges for the program as a basis for the discussion and provide a handout on the quantitative achievements in the district.

Day 1 Second Half: Field Visits to Communities and Sites. In the second half of the first day in each district, the MTE team will conduct interviews and focus group discussions with program participants, including both targeted beneficiaries and intermediaries, in sample sites.

Day 2 First Half: Meetings with District-Based Stakeholders. In the first half of Day 2, MTE team members will conduct interviews with District-based stakeholders for SHOUHARDO III. These could include relevant government departments, private sector representatives based in the district or technical partners based in the district. The community visits held on the previous day will provide information to inform these interviews, i.e., MTE team members will be able to query stakeholders on observations made in the community visits.

Day 2 Second Half & Day 3: Field Visits to Communities and Sites. In the remaining time in each district, the MTE team will continue conducting interviews and focus group discussions with representatives of program participants, including both targeted beneficiaries and intermediaries, in sample communities.

MTE team members are expected to share and discuss ideas and observations whenever opportunities arise, such as when traveling together or during off-time at the beginning or end of each day. In addition, the MTE team will meet formally at the end of the second day of data collection in the district to share information that is relevant for investigations being conducted by other team members, specifically to be able to identify synergies and interaction between different interventions in the program.

External Bangla translators will be recruited by TANGO to accompany members of the MTE team who do not speak Bangla.

Team member notes will be taken by individual team members during the data collection process. Team members will also use photography as a data collection tool.

E. Other Data Collection

Because of time constraints and the locations of key informants, especially for some technical partners for the program who do not have a presence in Dhaka or the program areas, interviews will need to be organized remotely either by telephone or skype.

F. Sampling and Participant Selection

Since this is a Mid-Term Review, the sample of participants and sites for field visits will not be chosen randomly. These will be selected strategically, so that the MTE team can observe what is working and what is not working, as well as any particularly innovative approaches. The recommendations to be generated by the MTE will propose scaling up interventions that have good impact, modifying interventions to have more impact, suspending interventions that do not have enough impact relative to investment, piloting new interventions relevant for targeted impact groups, improving the effectiveness of implementation systems, or improving efficiency in use of resources. The MTE team needs to see the problems and challenges in order to be able to propose recommendations to address them.

The MTE will collect data from six of the eight districts being covered by SHOUHARDO III, one district for each implementing partner. The program has in place a database of

participating households by village, union, and Upazilla in each district. To facilitate the selection of sites for field visits, the SHOUHARDO III management team classified unions by accessibility and then the villages in each union were classified according to performance. The villages that had participated in the SHOUHARDO I Program were also noted in order to ensure a representative sample of these villages were included in the MTE.

Accessibility. Accessibility of each of the 115 unions participating in SHOUHARDO III was assessed in terms of the time and type of transport (vehicle, motorcycle, boat, donkey cart, or by foot) required to reach the union when accessibility is most difficult. Unions were classified as “remote access”, “moderate access” or “easy access”. Across the program as whole, 50% of the participating unions were classified as easily accessible, 20% as moderately accessible and 30% as being difficult to access. The logistical challenges are substantial in the Haor and Char Regions. For most remote and moderately accessible sites, multiple modes of transportation are required to reach the village from the district headquarters where the MTE team will be based, including traveling by car, boat and motorcycle. The difference between being classified as moderate or remote is mainly the amount of time required, e.g., 2 to 2 ½ hours for moderate versus 3+ hours one-way for remote sites. Even some of the easily accessible sites require two forms of transport, but the time required is an hour or less.

Performance. It is difficult to assess performance relative to achieving impact in this early stage of a program’s life. Nevertheless, it is critical for the MTE to see sites in which the program is performing well as well as sites where the program may be having difficulty implementing program activities. The SHOUHARDO III Program Management Team worked with implementing partners to classify all villages as to how they were performing in terms of their participation in project activities. Villages classified as performing well had functioning program groups across almost all interventions. Villages classified as performing poorly were less active in implementing program interventions. The classification was done specifically for the MTE sampling and should in no way be perceived as a measure of the performance of the program. The exercise was done specifically for sampling for the MTE. Across the program as whole, this sampling frame showed 25% of villages classified as performing well and 25% classified as performing poorly at this stage.

Participation in SHOUHARDO I. Table 15 indicates that nearly 20% of the current SHOUHARDO III villages participated in the SHOUHARDO I Program.

Table 15: Number of Villages in SHOUHARDO III Who Also Participated in SHOUHARDO I

PNGO	SHOUHARDO I Village		
	No	Yes	Total
<i>Char Region</i>			
ESDO	49	21	70
MJSKS	161	27	188
NDP	117	23	140
SKS	162	24	186
<i>Haor Region</i>			
DAM	104	30	134
POPI	165	64	229

TOTAL	758	189	947
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Selecting Sites for a Mid-Term Evaluation

Organizers of mid-term evaluations are often reluctant to rely too much on program managers to select the sites for field visits in an evaluation. The perception is that program implementers will want the reviewers to produce the best view possible about the program. This, however, is not in the best interests of development, the program, or organizations implementing programs. Just as all programs are achieving at least some good impact, all programs also have implementation challenges and problems. Mid-term evaluations are opportunities to fix these problems and address the challenges. Moreover, if the problems do not get addressed by the time of the final evaluation, final evaluators will find them and criticize the program for not addressing them. The program that has used the Mid-Term Evaluation to improve its effectiveness and efficiency will ultimately have greater impact and be viewed more favorably in the final assessment.

Based on the sample frames developed, the MTE team purposively selected sites in collaboration with the SHOUHARDO III Program Management Team to ensure clarity on classification, representative balance on types of sites, a wide representation on interventions, and logistical considerations. Based on the preliminary field schedule that has been developed and included in Annex A, the MTE expects to conduct data collection in at least 28 sites allocated by district as shown in Table 16. The MTE team will plan to spend a half day in each of the selected sites, with each MTE team member conducting two to three data

Table 16: Allocation of Sample Sites by District for the SHOUHARDO III MTE

PNGO	District	Targeted PEP HH	Percent of Total	Minimum Sample Sites	Percent of Sample
<i>Char Region</i>					
SKS Foundation (SKS)	Gaibandha	39,506	22.6%	5	17.9%
Eco-Social Development Organization (ESDO)	Jamalpur	18,326	10.5%	4	14.3%
Mahideb Jubo Somaj Kallayam Somity (MJSKS)	Kurigram	34,540	19.8%	5	17.9%
National Development Programme (NDP)	Sirajganj	33,258	19.0%	5	17.9%
TOTAL Char Region		125,630	72.0%	19	65.5%
<i>Haor Region</i>					
Dhaka Ahsania Mission (DAM)	Habiganj	9,554	11.3%	---	14.3%
	Sunamganj	10,187		4	
People's Oriented Program Implementation (POPI)	Kishoreganj	15,079	16.8%	5	17.9%
	Netrakona	14,134		---	
TOTAL Haor Region		48,954	28.0%	9	34.5%
TOTAL		174,584	100%	28	100%

collection events (a data collection event is a key informant interview, a focus group discussion or a session to observe a program activity) in a specific site. Included in Annex E is the list of the 28 sites selected for MTE field data collection. The sample covers all 19 Upazillas in the six

districts, 28 Unions, and one village in each Union. For the villages, a little over half are classified as having easy access and the remaining half are divided nearly equally between moderate and remote accessibility. It should be noted that going to a single remote location will require an entire day for the team going there. In terms of performance, eight sites were classified as performing at a low level and nine sites were classified as performing well. The remaining eleven were considered as displaying average performance. Six sites were selected because they were locations where the SHOUHARDO I program had been implemented, these included sites from across all of the accessibility and performance clusters.

MTE Team members will provide program management staff with a list of the meetings, interviews and FGDs that they would like to have arranged in each site, and the MTE team will work with program management staff to develop schedules for the field work. For interviews and FGDs in each site to be visited, program staff, volunteers and village leaders will identify individuals for interviews and FGDs to ensure that households selected represent the economic and geographic diversity of a village. In each district, the MTE team will hold at least one FGD with persons at the village-level who are not participating in the program in order to obtain information to verify program targeting and information to compare to the responses received from program participants on changes induced by the program.

G. Data Analysis

The information gathered by the MTE team will be analyzed at multiple points during the evaluation process. As the MTE team members are holding interviews and focus group discussions, they will probe and explore topics in more depth with respondents to ensure clear understanding. This represents the first level of analysis.

A second level of analysis occurs when an evaluator cross-references responses from interviews and discussions with existing data bases and other secondary sources of information. In addition, the evaluator will also query program implementation staff for clarifications on information after field visits. The result of this level of analysis is that each evaluator will formulate his/her own key observations relative to the assigned topics.

A third level of analyses occurs when information is shared and discussed between MTE team members. This occurs (a) at the MTE team meeting scheduled for the second day in each district, (b) through the sharing of observations between team members over the course of data collection, and (c) in discussions immediately before the Verification Workshop when the evaluation team is processing information individually and sharing information with other team members. The advantage of qualitative methods is to have the ability to conduct real time analysis of the information. As individual team members encounter information from other team members that they may not have had a chance to discuss with respondents, they will have the opportunity to do so when they go again to conduct interviews/discussions.

A fourth level of analysis occurs in the Verification Workshop in which preliminary observations and findings are presented to program implementation staff. If program implementation staff seriously question a particular finding that has been presented by the evaluation team, the opportunity exists in the workshop and afterwards to further discuss and analyze the information to reach the truth.

Finally, a fifth level of analysis occurs after the MTE team has dispersed and begun assembling the content that will go into the draft report. Team members will have the opportunity to analyze the information that has been gathered in more depth as they are writing.

VIII. IMPLEMENTATION SCHEDULES

The complete schedule for implementing the MTE is provided in Annex A. A preliminary schedule for site visits is also included in Annex A. A more detailed schedule for field visits and stakeholder meetings will be added to the protocol in February after the MTE Team Leader has worked with the SHOUHARDO III management team to develop the logistical plans.

IX. CARE RESPONSIBILITIES

CARE will ensure that the necessary information has been passed to the GoB to allow the team to implement the evaluation in the communities that will be selected.

SHOUHARDO III program staff will serve as informants to the MTE and support the evaluation process by supplying lists of program sites, sharing program documents, advising about local protocols, making orientation presentations to the MTE team, arranging meetings with the stakeholders, and making logistical arrangements. In addition, CARE will ensure that program partners are informed of the process and that implementing partners will need to make staff available as possible for interviews and other consultations with the the MTE team. CARE will also facilitate in-country travel and logistical arrangements for the MTE team members including vehicles, printing/copying, access to data bases, work space for the MTE team, and venues for meetings and workshops.

X. MTE SUMMARY REPORT

The MTE Summary Report, not to exceed 50 pages excluding annexes, will:

- Describe the evaluation methodology in detail with an explanation of any limitations encountered in the evaluation methodology and all tools used in conducting the evaluation, such as questionnaires, checklists and analysis summaries, included in an Annex,
- Document MTE observations supported by qualitative evidence and available quantitative evidence,
- Clearly articulate detailed recommendations supported by evidence with examples of how they can be operationalized.

An illustrative format for the report is provided in Annex D

Annex A: MTE Schedules (Overall and Field Work)
ACTIVITIES, RESPONSIBILITIES AND TIMELINE - December 2016 through June 2017

#	Step	Responsible Person (s)	Date(s)	Comments
<i>EVALUATION PREPARATION PHASE</i>				
1	Initial Conference Call between CARE and TANGO for planning MTE	Call organized by TANGO	October 26 (Thursday)	Initial call to introduce the Team Leader and CARE and begin discussions on organizing the MTE
2	Provision of initial background documentation required to develop the protocol	CARE CoP & MTE Team leader	November 23 (Thursday)	List of requested background documents sent to CoP by the MTE Team Leader and the drop box fully populated by the CoP
3	Development of zero draft of Evaluation Protocol	MTE Team Leader	December 15 (Friday)	This incomplete draft is for internal review by the TANGO evaluation team and the management team for SHOUHARDO III. It will not be ready for wider circulation.
4	Review background documentation and development of draft data collection tools	MTE Team Members	January 10 (Wednesday)	Draft tools sent to the MTE team leader to be reviewed and incorporated in the Evaluation Protocol
5	Completion of first draft of Evaluation Protocol	MTE Team Leader	January 15 (Monday)	The draft protocol will include the description of methodology, draft tools and preliminary operational plan for the evaluation.
6	Discussion of feedback on draft Evaluation Protocol - Conference Call	MTE Team Members, CARE & FFP	January 19 (Friday)	Discussion on the draft protocol toward revising the document into a working protocol/operational plan
7	Completion of Working Draft Evaluation Protocol	MTE Team Leader	January 30 (Tuesday)	Draft protocol revised, incorporating feedback received and updated with more complete operational plan
8	Categorization of participating communities and unions by criteria	CARE CoP	February 9 (Friday)	Community and union lists sent to the MTE team members

	specified in the Evaluation Protocol			
9	Evaluation Team Assembles at CARE Bangladesh	MTE Team Members	February 12 (Monday)	Team members coming from outside Bangladesh will arrive by February 11
10	MTE Team Meeting	MTE Team Leader	February 12 (Monday, am)	Team members meet face-to-face for the first time to get acquainted and the MTE team leader answers any questions members have on the evaluation process
11	Preliminary selection of field work sites	MTE Team Leader with CARE CoP	February 12 (Monday, pm)	Field work sites will be selected jointly by MTE Team Leader and CARE as per the Evaluation Protocol
12	Orientation meeting with USAID/FFP	CARE	February 12 or 13 (Monday or Tuesday)	To clarify evaluation process and begin obtaining information. Meeting attended by MTE team and CARE CoP.
DATA COLLECTION & ANALYSIS PHASE				
13	SHOUHARDO III Orientation	CoP & Key Staff	February 13 (Tuesday)	This is an orientation provided by SHOUHARDO III for the evaluation team to further clarify program activities, stakeholders, best practices, and challenges. The orientation will be followed by interviews with CARE SHOUHARDO III implementation staff conducted by individual MTE team members.
14	Meetings with SHOUHARDO III Stakeholders in Dhaka	MTE Team Members	February 14-15 (Wednesday & Thursday)	Individual meetings by MTE Team members with Implementing Partners, Technical Partners, Government Stakeholders, Private Sector Stakeholders and others based in Dhaka as specified in Evaluation Protocol
15	Field Visits to districts selected for the MTE	MTE Team Members	February 16-March 3 (16 days total)	Field visits to four Implementing Partners in four Districts (we should think about trying to do six). Two to three days per district, with one day devoted to program orientation and District-based stakeholder interviews and one to two days for community visits per district. A more detailed schedule for the field work will be developed.

16	Information processing and preparation for Verification Workshop	MTE Team Members	March 4 - 6 (Sunday through Tuesday)	Information processing, and preparation of PPTs for Verification Workshop (Note that a draft workshop plan is included in Annex C).
17	Verification Workshop	MTE Team with SHOUHARDO III Implementing Staff	March 7 & 8 (Wednesday & Thursday)	Presentation of preliminary findings and recommendations to SHOUHARDO III implementers for verification and refinement, identification of "Gray Areas" for further investigation.
18	Post-Workshop Processing	MTE Team Members	March 9 & 10 (Friday & Saturday)	Finalization of key points to be put in the evaluation report and preparation of debriefings for SHOUHARDO III Stakeholders and USAID Bangladesh
19	Stakeholder Debriefing in Dhaka (Location in Dhaka?)	MTE Team Members	March 11 (Sunday)	Half day workshop (must be scheduled for morning to be able to have time to prepare for USAID debriefing on the following day) with leadership of CARE implementing partners, and technical partners to discuss main findings and recommendations
20	De-Briefing with USAID/FFP in Dhaka	MTE Team Leader	March 12 (Monday)	A brief presentation (never more than two hours) of the MTE product provided to representatives of USAID/FFP Bangladesh
EVALUATION RECOMMENDATIONS FINALIZATION PHASE				
21	Draft Report Completed	MTE Team Members	April 16 (Friday)	MTE team members continue analysis and development of content for the Evaluation Report and MTE team leader consolidates sections into final draft report
22	De-briefing to DC-based Stakeholders	CARE HQ & MTE Team Leader	Sometime second half of May	Evaluation final recommendations and findings presented to FFP staff in Washington, DC
23	Final Report Submitted	MTE Team Leader	June 15 (Friday)	Draft incorporates feedback received in DC

DRAFT Schedule for Field Work - SHOUHARDO III MTE

DATE	MORNING ACTIVITIES	AFTERNOON ACTIVITIES	EVENING ACTIVITIES (MTE Team)
Friday, Feb 16	Travel to Sirajganj	Intro Meeting and Brief orientation to Char Program by CARE regional Staff	
Saturday, Feb 17	Travel to Belkuchi, then District-level orientation with NDP (Intro, schedule review, staff interviews, plenary presentation by NDP)	Field visits to two sites in Sirajganj – One group will go to one site and the other group will go to another site	
Sunday, Feb 18	Field visits to three sites - One group will go to two sites and the other group will take the whole day to go to one remote site.		MTE team meeting (Need a venue)
Monday, Feb 19	Meetings with Sirajganj district-based stakeholders from GoB, technical partners and private sector (schedule to be developed by NDP & CARE)	Team A travel to Gaibandha District-level orientation with SKS (Intro, schedule review, staff interviews, plenary presentation by SKS)	
		Team B travel to Jamalpur	
Tuesday, Feb 20	Team A: Field visit to one site in Gaibandha	Team A: Field visit to one site in Gaibandha	
	Team B: District-level orientation with ESDO (Intro, schedule review, staff interviews, plenary presentation by ESDO)	Team B: Field visit to one site in Jamalpur	
Wednesday, Feb 21 (HOLIDAY)	Team A: Field visit to one site in Gaibandha	Team A: Field visit to one site in Gaibandha	Team A: MTE team meeting
	Team B: Field visit to one site in Jamalpur	Team B: Field visit to one site in Jamalpur	Team B: MTE team meeting
Thursday, Feb 22	Team A: Meetings with Gaibandha district-based stakeholders from GoB, technical partners and private sector (schedule to be developed by SKS & CARE)	Team A: Field visit to one site in Gaibandha	
	Team B: Meetings with Jamalpur district-based stakeholders from GoB, technical partners and private sector (schedule to be developed by ESDO & CARE)	Team B: Field visit to one site in Jamalpur	

Friday, Feb 23	Both teams travel to Kurigram	District-level orientation with MJSKS (Intro, schedule review, staff interviews, plenary presentation by MJSKS)	
Saturday, Feb 24	Field visits to two sites in Kurigram	Field visits to two sites in Kurigram	MTE team meeting (Need a venue)
Sunday, Feb 25	Meetings with Kurigram district-based stakeholders from GoB, technical partners and private sector (schedule to be developed by MJSKS & CARE)	Field visits to two sites in Kurigram	
Monday, Feb 26	Fly to Dhaka and travel to Kishoreganj by road	Intro Meeting and Brief orientation to Char Program by CARE regional Staff	
Tuesday, Feb 27	District-level orientation with POPI (Introductions, schedule review, staff interviews, plenary presentation by POPI)	Field visits to two sites in Kishoreganj	
Wednesday, Feb 28	Meetings with Kishoreganj district-based stakeholders from the GoB, technical partners and private sector (schedule to be developed by POPI & CARE)	Field visits to two sites in Kishoreganj	MTE team meeting (need a venue)
Thursday, March 1	Field visits to two sites in Kishoreganj	Travel to Sunamganj District-level orientation with DAM (Introductions, schedule review, staff interviews, plenary presentation by DAM)	
Friday, March 2	Field visits to two sites in Sunamganj	Field visits to two sites in Sunamganj	MTE team meeting (need a venue)
Saturday, March 3	Meetings with Sunamganj district-based stakeholders from GoB, technical partners and private sector (schedule to be developed by DAM & CARE)	MTE travels to Sylhet and then travels by air from Sylhet to Dhaka	

Site Summary:

Char - 19 sites total with 5 sites in each of Sirajganj, Kurigram, and Gaibandha and 4 sites in Jamalpur
 Haor - 19 sites total with 5 sites in Kishoreganj and 4 sites in Sunamganj
 28 sites in Total

ANNEX B: DATA COLLECTION TOOLS

SHOUHARDO III Mid-term Evaluation Sustainability (All Team Members) TOPICAL OUTLINE

The sustainability of the effects and impact being achieved by the SHOUHARDO III Program is an area of investigation that will be covered by each team member who is investigating the effects and impact being achieved by the program for specific purposes and sub-purpose. The following questions are intended to guide interviews and discussions around analyzing sustainability when the discussions/interviews reach that point.

1. For the changes that you have described as having been facilitated by the program, how permanent are the changes?
2. What resources are required to sustain the changes? Where do those resources come from now? Where will they come from after the SHOUHARDO III Program has ended?
3. What relationships, such as for technical support, inputs, marketing, social capital or political capital, are required to sustain the changes? What role has the SHOUHARDO III Program had in developing or facilitating these relationships? After the program ends, how do you think these relationships will change?
4. How happy are beneficiaries and intermediaries with the changes? How motivated will they be to continue to maintain or support the changes?
5. What are the biggest threats to sustaining the changes induced by the SHOUHARDO III Program? How can these threats be addressed?

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TOPICAL OUTLINE

PURPOSE 1: INCOME & FOOD

Sub-Purposes 1.1: Farm Production, 1.3: Off-Farm Income & 1.4: Financial Services (Mike)

Purpose 1: Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls

Sub-Purpose 1.1: Increased agricultural production for poor or extreme poor households

Sub-Purpose 1.3: Increased off-farm income for poor or extreme poor households

Sub-Purpose 1.4: Increased utilization of financial services by poor or extreme poor households

The purpose of the investigations using the following questions is to obtain information to be able to formulate recommendations for the remaining life of the program. These recommendations will be oriented around (a) scaling up effective interventions, (b) modifying interventions to improve effectiveness, (c) suspending interventions that are not effective enough relative to investment, (d) or piloting new interventions relevant for targeted impact groups. The questions are designed to be able to:

- (1) Assess the quality of the outputs produced under this purpose

- (2) Identify the outcomes and impact being generated by these outputs
- (3) Assess the quality of the approaches used by the program
- (4) Judge the potential sustainability of the impact that has been achieved

Information will be gathered through key informant interviews, focus group discussions or large group discussions with program participants, interviews with program implementation staff and program managers, and observation of program activities and outputs.

TOPICS TO BE COVERED WITH COMMUNITY-LEVEL PARTICIPANTS

The following persons or groups at the community-level will be engaged in interviews or focus group discussions:

Farmer Field and Business Schools
 Community Agriculture Volunteers
 Youth Participants in Life Skills and Employability Trainings
 Village Savings and Loan Associations
 Participating Micro-Finance Institutions or Banks

Following are the major activities being undertaken under Sub-Purposes 1.1, 1.3 & 1.4. These will be discussed with participants as relevant for the respondent.

- * Capacity building of farmers on improved production and technology (improved modern poultry and livestock production, crop production, culture and capture fisheries) and climate change adaptation approaches (floating gardens, compost preparation, and crop rotation)
- * Capacity building of PEP participants on entrepreneurship and basic business skills (for farm production and off-farm IGAs)
- * Capacity building of youth through mentorships, apprenticeships or internships
- * Development of employment and placement support services for youth
- * Capacity building on life skills for PEP participants
- * Capacity building of PEP households on savings, lending and financial management skills
- * Formation of savings associations (VSLAs) of men, women and youth
- * PEP savings groups linked to MFIs and banks
- * Advocacy action for pro-poor financial support
- * Support for MFIs and banks to conduct feasibility studies on PEP financial products
- * Construction of raised homesteads in conjunction with promotion of Comprehensive Homestead Production (CHP) systems
- * Provision of micro-enterprise matching grants for agriculture and off-farm opportunities

The general sequencing of questions is as follows:

1. Are you familiar with the SHOUHARDO III Program?
2. How would you describe what this program seeks to accomplish?
3. How have you or other members of your household participated in this program? For how long have you/they been involved?

4. Please describe how you or members of your family have benefitted from the program. How sustainable are these benefits?
5. Please describe how you or members of your family have been negatively affected by the program.
6. Who, in your opinion, has benefitted most from the program?
7. Are there other people who should be benefitting from the program but are not? Please describe them for us.
8. What constraints do you believe inhibit the program from fully accomplishing its purposes?
9. What suggestions do you have for addressing these constraints or otherwise enabling the program to have greater impact?

TOPICS TO BE COVERED WITH PROGRAM MANAGERS, IMPLEMENTATION STAFF AND GOB STAKEHOLDERS

The following managers, staff or GoB stakeholders associated with Purpose I will be interviewed:

CARE Senior Technical Coordinator (STC) for Agriculture & Livelihoods (Dhaka)
 CARE Technical Manager (TM) for Agriculture & Livelihoods (Kishoreganj & Sirajganj)
 PNGO Technical Officers for Agriculture & Livelihoods (1 in each District)
 PNGO Field Supervisors (1 in each Union included in MTE Sample)
 Ministry of Agriculture Representatives at the district-level
 Ministry of Fisheries & Livestock Representatives at the district-level
 Ministry of Youth & Sports Representatives at the district-level

The general sequencing of questions is as follows:

1. Explain your understanding of the strategy for the SHOUHARDO III Program, i.e., how is the program expected to achieve Purpose I?
2. What are the main activities being implemented (check against the list provided above)?
3. What is working well and why?
4. What is not working well and why? How are the challenges being addressed?
5. Who, in your opinion, has benefitted most from the program?
6. Are there other people who should be benefitting from the program but are not? Please describe them for us.
7. What have been the major changes that you have observed with poor or extreme poor households as a result of the program? What is the likelihood that these changes remain after the program ends?
8. Where changes are slow or not evident, what are the obstacles to change?
9. What changes in the way the program is being implemented would make it more effective in achieving its outputs and outcomes?

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Sub-Purpose 1.2: Marketing (Mark)

Purpose 1: Increased equitable access to income for both women and men, and nutritious food for men, women, boys and girls

Sub-Purpose 1.2: Increased access to agricultural markets for poor and extreme poor households

The purpose of the investigations using the following questions is to obtain information to be able to formulate recommendations for the remaining life of the program. These recommendations will be oriented around (a) scaling up effective interventions, (b) modifying interventions to improve effectiveness, (c) suspending interventions that are not effective enough relative to investment, (d) or piloting new interventions relevant for targeted impact groups. The questions are designed to be able to:

- (1) Assess the quality of the outputs produced under this purpose
- (2) Identify the outcomes and impact being generated by these outputs
- (3) Assess the quality of the approaches used by the program
- (4) Judge the potential sustainability of the impact that has been achieved

Information will be gathered through key informant interviews, focus group discussions or large group discussions with program participants, interviews with program implementation staff and program managers, and observation of program activities and outputs.

TOPICS TO BE COVERED WITH COMMUNITY-LEVEL PARTICIPANTS

The following persons or groups at the community-level will be engaged in interviews or focus group discussions:

Farmer Field and Business Schools
 Community Agriculture Volunteers
 Micro-seed dealers
 Micro-seed sellers
 Local and regional entrepreneurs/buyers/collectors
 Participating suppliers of market information for IGAs

Following are the major activities being undertaken under Sub-Purposes 1.1, 1.3 & 1.4. These will be discussed with participants as relevant for the respondent.

- * Seed supply through micro-seed dealers and seed sellers
- * Development of an integrated system of local and regional entrepreneurs/buyers/collectors
- * Development of linkages to affordable transportation services (After farm production levels increased)
- * Research conducted on business barriers for PEP participants and opportunities for input suppliers to reach PEP participants
- * Expanded availability of market information for IGA participants

- * Cultivation of business relations through district-level agricultural fairs, buyer visits, and shared-value business models between PEP farm households and private sector partners

The general sequencing of questions is as follows:

A. Members of FFBS, CAV

1. Are you familiar with the SHOUHARDO III Program?
2. How would you describe what this program seeks to accomplish?
3. Please describe your activities under the project.
4. What have been the challenges you have faced in carrying out your activities for the project?
5. Who, in your opinion, has benefitted most from the program?
6. Are there other people who should be benefitting from the program but are not? Please describe them for us.
7. To what extent do women/adolescents participate in your activities?
8. Do you follow any strategy to target your activities toward women/adolescents? If so, what are these strategies
9. What constraints do you believe inhibit the program from fully accomplishing its purposes?
10. What suggestions do you have for addressing these constraints or otherwise enabling the program to have greater impact?
11. Do have any suggestions about how the activities that you carry out can be maintained in the future, after the end of the project?

B. Seed suppliers (company distributors, local micro-suppliers) and commodity buyers (local maize traders, feed producers, local vegetable traders)

1. Please briefly describe your current activities.
2. How has your business changed in the past 5 years?
3. Have you had any interaction with SHOUHARDO project? If so, please describe this interaction, and how it has affected your business activities.
4. Who are your major clients? Do you sell to very small farmers? What challenges do you face to sell to very small farmers?
5. Do you sell to women? If not, why not?
6. What do you see as major challenges and opportunities to expand your business in the future?

TOPICS TO BE COVERED WITH PROGRAM MANAGERS AND IMPLEMENTATION STAFF

The following managers or staff associated with Purpose 1 will be interviewed:

CARE Senior Technical Coordinator (STC) for Private Sector Engagement (Dhaka)
 CARE Technical Manager (TM) for Private Sector Engagement (Kishoreganj & Sirajganj)
 PNGO Technical Officers for Agriculture & Livelihoods (1 in each District)
 PNGO Field Supervisors (1 in each Union included in MTE Sample)
 Ministry of Agriculture Representatives at the central and district-levels
 Ministry of Fisheries & Livestock Representatives at the central and district-levels

The general sequencing of questions is as follows:

1. Explain your understanding of the strategy for the SHOUHARDO III Program, i.e., how is the program expected to achieve Purpose 1?
2. What are the main activities being implemented (check against the list provided above)?
3. What is working well and why?
4. What is not working well and why? How are the challenges being addressed?
5. Who, in your opinion, has benefitted most from the program?
6. Are there other people who should be benefitting from the program but are not? Please describe them for us.
7. What have been the major changes that you have observed with poor or extreme poor households as a result of the program? What is the likelihood that these changes remain after the program ends?
8. Where changes are slow or not evident, what are the obstacles to change?
9. What changes in the way the program is being implemented would make it more effective in achieving its outputs and outcomes?

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PURPOSE 2: MCHN

SHOUHARDO III MTE

Purpose 2: Improved Health and Nutrition of Pregnant and Lactating Women and Children under Five (Rukhsana)

TOPICAL OUTLINE

The purpose of the mid-term evaluation using the following questions is to obtain information to ascertain how the program is progressing so as to be able to formulate recommendations for the remaining program period. These recommendations will be oriented around (a) scaling up effective interventions, (b) modifying interventions to improve effectiveness, (c) suspending interventions that are not effective enough relative to investment, (d) or piloting new interventions relevant for targeted impact groups. The questions are designed to be able to:

- (1) Assess the quality of the outputs produced under this purpose
- (2) Identify the outcomes and impact being generated by these outputs
- (3) Assess the quality of the approaches used by the program
- (4) Judge the potential sustainability of the impact that has been achieved

Information will be gathered through key informant interviews, focus group discussions or large group discussions with program participants, program implementation staff, program managers and observation of program activities and outputs.

For Purpose 2, the following persons or groups will be engaged in interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

- Community health volunteers (CHVs)
- Community support groups for health and nutrition
- Participants who attended courtyard sessions (for breastfeeding, dietary diversity, good WASH practices, improved household latrines)

- Lactating mothers for breastfeeding, cooking and feeding demonstrations
- Food ration recipients
- Village leaders (awareness regarding intra-household food distribution, improved household latrine demonstrations, modified/hybrid)
- Community-based water management committees
- Relevant MOH &FW staff – CHCP, HA, FWA, FWV, CS, DDFP, UFHPO
- VDCs and Health Committees implementing health advocacy campaigns
- Site Visits/Observations: 1) GMP/ BCC session 2); MCHN Ration Post-Distribution activity (HH visit) (2): Community Health Center /Community clinic visits (2); Latrine, Hand Washing Facilities and Water Point visits
- Implementing Partner NGOs – Upazilla Managers of SKS Foundation, Eco-Social Development Organization (ESDO), Mahideb Jubo Somaj Kalyan Somity (MJKSS), National Development Programme (NDP), Dhaka Ahsania Mission (DAM), People's Oriented Program Implementation (POPI)
- Program implementing staff: Purpose 2 Coordinator, Sector Technicians (WASH and MCHN)
- Program Technical staff: MCHN Advisor and Capacity Strengthening Advisor

PROGRAM BENEFICIARIES FROM TARGETED IMPACT GROUPS

Pregnant and Lactating mothers
 Community Support Group participants
 Grandmothers group (?)
 Adolescent girls group
 Fathers/ Mens' group
 Growth Monitoring Session (GMP) participants

1. Are you familiar with CARE's SHOUHARDO III Program? (Describe the program, if the name is not familiar)
2. Since you have participated in this program, please tell me what the program seeks to accomplish?
3. How have you participated in this program? How were you selected? For how long have you been involved?
4. Please describe how you or your family have benefitted from the program.
5. Please describe how you or your family have been negatively affected by the program.
6. Who, in your opinion, has benefitted most from the program?
7. Are there other people who should be benefitting from the program but are not? Please describe them for us.
8. What constraints do you believe inhibit the program from fully accomplishing its purposes?
9. What suggestions do you have for addressing these constraints or otherwise enabling the program to have greater impact?
10. What else would you like the reviewers to know about the program?

PROGRAM INTERMEDIARIES (Local MoH officials – Civil Surgeon, DDFP staff, Community Health Care Provider)

Activities

Community Group and Community Support Group Promoters and Lead Parents
SBCC caregivers – grandmothers, fathers
Village Development Committee, UDC

1. Are you familiar with the SHOUHARDO III Program? (Describe the program, if the name is not familiar)
2. How would you describe what this program seeks to accomplish?
3. How have you or your organization participated in this program? For how long have you been involved?
4. What has changed as a result of program activities?
5. How have people benefitted with respect to health and nutrition because of these changes? Which kind of people have benefitted most from the program?
6. To what extent have you perceived changes in the people in your area as a result of the program activities?
7. Are there other people who should be benefitting from the program but are not? Please describe them for us.
8. In terms of what the program has done with you, what has been most useful? What has been least useful?
9. What constraints do you believe inhibit the program from fully accomplishing its purposes?
10. What suggestions do you have for addressing these constraints or otherwise enabling the program to have greater impact?
11. What else would you like the reviewers to know about the program?

PROGRAM TECHNICAL AND IMPLEMENTATION STAFF

CARE: STC-HHN, Advisor Environment, technical Managers HHN, Technical Managers SBCC, Regional Senior Technical Manager, Infrastructure & Environment Officer (I&EO)

Partner NGOs: Technical Officer, HHN, APM – Technical
Field Supervisor, Field Facilitator

1. How would you describe what this program seeks to accomplish? How does what you do appear in the program's Theory of Change?
2. Please list for us the different types of activities that you have implemented as part of your job in the program?
3. Which of these activities has been most effective in achieving change on health and nutrition for targeted impact groups?
4. Which of these activities has been least effective in achieving change on health and nutrition for targeted impact groups?
5. Who, in your opinion, has benefitted most from the program under Purpose 2?
6. Are there other people who should be benefitting from the program but are not? Please describe them
7. In terms of improving health and nutrition, what other activities could the program undertake? How important are these relative to what the program is already doing, i.e.,

the program budget is limited, so if we want to do something new we have to stop doing something that we are already doing in order to release resources?

8. What constraints do you face in doing your job? What suggestions do you have for addressing these constraints?
9. What else would you like the reviewers to know about the program?

SITE VISITS: Community Clinic (any other?)

Community Group/ Community Support Group BCC activity
 MCHN Ration Post-Distribution activity Homestead Gardening Activity
 GMP session
 Training/ Refresher training
 Farmer Field Business School (FFBS) – *under PI, but includes 6 Topics for Nutrition & WASH*
 Referral system – (field→CC→secondary/tertiary level health facility)
 Latrine, Hand Washing Facilities and Water Points
 Village Development Committee

1. Are you in charge of the clinic/ FFBS?
2. How many years have you been qualified?
3. How long have you been at this clinic/facility?
4. How long have you been in your current position?
5. Are any other organizations providing support to this facility / district?
 - a) Who are they and what support are they providing?
6. Are you familiar with the SHOUHARDO III program? (Describe the program, if not familiar)
7. How would you describe what the program seeks to accomplish?
8. How have you or your organization participated in this program? For how long have you been involved?
9. Did you participate in any of the following activities with SHOUHARDO III?
 - a) (Baseline) assessment
 - b) Gender assessment
 - c) Development of action plans
 - d) Training of Community volunteers/ Field and Farmer Business School
 - e) Self-assessment
 - f) Supportive Supervision
 - g) Development of tools or activities
10. Have the below subject areas been supported (at any time) by SHOUHARDO III in your area of responsibility?
 - a) Maternal, child and neonatal health human resources
 - b) Health education
 - c) Antenatal care
 - d) Normal labor & delivery and essential newborn care
 - e) Postnatal care

- f) Emergency obstetric care
- g) Emergency neonatal care
- h) Kangaroo mother care
- i) Maternal or neonate death audit
- j) Infection prevention
- k) Immunization
- l) IMNCI for 0 – 2 months
- m) IMNCI for 2 months – 5 years
- n) Maternal and child nutrition
- o) Youth Friendly Health Services
- p) Referrals and community follow up

11. How have people benefitted with respect to health and nutrition because of these changes? Which kind of people have benefitted most from the program?

12. To what extent have you perceived client level changes as a result of their participation in SHOUHARDO III activities?

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Village Development Committee (in P5)

Focus Group Discussion

1. What do you know about SHOUHARDO III as a program in your area? How do you work with the program/organization implementing the program?
2. What are the main issues relating to water and sanitation that concern you in your area?
3. Where do you present your water and sanitation concerns to when you have them?
4. How responsive to your water needs are the ones you take your concerns to?
5. Are there any measures that you have put in place to ensure that water sources are protected from pollution in your area?
6. Are you involved in discussions concerning water supply in your area/ District as a whole?
7. How are you involved?
8. What specific support do you get from local government for your water points in your area?
9. What improvement would you want to see made in the way the District Council and other actors working in water supply service delivery provide support to you?
10. Which other organizations are working in your area in water supply service delivery?
11. How do you ensure that water points in your area remain functional? How often are they checked?
12. On the existing boreholes and other improved community water sources in your area, how were you involved (a) in selecting the site (b) in choosing the type of technology being used?

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Key Informant Interviews

Director/Environment Adviser (covers WASH)

1. What do you know about SHOUHARDO III as a program in your area? How do you work with the program/organization implementing the program?
2. How many organizations in the district are providing WASH services?

3. Duplication of efforts are bound to happen where there are no coordination mechanisms. How do you coordinate all the agencies and government departments implementing WASH interventions in your district?
4. What coordination challenges do you face in your district?
5. What compliance measures have you put in place to ensure that WASH sector actors comply with government policies, regulations and guidelines?
6. How does water feature in your socio-economic profile in terms of priority rating?
7. How does water financing compare with other sectors in the District?
8. Does the District have a WASH planning and review forum?
9. If yes, how are community members involved?
10. Who else participates in these forums?
11. How is the implementation of WASH monitored in this district?
12. Considering that there are many government agencies and NGO partners, who leads monitoring of WASH in the district?
13. How could programs like SHOUHARDO III help improve WASH service delivery at different levels in your district, especially in the Chars and Haors?

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Key Informant Interviews

Department of Public Health Engineering

1. What do you know about SHOUHARDO III as a program in your district? How do you work with the program/organization implementing the program?
2. What are the WASH challenges that you face in your district?
3. Is your district running any Community-led Total Sanitation (CLTS) programs?
4. If yes, where are these being implemented? Who is implementing them?
5. What success has CLTS programs registered in the District? (*Number of villages triggered for CLTS, Verified and Declared ODF*).
6. How are the programs implemented to ensure sustainability of CLTS gains?
7. What are the general challenges that CLTS programs are facing in the districts?
8. What are CLTS management challenges that the District faces?
9. What can programs such as SHOUHARDO III that are not directly implementing CLTS do to improve performance and sustainability of CLTS in your district?
10. Do you have a WASH database? How do you update it?
11. Who manages it and how are sectors involved in data generation?
12. Does the District Council have a water quality monitoring team? Who are members?
13. What water quality monitoring programs does the District Council run in the district?
14. What are the regimes and testing kits does the district use?
15. Can you give an example of how the District Council ensures that water quality testing is done on all water points before they are handed over to communities?
16. What are some of the challenges that you face in this regard?
17. Do you take water quality results back to communities for their information?
18. In places where the quality of water is beyond human consumption, how
19. When did the district last carry out the last round of water quality testing?
20. What can programs such as SHOUHARDO III that are not directly implementing CLTS do to improve performance and sustainability of CLTS in your district?

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PURPOSE 3: DISASTER PREPAREDNESS AND RESPONSE (Mark)

TOPICAL OUTLINE

Purpose 3: Strengthened gender equitable ability of people, households, communities, and systems to mitigate, adapt to and recover from man-made and natural shocks.

Sub-Purpose 3.1: Increased preparedness of poor and extreme poor households and communities to mitigate and respond to shocks

Sub-Purpose 3.2: Local government institutions' (Union Parishad) capacity and implementation of Disaster and Climate Risk Management (DCRM) activities increased

The purpose of the investigation using the following questions is to obtain information to be able to formulate recommendations for the remaining life of the program. These recommendations will be oriented around (a) scaling up effective interventions, (b) modifying interventions to improve effectiveness, (c) suspending interventions that are not effective enough relative to investment, (d) or piloting new interventions relevant for targeted impact groups. The questions are designed to be able to:

- (1) Assess the quality of the outputs produced by the program under this purpose
- (2) Identify the outcomes and impact being generated by these outputs
- (3) Assess the quality of the approaches used by the program
- (4) Judge the potential sustainability of the impact that has been achieved

Information will be gathered through key informant interviews, focus group discussions or large group discussions with program participants, program implementation staff, program managers and observation of program activities and outputs.

The following intermediaries related to Purpose 3 will be interviewed directly or through a focus group discussion:

Union Information and Service Centers (UISCs)
 Community-based Disaster Volunteers
 Village Development Committees (for DCRM capacity building, community action plans, resource mobilization, and lobbying)
 CBO actors
 Union Disaster Management Committees (for DCRM capacity building and lobbying)

The major activities undertaken by the program under Purpose 3 include:

- * Advocacy and capacity building for Union Information and Service Centers (UISC) to access early warning and weather forecasts
- * Capacity building of Disaster Volunteers on Disaster and Climate Risk Mitigation (DCRM) and dissemination of early warning messages
- * Community-level capacity building for improved disaster risk reduction strategies through implementation of Climate Risk Analysis (CRA), training on emergency contingency planning, training on disaster response, and use of disaster simulations
- * Support development of emergency contingency plans using a Community Risk Assessment process at the households, community, UP, Upazilla and District levels

- * Promotion and construction of hazard-resilient disaster mitigation infrastructure (schools as flood shelters, CRCs, protection walls and drainage structures) through Labor Contracting Societies and Joint Contracting Systems
- * Promote use of energy-efficient stoves
- * Support for VDCs to advocate for increased funding for DCRM
- * Community capacity building to lobby for DCRM at the union level
- * Capacity building of Union Disaster Management Committees (UDMCs) and development of Union Disaster Management Plans (UDMPs) using key DCRM concepts
- * Facilitate the UDMC to engage Union Disaster Volunteers and pilot School-Based Teenage Brigades
- * Union capacity building to lobby at the upazilla and district levels for increased DCRM funding

TOPICS TO BE COVERED WITH PROGRAM PARTICIPANTS

General background on shocks and impacts

1. Please describe any concerns you may have about changes in environmental hygiene or natural resource degradation) over the past 5 years
2. What changes have you noticed in the weather/climate that affects your activities (water wells running dry? Floods more intense/frequent?) over the past 5 years
3. Who in your community is affected by these changes/shocks and how are they affected? Are different groups affected differently?
4. Have there been any changes in how your community has prepared for or responded to these changes/shocks over the last 5 years? What changes?

SHOUHARDO 3 activities

5. Are you aware of any activities by the SHOUHARDO III program to help your community prepare for or respond to these shocks/changes?
6. How have you participated in the program? For how long have you been involved?
7. Please describe what has changed as a result of the SHOUHARDO III Program, e.g., how have people benefitted, what changes have occurred in policies or procedures for DRR or CCA, and so on. How lasting are these changes, i.e., are they temporary or permanent?
8. Please describe any negative changes that have resulted because of SHOUHARDO III. How would you suggest these negative changes be addressed?
9. What support have you received from the program related to adapting to environmental impact?

Coverage and targeting of impacts

10. Have project activities provided effective support to all groups in the community (PEP, women, adolescents/youth)?
11. Are there other people who should be benefitting from the program but are not? Please describe them for us.

Challenges of implementation/sustainability

12. What suggestions do you have for changing the program activities to have greater impact?
13. What do you expect will happen to support for disaster preparedness and response after the project ends?
14. What else would you like the reviewers to know about the program?

TOPICS TO BE COVERED WITH PROGRAM TECHNICAL AND IMPLEMENTATION STAFF

General background

1. How would you describe what this program seeks to accomplish? How do your activities within the project contribute to the overall goals of the project?
2. Please list for us all of the different types of activities that you have implemented as part of your job in the program?
1. Which of these activities has been most effective in achieving change and resilience to shocks and stresses for targeted groups in the community (the most vulnerable)?
2. What do you know about the program's EMMP?
3. What are your responsibilities relative to the EMMP?

Coverage and targeting

4. Do the activities under Purpose 3 provide effective service and coverage to all community members?
5. Who, in your opinion, has benefitted most from the program under Purpose 3?
6. Have the activities under Purpose 3 effectively addressed the needs of women, how they are affected by different kinds of shocks, and limitations they may face in mitigation or recovery? Any improvements in implementation strategy that could more effectively address the needs of women?
7. How are women engaging in disaster preparedness and responses planning and preparation? What is the project doing to engage women in this process? Do you have any suggestions for how to engage women more effectively?
8. How are adolescents and youth engaging in disaster preparedness and responses planning and preparation? What is the project doing to engage adolescents and youth in this process? Do you have any suggestions for how to engage adolescents and youth more effectively?
9. YOUTH TARGETING: which activities have specifically targeted youth under Purpose 3?
10. Are there other people or groups in the community who should be benefitting from the program but are not? Please describe them
11. What do you consider the greatest challenges to enhancing disaster preparedness and response to support all community members?
12. What constraints do you face in doing your job? What suggestions do you have for addressing these constraints?
13. How have youth been engaged in these activities?

Sustainability

14. What challenges to you see in maintaining support to disaster preparedness and response activities after the end of the project?
15. Do you have any suggestions on how best to sustain this support after the project ends?
16. What else would you like the reviewers to know about the program?

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PURPOSE 4: Women's Empowerment and Gender Equity

TOPICAL OUTLINE

Persons/groups to interviews for Purpose 4:

1. EKATA Groups
2. Men from households represented in EKATA Groups
3. Male/female participants of Couples Workshop
4. Community Empowerment Volunteers
5. VDCs (for GBV and women's empowerment action plans)
6. Representatives from Local Elected Bodies (LEB) and Nation Building Departments (NBDs – Agriculture Dept., Dept of Livestock, Dept of Health) for knowledge and action on GBV and women's empowerment
7. Union Parishad Nari Nirjaton Protirodh Committees (NNPC – Ending Violence Against Women)
8. District Women's Affairs Officers
9. FFBS groups for CHD, possibly agriculture (goats)

Introduction

- Who we are; why we are here; how long the process will take; What will be done with the results of our work
- Participation is voluntary/ can leave at any time/ don't have to answer anything they don't want to. Gain consent to interview.

FGD: Beneficiaries

TOPICAL OUTLINE

Topical Outline for FGDs with EKATA Group Participants, Community Women's Empowerment Volunteers (CWEV), and with male/female participants of Couples Workshop

Introduction/consent:

- Who we are; why we are here; how long the process will take; what will be done with the results of our work.
- Participation is voluntary; can leave at any time; identifying information will not be connected to responses; don't have to answer anything they don't want to. Gain consent to interview.

Project participation:

- 1) What activities from the SHOUHARDO3 project have you participated in? (*Probe to understand which inventions women and girls may have received – especially FFBS and value chains*)
- 2) What activities have other family members participated in?
 - How long have you been participating?
 - Do you or any of your family members belong to an EKATA group?

Group function and capacity: (for ekata and empowerment volunteer groups)

- 3) How long has the group been functioning? # of members? Are certain types of women and girls more likely to join than others? Explain. Trends in group number. Reasons for attrition.
- 4) Describe any benefits of belonging to the (EKATA or empowerment volunteer) group? Any challenges to belonging? Has this changed over the last year/when the group started?
- 5) What influenced you to be an EKATA member/or empowerment volunteer? What issues do women face? What issues do men face?
 - What messages do you try to deliver? How?
 - What have been your greatest successes so far? Greatest challenges?
- 6) What training have you received from the project to support your work with the EKATA/Volunteers? On what topics? How have you applied the topics of the training (give examples)?

Household decision-making

- 7) Have there been any changes to how you make decisions in your household since participating in the project? Note the following probes:
 - Who makes decisions in your household about what... *Probe specifically for which decisions are considered important regarding:*
 - Nutrition: food purchases, meal choices, if boys and girls receive equal portions at meals;
 - Healthcare: taking a sick child to the health clinic, seeking family planning services;
 - Income: how to spend the income earned by women, or saved through the VSLA?
 - Has it always been this way?
 - Any differences in the types of important decisions that women or men have been making since the SHOUHARDO III Program began? Probe for differences in “important” decisions for men and for women.
 - In your opinion who in a household should contribute to making decisions about crops and livestock? Other income-earning activities? Who actually makes these decisions in the households? Has it always been this way? Other income-earning activities? Probe for reasons/details especially differences between women and men.
 - What changes have occurred during the past year? Probe for details.
 - Are there certain types of households where women have a very strong influence in decision-making? Types of households where women have very little influence? *Probe for details.*

Gendered division of labor

- 8) Since you or your family began participating in the project, have your household responsibilities changed (for you personally)? (Childcare (in particular), domestic work, farming, income generation, and other activities). How? Why?
- If so, how has it affected your relationship with your spouse (positive or negative)? With your mother-in-law or other members in the household?
 - Has it affected your relationship to other community members who have observed you sharing household responsibilities? (*Note: This is a particularly important probe for the male champions.*)

Control over productive assets and resources

- 9) Since you or your family began participating in the project, has there been any changes in women's income? Explain.
- 10) If yes, what is that income used for? Who makes the final decision over how that income is used?
- 11) Are you a member of a VSLA? What were the reasons for joining?
- 12) What are the benefits? Any problems with VLSA membership (either internal or with own HH)
- 13) Any changes in women's ownership of high-value productive assets?

[See more cross-cutting questions related to livelihoods/income at end of this document.]

Control over one's body & violence and restorative justice

- 14) How common is marriage of girls under 18 years of age in this community? Do community members speak up publically about early marriage of girls? About girls' education? Who speaks up? Why/why not?
- 15) What actions can/have people taken to prevent early marriage? Any changes on issues of early marriage/girls education in the last year?
- 16) How do you define violence against women (Probe also for psychological, economic violence)? How common is violence against women in this community?
- 17) Are there times when you believe it is appropriate to use violence in the household? Under what circumstances? Is it acceptable for men to hit their wives? Daughters? For women to hit husbands? Daughters? Other HH members to hit females?
- 18) Has there been any change on GBV since the beginning of the project? How? Why?
- 19) Do men speak up publically about gender-based violence? Why/ why not? What type of men? Changes in the last year? Do women? Why/ why not? Changes in last year?

- Do you know of any services in your community to support a women facing gender-based violence? Who/What do they offer?

Access to public spaces and services (including mobility)

- 20) How common is it in this community for men to accompany their wives to a hospital or clinic?
- 21) To public places such as a religious place, meetings, social celebrations, the market?? Why/why not? Other places? Has this changed in the past year? How? Why?
- 22) What places are women able to go alone? Has this changed in the past year? How? Why?

Meaningful public participation and governance processes

- 23) In what types of settings (i.e., contexts) are women/men comfortable speaking up? What subjects do people speak out about relating to community decisions/challenges? Differences between men and women speaking out?
- 24) Are there women in the community who have an easier time speaking up about public issues? What factors help them to speak up in public? What subjects do they speak out about relating to community decisions/challenges? Has this changed in the past year? How? Why?
- 25) Has women holding leadership positions within the groups and community changed over the last year? How? Are they involved with decision-making for the group? (E.g., holding leadership positions in the VSLAs or VDCs)? *Probe for meaningful participation in leadership positions*

Aspirations for oneself

- 26) What is your definition of “women’s empowerment” – describe a woman whom you would consider to be “empowered” in this community. Are women more empowered now than a year ago? How and in what form? (E.g., leadership, confidence, assertiveness, etc.) Probe to understand why some women are not empowered.

sustainability

- 27) For the changes that you have described as having been facilitated by the program, how permanent are the changes?
- 28) What resources are required to sustain the changes? Where do those resources come from now? Where will they come from after the SHOUHARDO III Program has ended?
- 29) What relationships, such as for technical support, inputs, marketing, social capital or political capital, are required to sustain the changes? What role has the SHOUHARDO III Program had in developing or facilitating these relationships? After the program ends, how do you think these relationships will change?

30) How happy are beneficiaries and intermediaries with the changes? How motivated will they be to continue to maintain or support the changes?

31) What are the biggest threats to sustaining the changes induced by the SHOUHARDO III Program? How can these threats be addressed?

Wrap-up

- ✓ We have come to the last part of the discussion. Before we end, we have a few short questions to ask you to help us be able to improve the project that supports this community.
- ✓ How would you recommend improving the project for the remaining years? Probe.
- ✓ Any questions for us?
- ✓ Repeat main points of the discussion for validation; any important information we are missing?
- ✓ Remind interviewees of objective of study and what will be done with shared information.
- ✓ Thanks to all for their time and active/honest participation.

KII: PROJECT PARTNERS/STAFF

TOPICAL OUTLINE

Topical Outline for KIIs with Project Staff, Implementing Partners, and Technical Team Members who focus on **Purpose 4** implementation (e.g., including team for strengthening men/boys' engagement). Note: The questions are open-ended to encourage discussion.

Introduction:

- 1) What is your current position? What is your association with the SHOUHARDO3 project? How long have you worked with the project? What activities are you engaged in on gender?

Project design and implementation:

- 2) What documents or plans currently guide your work on gender? To what extent is the Gender Action Plan guiding the day-to-day activities of the project?
- 3) Have you received any training related to gender to support you to do your work? If yes, have you applied any of what was covered? What / how? (Probe for applying gender equity capacities in their own personal lives, as well.)
- 4) In your opinion, were the right gender activities identified? Why or why not?
- 5) Have the activities fit the needs of the communities? Are the activities appropriate to the local context?

- 6) Has the project had to drop or alter any of the original planned activities for Purpose 4? If yes, why? Key evolutions since project start up and implementation.
- 7) How has the project engaged gender champions/role models (women and men, religious leaders, elders/etc.) on gender issues since the start of the project? Has that strategy been effective? Why or why not?
- 8) Has the project integrated gender monitoring tools into the M&E system? If yes, what has that looked like? Has this been effective for capturing how gender interventions are impacting other related purpose outcomes? Why or why not?
- 9) How has the project ensured involvement of project participants for different genders, people with disability and other often-marginalized people throughout the project cycle?
- 10) What factors contribute to some villages being more successful at adopting changes in gender attitudes? Less successful?

Collaboration with Government Offices, Community Leaders, Service Providers, and Partners

- 11) Tell me a bit about your working relationship with community partners? With upazila/union leaders? What other counterparts do you work with on gender-related priorities?
- 12) Has SHOUHARDO3 successfully integrated gender activities within the local development plans? What is the collaboration with other programs or projects? Factors affecting local collaboration. Success/ challenges?
- 13) What does the network of GBV resources and services look like in this community/upazila/union? What have been some of the greatest successes to date? The greatest challenges? (*Probe: quality and reliability of services, involvement of local authorities and religious leaders, etc.*)
- 14) In your opinion, what is the level of awareness of households in this community/upazila/union of the GBV support services and laws/policies that do exist? Any evidence of the changes in awareness over the past year? (*Probe also for any barriers to the services being utilized, etc.*)
- 15) What have been the key lessons learned from the implementation of the project so far? What have been key learnings from partnering with different stakeholders to achieve gender equality?

Overall impressions

- 16) What changes, positive or negative, have you noticed in the communities in which you work since the project began?

- Do you feel the well-being of the project participants (women, men, girls, boys) has changed over the last year? How? Why?

17) In your opinion, which gender activities have been the most successful? For whom? What project activities should be included/ or changed to promote gender and equity for the remaining period of the project? Why?

Wrap-up

- ✓ Any questions for us?
- ✓ Repeat main points of the discussion for validation; any important information we are missing?
- ✓ Remind key informants of objective of study and what will be done with shared information.
- ✓ Thanks to all for their time and participation.

SHOUHARDO III Mid-term Evaluation
PURPOSE 4: Women's Empowerment and Gender Equity
SHOUHARDO III Staff Topical Outline

These questions will be asked of CARE technical staff and partner managers and staff and Local Government officials who know the program at the national and local levels. The questions are open-ended to encourage discussion.

I. General Background

- What is your current position? What is your association with the SHOUHARDO III Program? How long have you worked with program?
- What activities are you engaged in on gender?

II. Activities

A. Program Design and Implementation

1. What documents or plans currently guide your work on gender? To what extent is the original gender strategy guiding the day-to-day activities of the program?
2. Has the program had to drop any of the original planned activities? If yes, why?
3. In your opinion, were the right gender activities identified? Have the activities fit the needs of the communities? Are the activities appropriate to the local context? Why or why not?
4. Have you received any training related to gender to support you to do your work? If yes, have you applied any of what was covered? What / how?

B. Collaboration with Government Extension Offices & Partners

5. Tell me a bit about your working relationship with the SHOUHARDO III Program. What other counterparts do you work with on gender-related priorities?
6. Has SHOUHARDO III successfully integrated gender program activities within the local development plans? What is the collaboration with other programs or programs? Factors affecting local collaboration. Success/ challenges?
7. Please describe the training you have received from the SHU HARDO III Program. What types of gender training? How were participants selected to participate? What were the most successful training activities? What were less successful training activities? Why? What has been happening after the trainings?

8. What have been some of the greatest successes to date?

The greatest challenges?

9. Who in a household makes important household decisions? Any changes for the past 2 years (*Probe for which decisions are considered “important”; e.g., deciding medical treatment, education, taking out loans, bearing more children, etc.?*) *Probe for reasons/details for all questions.*

C. Overall impression

1. What is your understanding of empowerment? Do you think the program has been able to empower women and men in the program area? How? probe
 2. What changes, positive or negative, have you noticed in the communities in which you work since the program began? Do you feel the well-being of the program participants have changed over the last two years? *Probe for how it's better/worse and why*
 3. In your opinion, which activities have been the most successful? For whom? What program activities should be included to promote gender and equity for the remaining period of the program? Why
 4. What has been the key lessons learned from the implementation of the program as well as partnering with different stakeholders to achieve gender equality?
- *Any questions for us; important information we are missing?*
 - *Repeat main objective of study and what will be done with shared information. Thanks to all for their time and active/honest participation*

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SHOUHARDO III Mid-Term Evaluation TOPICAL OUTLINES Public Services for PEP (Golam) (Purpose 5 and Sub-Purposes 5.1 and 5.2)

A. SHOUHARDO III Technical Staff (Primarily Staff Responsible for Purpose 5) &

B. SHOUHARDO III Partner NGO Staff

1. How would you describe what SHOUHARDO III seeks to accomplish with regards to good governance to increase the responsiveness and accountability of government to the needs of PEP households, particularly of women?
2. What are the governance interventions implemented/planned by the SHOUHARDO III program?
3. What changes have you seen as a result of the governance interventions implemented by the program?

4. How well are LEBs and NBDs performing? Why do you think they are performing well or not so well?
5. How effective have LEBs and NBDs been in delivering basic public services?
6. How well are PACCs at district and upazila levels performing to improve government services for PEP? Can you describe any recent actions of the PACCs taken to resolve problems that arise from field implementation around public services for PEP?
7. How well are VDCs and Youth Groups performing? Why do you think they are performing well or not so well?
8. Does the LEBs have an Act / NBDs have action plan (citizen charter) to improve delivery of basic public services?
9. Can you describe three recent actions the LEBs and NBDs have taken to implement these Acts/plans? What are the differences you have seen in how well the LEBs/NBDs delivers these basic public services?
10. Could you share with us three examples of how LEBs allow women, men and youth to participate in local governance – for example, budgeting, planning, service delivery monitoring, communal asset development or restoration, early warning systems, etc.?
11. Are there particular groups of women, men and youth who participate more actively in activities within the local development plans? What is their role? Describe types of leadership positions held by women, men and youth in these activities?
12. Are there particular groups of women, men or youth who should be benefitting from these basic public services but are not?
13. How well is the program performing in facilitating the organization of remote-level service campaigns by LEBs and NBDs? How effective is this intervention?
14. How useful is the bi-annual ward shavas (meetings) with respect to the governance and public service toward PEP and community? (This is a result area. Some UPs are yet to adopt it. So may not apply to all UPs)
15. What constraints do you believe inhibit LEBs and NBDs from delivering basic public services in ways that benefit all women, men and youth?
16. What suggestions do you have for addressing these constraints or otherwise for enabling LEBs and NBDs to deliver basic public services more effectively and fairly? What specifically would you be willing to take responsibility for to address these constraints?
17. What suggestions do you have to help local government increase its accountability to the communities and citizens it serves?
18. What else would you like the reviewers to know about the public services for PEP?

C. Village Development Committees (VDCs)

1. How would you describe the performance of VDCs formed by the program to support local communities in developing and implementing community-driven action plans to liaise between PEP households and LEBs/NBDs?
2. How well are LEBs and NBDs performing their core functions? Why do you think they are performing well or not so well?
3. What are the services you have received from LEBs and NBDs? What else you are supposed to receive from them?
4. How much have VDC members and PEP benefited from delivery of these basic services? Could you describe some specific examples? Please describe how VDC members / PEP could benefit more from these basic services?
5. Are you aware of LEBs constitution / NBDs action plan to improve delivery of basic public services for the community?
6. Have you participated in any bi-annual ward shavas in your community? How useful you find these shavas?
7. Are you aware of PACC at your upazila? Have you or any PEP invited to the PACC held at your upazila? If so, how useful you find the PACC as a platform for advocacy for good governance and public service delivery for PEP?
8. Can you describe three recent actions the LEBs and NBDs have taken to implement these constitution /plan? What are the differences you have seen in how well the LEBs/NBDs delivers these basic public services?
9. Could you share with us three examples of how LEBs allow women, men and youth to participate in local governance – for example, budgeting, planning, service delivery monitoring, communal asset development or restoration, early warning systems, etc.?
10. Are there particular groups of women, men and youth who participate more actively in activities within the local development plans? What is their role? Describe types of leadership positions held by women, men and youth in these activities?
11. Are there particular groups of women, men or youth who should be benefitting from these basic public services but are not?
12. What else would you like the reviewers to know about the services of LEBs and NBDs for PEP?

D. Youth Groups

1. How was the youth group organized? What are the responsibilities of the group?
2. Who and how do you interact with? What is experience interacting with them?
3. What types of training and orientation you received from the program? How useful you find these trainings/orientation?
4. What are the governance interventions implemented by the program in your community?
5. How have you been involved in the governance interventions implemented by the program in your community?
6. How do you see your role as catalyst for greater engagement between communities, UP and public service providers? How does your community, LEBs and NBDs value your works?
7. What changes have you seen in PEP households and your community as a result of these governance interventions?
8. How well are LEBs and NBDs performing? Why do you think they are performing well or not so well?
9. How do you reach out to the community on information about government services? Do you face any problem to reach out to the community?
10. What else would you like the reviewers to know about the services of LEBs and NBDs for PEP?

E. LEBs - Union Parishads (UP)

1. Overall, how well is your UP performing? Why do you think the UP is performing well or not so well?
2. How does the UP interact with the community and community-based organizations in delivering public services? How effective has UP been in delivering basic public services?
3. What types of support UP receives from NBDs to improve delivery of basic public services for the community?
4. What are your plans and programs about basic services to the community? PEP? Are you aware of LEBs Act / NBDs action plan (citizen charter) to improve delivery of basic public services for the community?

5. Could you describe with us the results you have seen from implementing this action plan? In other words, what difference has it made in how well you deliver these basic public services?
6. How effective have VDCs, EKATA and Youth Groups been in playing their role in facilitating the basic public services to PEP? How can they improve their performance?
7. How effective is UDCC meetings to discuss community concerns and demands for services from the UP and NBDs for PEP?
8. Are there particular groups of women, men and youth who participate more actively in activities within the local development plans? What is their role? Describe types of leadership positions held by women, men and youth in these activities?
9. What constraints do you believe inhibit your institution from delivering basic public services in ways that benefit all women, men and youth?
10. What suggestions do you have for addressing these constraints or otherwise for enabling your institution to deliver basic services more effectively and fairly?
11. Besides elections, what kinds of accountability mechanisms are being used to increase your institution's accountability to the communities where they deliver these basic public services?
12. What suggestions do you have to help your institution increase its accountability to the communities and women, men and youth you serve?

F. Representatives of NBDs

1. Overall, how well are LEBs/NBDs performing? Why do you think they are performing well or not so well?
2. How effective has your particular institution (LEBs/NBDs) been in delivering basic public services?
3. What role do VDCs, EKATA, Youth Groups and other civil society and community-based organizations play in helping you to deliver these basic public services?
4. How effective have these been in playing that role? How can they improve their performance?
5. Have you participated in the SHOUHARDO III program good governance training? If so, how useful was these trainings? What are the topics you find most appropriate for your work?

6. Could you share with us three examples of how women, men and youth are participating in helping to implement this action plan – for example, budgeting, planning, service delivery monitoring, communal asset development or restoration, early warning systems, etc.?
7. Are there particular groups of women, men and youth who participate more actively in activities within the local development plans? What is their role? Describe types of leadership positions held by women, men and youth in these activities?
8. Could you describe with us the results you have seen from implementing these local development plans? In other words, what difference has it made in how well you deliver the basic public services?
9. Are there particular groups of women, men and youth who should be benefitting from these basic public services but are not?
10. What constraints do you believe inhibit your institution from delivering basic public services in ways that benefit all women, men and youth?
11. What suggestions do you have for addressing these constraints or otherwise for enabling your institution to deliver basic services more effectively and fairly?
12. What kinds of accountability mechanisms are being used to increase your institution's accountability to the communities where they deliver these basic public services?
13. What suggestions do you have to help your institution increase its accountability to the communities and women, men and youth you serve?
14. What else would you like the reviewers to know about the services of NBDs for PEP?

G. Program Advisory Coordination Committees (PACC)

1. How well PACC is performing in meeting its objectives of (a) effective coordination of SHOUHARDO III program activities, (b) support from both national and operational level GOB ministries and departments for program implementation and (c) sharing on field evidence on policy implementation issues?
2. What kind of support is PACC at upazila level providing with regards to public service and good governance to the community? PEP? How effective are these services of PACC?
3. What kind of support are PACC at National and District levels providing with regards to public service and good governance to the community? PEP? How effective are these services of PACC?
4. How do you describe the role do LEBs/NBDs play in delivering basic public services to the community? PEP? How effective is their role? How can LEBs/NBDs improve their performance?
5. What is your assessment of the PEP representation and voice in the Upazila level PACC? What are their contribution to improve public service delivery activities? Why do you think they are performing well or not so well?
6. Could you describe with us the results you have seen from implementing the governance interventions by SHOUHARDO III for PEP? Target community?
7. What constraints do you believe inhibit LEBs/NBDs from delivering basic public services in ways that benefit all women, men and youth?
8. What suggestions do you have for addressing these constraints or otherwise for enabling these institutions to deliver basic services more effectively and fairly?
9. What suggestions do you have to help these institutions increase their accountability to the communities and women, men and youth you serve?
10. What else would you like the reviewers to know about the services of PACC with respect to good governance and public service to community? PEP?

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SHOUHARDO III Mid-Term Evaluation
Gender Equity (Cross-Cutting Theme) (Jeanne)
TOPICAL OUTLINES
(See Topical Outline for Purpose 4)

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SHOUHARDO III Mid-Term Evaluation
Governance (Cross Cutting Theme) (Golam)
TOPICAL OUTLINE

1. How well does the SHOUHARDO III program implement advocacy/governance strategies in the current Bangladesh context in which NGOs have limited influence with government and are reluctant to become too visible or confrontational with advocacy activities?
2. How does the SHOUHARDO III program PACC coordinate with relevant government ministries at different levels to mainstream improved nutrition governance? What works well? What has not worked well?
3. Does the SHOUHARDO III program use any national advocacy platforms or forums to play a knowledge brokering role for improved governance? What works well? What has not worked well?
4. How well does the SHOUHARDO III program in its partnership with government and its engagement throughout to ensure greater ownership of results at the national level and local level, leading to greater success of advocacy efforts around the evidence base?
5. How well does SHOUHARDO III program address gender issues with respect to governance?

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SHOUHARDO III Mid-Term Evaluation
Environmental Compliance and Climate Risk Management (Mike)
TOPICAL OUTLINE

Investigations in this area cover two major topics, how have capacities of beneficiaries and intermediaries been expanded to be able to manage climate-related risk and how well has the program complied with environmental compliance demands for FFP programs. Questions for the first area of investigation are included mainly in the data collection for Purpose 1, Purpose 3, Purpose 5 and the context are of investigation (see page 86). The following questions are focused on data collection for the environmental compliance analysis. In general, we want to inquire on what potential environmental impacts have been identified and how they are being dealt with. Did the program plan well in terms of staffing, budgeting, and monitoring? How do they develop the capacities of program beneficiaries and intermediaries to deal with environmental and climate mitigation (training, consulting, monitoring of the activities to verify implementation at all levels).

KEY QUESTIONS

1. How has the IEE been used since it was first developed? Have any environmental compliance conditions been set by FFP/USAID based on the IEE? How has the program dealt with these?
2. Who is responsible for environmental compliance in the SHOUHARDO III Program?
3. Has the program developed an EMMP? What environmental issues have been identified and how is the program addressing these?
4. What other work has been done by SHOUHARDO III and/or the local mission relative to identifying environmental concerns of the the program? What issues have been identified? How is the program dealing with these?
5. Is the program working in or near any protected areas? How does the program ensure minimal negative environmental effects?
6. Is the program working with any agricultural chemicals either directly or through intermediaries? Has a PERSUAP been completed? How has the program addressed any environmental concerns associated with these agricultural chemicals?

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SHOUHARDO III Mid-Term Evaluation
Cross-Cutting Theme: TARGETING OF YOUTH (Mark)
TOPICAL OUTLINE

This topical outline provides key questions related to investigating the effectiveness of the SHOUHARDO III Program in targeting youth aged 18-35. The questions will be asked during focus group discussions held with different types of participant groups.

KEY QUESTIONS FOR GROUPS

1. Please tell me what you know about the SHOUHARDO III Program?
2. How have you been engaged with or otherwise participated in the program? When did this participation begin?
3. Roughly what percentage of your members are youth between the ages of 18 and 35?
4. What positive or negative changes have occurred as a result of program activities (changes in livelihoods activities, changes in knowledge on messages promoted by the program, changes in group or individual activities, changes in social capita or political capital), especially for youth aged 18-35?
5. Which program activities have had the greatest impact in achieving this change? Why?
6. Which program activities are having the least amount of impact? Why?
7. Are there other youth in the community who should be participating in the program, but are not? Please describe them. Why do they not participate?
8. What suggestions do you have for enabling the SHOUHARDO III Program to have greater sustained impact on youth between the ages of 18 and 35?

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IMPLEMENTATION SYSTEMS

SHOUHARDO III Mid-Term Evaluation Context & Operating Environment (Mike)

TOPICAL OUTLINE

(All Team Members)

The following topics should be covered in interviews with representatives of program partners, implementation staff, and participants.

1. Since the SHOUHARDO III Program began implementation, 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 program implementation, either positively or negatively?
2. How did these specifically affect implementation? What did the program do to adapt to these changes?
3. How have these changes affected the food insecurity or resilience of targeted impact groups? What other groups are becoming more food insecure or are having reduced resilience as a result of these contextual changes?
4. Given these changes in the operating environment, which program activities seem most irrelevant now in terms of having impact on the lives of targeted impact groups?
5. What suggestions do you have for adapting the program's strategy or implementation systems in order to be better able to respond to changes in the operating context?

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SHOUHARDO III Mid-term Evaluation

Targeting (Mark)

TOPICAL OUTLINE

(All Team Members)

Topics for Program Managers and Implementation Staff

- I. Please explain your understanding of the SHOUHARDO III Program's strategy for targeting communities and for identifying poor or extreme poor participants from these communities.
 - Are the targeting criteria well understood by communities/participants?
 - To what extent did communities/participants participate in drawing the criteria?
 - What is the level of community/participants engagement in the targeting process?
 - Has there been any influence from Government on targeting and selection of participants?
 - Any political interference with targeting criteria and selection processes?
 - Any alignment of the targeting framework with the government of Bangladesh's overall targeting framework for vulnerable households?

2. How effective has this targeting strategy been, i.e., have the right people/communities been reached by the program or are their other communities/people that should have been targeted but were not? Who is not being reached well enough by the program? Why?
3. Are there any mechanisms put in place to gather community feedback on targeting including inclusion and exclusion errors?
4. In what ways did the program respond to problems with beneficiary selection that were observed? Were these responses effective, or could more have been done to resolve problems?
5. How does the program monitor and manage targeting issues such as changes in the list of target communities, movement of program beneficiaries out of the target communities, non-participation of selected beneficiaries in program activities?
6. Targeting of Purpose I activities – Value chain activities focused on field crops, but not relevant for landless households. What are options for landless households, and are the prospects for uptake of these options by landless households?
7. What has the project done to target youth? What is the appropriate definition of 'youth'? Should different definitions be used in different contexts or issues? What challenges has the project faced in targeting youth, identifying their specific concerns, and identifying appropriate strategies to interact and support youth?

Topics for Beneficiaries and Intermediaries

8. What are the characteristics of the individuals and households are benefitting from the activities of SHOUHARDO III in your community? (after asking generally, probe about PEP, women, youth)
9. Do you think that the activities of SHOUHARDO III are effectively helping the most vulnerable individuals and households in your community? Why or why not?
10. Have any individuals or households benefitted from the SHOUHARDO III program and how have they benefitted? If yes, what are the characteristics of these individuals and households?

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SHOUHARDO III Mid-Term Evaluation Management (Mike) TOPICAL OUTLINE

1. What structures are used to manage implementation of the SHOUHARDO III Program across all the partners, including staffing of management teams and implementing partners, steering or advisory committees, meetings of managers, and so on?
2. What is the history of these management structures, including turnover of personnel in key positions, restructuring or other changes?
3. Who is responsible for the overall vision for the program? How well has the vision been articulated? How effectively has this vision been imparted to staff within the different partners?

4. Who is responsible for the vision within each implementing partner organization? Are the visions of the individual partners generally coherent with each other and with the vision at the program level level? If not, how are the differences managed?
5. If there are differences, what impact has this had on program delivery?
6. How are operational plans developed for the program? What has worked well in this process? What has not worked well?
7. How are problems with implementation identified, analyzed and solved? How is information generated by the program's M&E systems used for decision-making? What has worked well in terms of problem-solving? What has not worked well?
8. Please describe the working relationships between the SHOUHARDO III CoP, program technical coordinators and senior leadership in your organization's Headquarters. How much management responsibility is devolved and how much is exercised from HQ?
9. Please describe the working relationships between the CoP and regional and district-based managerial staff in the field. How much management responsibility is devolved to the field and how much is exercised by the CoP?
10. What kinds of information are communicated (i) within CARE at different levels, (ii) among implementing partners at different levels, (iii) with USAID/FFP? What has worked well? What has not worked well?
11. How well has the program communicated with external stakeholders, e.g., ministry officials (national and local), other donors and UN agencies, other NGOs with similar programs and programs in Bangladesh? What has worked well? What has not worked well?
12. What have been the biggest challenges relative to administrative support for the program in the areas of financial management, commodity management, human resource management, procurement, transport or anything else related to program management?
13. What solutions have been devised to address these challenges? What has worked well? What has not worked well?
14. What changes would you propose to improve program management in the remaining life of the program?

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SHOUHARDO III Mid-Term Evaluation
Partnership (Mike)
TOPICAL OUTLINE

These questions should be asked of representatives of the major partner organizations, as shown in the table. Due to time limitations, the MTE may not be able to reach out to all other partners face-to-face and may send the questions requesting responses by email.

TYPE OF PARTNER	PARTNERS
Program Management & Technical Lead	CARE

Implementing Partners	SKS Foundation (Gaibandha), ESDO (Jamalpir), MJSKS (Kurigram), NDP (Sirajganj), DAM (Habiganj & Sunamganj), POPI (Kishoreganj & Netrakona)
Major Technical Partners	WorldFish Center, GoB LGED and GoB DPHE
Other Partners	Advanced Chemical Industries (ACI) , Lal Teer Seed, BRAC Seed, Banglalink, bKash, Krishibid, PetroChem, Bangladesh Institute for ICT in Development (BIID) , PRAN Foods, Bangladesh Center for Communication Programs, Bangladesh Water Development Board Flood Forecasting Warning Center, Bangladesh Meteorological Department, and AgroMet

- ❖ In terms of working with CARE as the lead agency, what did you like about the relationship with them? What didn't you like and how would you like to see that changed in the remaining life of the SHOUHARDO III Program?
- ❖ Relative to relationships with implementing partners, what has worked well in terms of working together to achieve impact or making more effective use of resources? What has not worked well? What would you like to see done differently in the remaining life of the program with regard to partnership relationships with implementing partners?
- ❖ What other partnership relationships have been important for SHOUHARDO III? What has worked well in these relationships? What has not worked well? What would you like to see done differently in the remaining life of the program with regard to partnership relationships with these other organizations?
- ❖ How do you feel about how major strategic or problem-solving decisions were made in the program? How much influence did you have on the decisions? How informed were you on the reasoning behind the decisions that were made?
- ❖ How would you describe your overall level of satisfaction with the SHOUHARDO III Program? What would you suggest be done differently in future programs like SHOUHARDO III?

SHOUHARDO III Mid-Term Evaluation
Collaborative Learning and Action (Mark & Jeanne)
TOPICAL OUTLINE

The purpose of the investigation is to;

- Assess the adequacy and quality of the collaborative learning and action processes used in the SHOUHARDO III Program
- Review systems for capturing and documenting lessons learned and assess the extent to which they are used in program implementation and refining program design
- Assess the use of monitoring and evaluation information in managing for results, adjusting program strategies and overall program decision-making
- Assess how well the program is seeking out, testing and adapting new ideas and approaches to enhance program implementation efficiency and effectiveness
- Assess opportunities for improving efficiency and effectiveness of M&E systems

Structure and Capacity of the M&E System -Mark

- How does the M&E system work? Who is responsible for what? Who collects data? How often? How does the data/information flow from Implementing Partners to CARE?
- Is the M&E Unit adequately staffed? What are the challenges with regards to human resources? Workload of the staff?
- What has been done so far to develop M&E capacity? Did CARE provide any M&E training to partner NGOs? What is the role of implementing partners in M&E? What is working well? What is not working? Where are the gaps?

Utilization of M&E Products/Information (or how have SHOUHARDO III management and technical specialists used data generated by the program to inform programmatic decisions, referral and follow-up?) - Mark

- What is the contribution of M&E to the program?
- How does the program monitor progress against the implementation plans? What has worked well? What has not worked so well? Why?
- Do you have any mechanisms to know whether the outputs being achieved are turning to outcomes? Do you have evidence to show that this is happening?
- How is M&E informing the programmatic decisions that have been made? Do you have any evidence of using M&E to make any programmatic adjustment?
- How has the program strategy or approach changed as a result of information generated by the program's M&E systems?
- How is feedback provided back down the reporting chain on program monitoring reports? What has worked well? What has not worked so well? Why?
- PMTS and QLSM, description, purpose, use by management and field staff, challenges in implementation

Beneficiary Accountability -Mark

- How were the program staff oriented on the basic principles and practices of beneficiary accountability?
- How did program staff consult with male and female beneficiaries in one or more communities to define indicators for program success following startup? How soon after startup?
- What kind of feedback and response channel(s) did program staff establish with members of targeted communities? How soon was it established? How well does the channel reflect the preferences of the targeted communities?
- How do program staff document and respond to community feedback (including constituent voice) received? Through what kind of media? In what language? And how frequently?

Stakeholder Reporting -Jeanne

- Do the Program's systems meet USAID requirements?
- How do program staff communicate performance monitoring findings to key stakeholders? How frequently?

Knowledge In - Jeanne

- Who is responsible for bringing new ideas and approaches into the program from outside sources? How is this responsibility formalized and monitored?
- What new ideas and approaches have been brought into the program from outside the program? Who can be credited for bringing these into the program? Which of these have been most useful? Which have not been very useful? Why?

Knowledge Out - Jeanne

- Who is responsible for identifying, documenting and disseminating knowledge out of the program?
- How does the program identify best practices and lessons learned? Please provide some examples.
- How do these get documented and disseminated?
- What is working well as far as identifying, documenting and disseminating lessons learned and best practices from the SHOUHARDO III experiences?
- How can the program do a better job of capturing and disseminating lessons learned and best practices being generated by the program?
- Strategies for applying evidence from project in effective advocacy strategy.

M&E System Improvements - Mark

- What lessons learned relative to M&E have emerged from the experience of SHOUHARDO III up to now?
- What is your recommendation to improve the system at various levels? At partner level? At CARE level?
- Recommendations for improving M&E system efficiency?
- Recommendations for improving M&E system effectiveness?

Baseline Survey - Mark

How has SHOUHARDO III used the baseline results?

Any feedback on the baseline survey? What worked? What did not work well? What can be improved upon?

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**SHOUHARDO III Mid-Term Evaluation
Program Integration (Golam)
TOPICAL OUTLINE**

Across Purposes within the SHOUHARDO III Program

- The SHOUHARDO III program is designed to be implemented as an integrated set of activities for different beneficiary categories within each target community. Activities, outputs and their related lower level outcomes under each higher level outcome are designed to be mutually re-enforcing to other outcomes, within and across the five purposes. To what extent do you think the program succeeded in this?
- What potential synergies within the program were not sufficiently capitalized upon in terms of complementary activities that could produce benefits for all households within a target community, not only those of the beneficiaries of a specific program purpose? Why?
- How would you describe the synergies/complementarities within the outputs under different program purposes?
- Do you suggest any changes in program design and implementation methods that might make it possible to realize a greater degree of synergy across different program purposes at community level in the rest of life of the program?
- What is the status of implementation strategies as identified in the SHOUHARDO III Implementation Strategy (Coordination within SHOUHARDO III, Integrated Platforms, Prioritization of Convergences, Monitoring and Evaluation for Integration)?

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**SHOUHARDO III Mid-Term Evaluation
Coordination and Collaboration (Rukhsana)
TOPICAL OUTLINE**

For SHOUHARDO III Senior Management and Technical Staff – Across Purposes:

- The SHOUHARDO III program is designed to be implemented as an integrated set of activities for different beneficiary categories within each target community. Activities, outputs and their related lower level outcomes under each higher level outcome are designed to be mutually re-enforcing to other outcomes, within and across the five purposes. To what extent do you think the program succeeded in this?
- What potential activities within the program were not sufficiently utilized that could produce benefits for all households within a target community, not only those of the beneficiaries of a specific program purpose? Why?
- How would you describe the achievements as per programed outputs under different program purposes?
- Do you, as Senior Coordinator/ Staff of Purpose Area (1/2/3/4/5) think you coordinate and collaborate with senior staff of other Purpose Areas? How frequently do you meet?

- Is that enough? Or could this coordination be improved? How?
- Which areas do you think are currently weak and would need more input?
- How well does SHOUHARDO III program align with other NGOs strategies for poverty reduction, agricultural development, food and nutrition security, health and nutrition and disaster risk reduction and mitigation?
- How does SHOUHARDO coordinate and collaborate with the two other FFP programs in Bangladesh being implemented by World Vision and HKI, respectively?
- What has worked well with them? Was there anything that did not work as well?
- What were the reasons?
- Are there other organizations in Bangladesh that are implementing activities similar to those in SHOUHARDO III? Which organizations?
- How does SHOUHARDO III collaborate with these organizations?
- Which activities are in common with these organizations?
- Do you think SHOUHARDO III can undertake some other activities that were not initially planned? And why?
- Do you suggest any changes in program design and implementation methods that might make it possible to achieve greater synergy across different program purposes at community level for the remaining duration of the program?
- With which technical networks in Bangladesh does SHOUHARDO III staff interact?
- What has been the benefit of these interactions?

For Field Implementers and Other Union-level Stakeholders:

- Do you know of other NGOs that are working in the same unions/villages as SHOUHARDO III?
- How does the program coordinate with these organizations or programs?
- Do you see any benefits/ results of this coordination?
- What are the challenges that the program has had to face for this type of collaboration?

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SHOUHARDO III Mid-Term Evaluation Financial Management (Mike) TOPICAL OUTLINE

The following topics should be discussed with finance managers of CARE and implementing partners in the partner head offices in Dhaka as well as in the district field offices.

Budget Questions

- ∞ What is the current LOA approved budget? How has this been revised since program start-up?
- ∞ What are expenditures through the most recent reporting period in FY '18?
- ∞ What percentage of the approved budget has been spent through this period?
- ∞ How are budgets prepared and compiled? What works well? What does not work well?
- ∞ What suggestions do you have for improving the program's budgeting processes?
- ∞ The following table should be completed (the table line items can be modified as needed).

Cash Expenditure Summary Programed Through 1st Quarter FY 2018 (US\$)

Cost Center	Monetization Proceeds	202e	ITSH	GoB Contribution	Cost Share	Total
CARE						
Implementing Partners (listed individually)						
Total Direct Costs						
NICRA for CARE						
NICRA for any Implementing Partners (listed individually)						
TOTAL Expenses through December 2017						
TOTAL LOA Budget at Time of Approval						
Current Amended LOA Budget						
Percent of Current LOA Budget Spent by December 2017						

Cash Flow

- ∞ How is cash for program implementation being provided to partners?
- ∞ How effective has cash flow been managed in the program? Have there been any significant delays in cash flow either from the donor to CARE or from CARE to the implementing partners? What was the cause of the delays? What changes were made in managing cash flow?
- ∞ What suggestions do you have for improving the cash flow systems in the program?

Reporting

- ∞ How do financial reports for the program get prepared?
- ∞ What problems have occurred with financial reporting and how have these been resolved?
- ∞ What suggestions do you have for improving the financial reporting systems in the program?

GoB Commitment

- ∞ What is the GoB financial commitment to the SHOUHARDO III Program and how is this being met?
- ∞ What percentage of the GoB commitment will be achieved by December 2017?

Cost Share

- ∞ What is the cost-share commitment and how is this being met?
- ∞ What percentage of the cost-share commitment will be achieved by December 2017?
- ∞ What other forms of cost-share have arisen since the program was initiated? How are these being reported?

Audits

- ∞ What audits have been completed on program funding since the program was initiated?
- ∞ What have been the audit findings?
- ∞ How have these been addressed?

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SHOUHARDO III Mid-Term Evaluation
TOPICAL OUTLINES
Commodity Management (Golam)

The following topics will be covered in interviews with commodity management staff.

Pipeline

- ∞ How does the food pipeline work? Who is responsible for call forwards, port off-loading and transport to the port warehouse, inland transport, and distribution to end users?
- ∞ What problems or changes have occurred with call forwards and how were these managed?
- ∞ What problems have occurred with port commodity management and how were these managed?
- ∞ What problems have occurred with inland transport and how were these managed?
- ∞ What problems have occurred with warehousing/final distribution and how were these managed?
- ∞ What lessons have you learned with your commodity management?
- ∞ What losses have occurred and how did these occur? What was the impact of the losses on the program as well as on subsequent call forwards? What changes were made in commodity management systems in response to the losses?

(The following tables should be completed.)

LOA Commodity Summary (MT)

	Direct Distribution	Monet ization	Total
FY 15			
FY 16			
FY 17			
FY 18 (Through March 2018)			
Cumulative disbursements through March 2018			
Original Proposed LOA Quantities			
Revised Programed LOA Quantities			
Percentage of LOA Program Achieved Through March 2018			

Commodity Loss Summary (MT)

Fiscal Year	Amount Called Forward	Ocean Losses	Amount Received in Country	Inland Losses	Percent Lost
<i>Monetized Commodities</i>					
FY 15					
FY 16					
FY 17					
FY 18 Thru Qtr 2					
TOTAL					
<i>Distributed Commodities</i>					
FY 15					
FY 16					
FY 17					
FY 18 Thru Qtr 2					
TOTAL					

Monetization

- ∞ What has been the history of monetization in the program?
- ∞ How is monetization currently being done?
- ∞ What problems have occurred with monetization and how were these managed?
- ∞ What has been the cost recovery rate on monetization over the life of the program? What is the cost recovery rate on the most recent monetization?
- ∞ How is monetization being used to support market development?

(The following table should be completed.)

Monetization Cost Recovery

SALE No.	FISCAL YEAR	COMMODITY	QUANTITY (MT)	C&F (\$/MT)	SALE PRICE (\$/MT)	COST RECOVERY
TOTAL FY 2015 thru FY 2018 QTR 2				*	*	

*Weighted averages by volume

Reporting

- ∞ How are commodity reports prepared?
- ∞ What problems have occurred in report preparation and how have these been managed?
- ∞ What has been the response from the donor on commodity reports?

Rations

- ∞ How are ration composition and quantities calculated?
- ∞ How have they changed over the life of the program?
- ∞ How do recipients accept the ration commodity?
- ∞ How have rations been used by recipients?
- ∞ What changes should be considered relative to ration composition or quantities? Why should these changes be considered?

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SHOUHARDO Mid-Term Evaluation
Human Resource Management (Jeanne)
TOPICAL OUTLINE

The following topics should be covered in interviews with those responsible at different levels in the SHOUHARDO III Program for human resource management.

Staff Recruitment and Retention

- ∞ What significant challenges has the SHOUHARDO III Program faced relative to human resources in the program? How did the program deal with these challenges?
- ∞ How many positions total are there in the SHOUHARDO III Program? How many vacancies are there at this point in time?
- ∞ What percentage of the total staff positions in the SHOUHARDO III Program are held by women? What percentage of the management positions in the program are held by women? What strategies has the program used to be able to recruit and retain female staff? What works well? What more can be done?
- ∞ How would you describe staff turnover in the program? How has this affected program implementation?
- ∞ In general, what has worked well and what has not worked well relative to hiring and retaining staff in the SHOUHARDO III Program?

Staff Capacity Building and Performance Management

- ∞ What types of activities has the SHOUHARDO III Program undertaken to build staff capacities to be able to work effectively?
- ∞ How would you describe the systems in the SHOUHARDO III Program for motivating staff and facilitating high levels of performance? What has worked well? What has not worked well?

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SHOUHARDO III Mid-Term Evaluation
TOPICAL OUTLINES
Materials and Equipment Management (Golam)

The following topics will be covered, as relevant, in interviews with staff from all partners who are directly responsible for managing administrative support for the SHOUHARDO III Program, particularly related to materials and equipment procurement, management and logistics.

1. What systems and policies are in place for ensuring effective procurement, utilization and maintenance of materials and equipment authorized for SHOUHARDO III within your organization and with other technical and PNGO partners?
2. What is working well?
3. What problems have occurred relative to procurement, inventory, management, maintenance and logistics?
4. How have these problems affected the program?
5. What changes would you recommend be made to these systems to make them more effective?

ANNEX C: ILLUSTRATIVE VERIFICATION WORKSHOP PLAN
SHOUHARDO III Mid-Term Evaluation (MTE)
Wednesday, March 7 & Tuesday, March 8

WORKSHOP PURPOSE

Based on information obtained from field work and other interviews undertaken thus far, the MTE Team has started formulating observations and recommendations for the remaining life of the SHOUHARDO III Program around what is working well and what can be improved in the program. These will be shared in the Verification Workshop with SHOUHARDO III implementation staff and discussed further to ensure that the observations reflect reality and the recommendations are appropriate and feasible.

WORKSHOP OUTPUTS

Two major outputs are targeted for the workshop. These are (1) agreement on the key observations assembled so far from the MTE and (2) refinement of recommendations being considered for the remaining life of the program.

WORKSHOP FLOW**DAY I, Wednesday****SESSION I-1: Introductions, Workshop Purpose, Objectives and Plan, Logistics (1/2 hour, Mike)**

Participants will introduce themselves, and the workshop purpose, objectives, and agenda will be presented, along with details on logistics for the workshop. Participants will be asked to write a short answer to the following question on a small slip of paper:

If you had the power to change anything in the SHOUHARDO III Program to enable it to have greater impact or to use program resources more efficiently, what one thing would you change?

Participants will not present their answers. Workshop facilitators will collect the answers for review by the MTE Team later.

SESSION I-2: History & Operating Context (1/2 hour, Mike)

Key events in the history of the program will be presented and discussed for clarity and completeness, ensuring that major events in the life of the program that have affected implementation have been captured. Observations on contextual factors that have influenced the program will also be presented, along with observations on how the program adapted to these. Finally, emerging contextual issues will be discussed, along with possible actions that the program could take to be positioned to adapt effectively to these. In preparation for the next session, a brief overview of the program strategy will also be presented.

SESSION I-3: Purpose I - Income & Food Production (2 hours, Mike & Mark)

The MTE Team members responsible for investigation the Income and Food Production Component of the program will present an overview of their key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 1-4: Purpose 2 - MCHN (2 hours, Rukhsana & Nicole)

The MTE Team member responsible for investigation the Maternal and Child Health and Nutrition Component of the program will present an overview of key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 1-5: Purpose 3 - Disaster Preparedness & Response (1 1/2 hours, Mark)

The MTE Team member responsible for investigation the Disaster Preparedness and Response Component of the program will present an overview of key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

DAY 2, Thursday**SESSION 2-1: Recap of the Previous Day's Discussions and Stage Setting for Day 2 (1/4 hour, Mike).**

A brief summary of the previous day's discussions will be provided along with some introductory information to set the stage for day two of the workshop.

SESSION 2-2: Purpose 4 - Women's Empowerment and Gender Equity (1 1/2 hours, Jeanne)

The MTE Team member responsible for investigating the Women's Empowerment Component of the program as well as the cross-cutting theme of gender equity will present an overview of key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-3: Purpose 5 - Public Services and Governance (1 1/2 hours, Golam)

The MTE Team member responsible for investigating the Public Services Component under Purpose 5 of the program as well as the cross-cutting theme of governance will present an overview of key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-4: Cross-Cutting Themes – Youth Targeting & Environment (1 hour, Mark & Mike)

The MTE Team members responsible for investigating the two cross-cutting themes of youth targeting and environment in the program will present an overview of their key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-5: Overall Program Design - Theory of Change, Targeting, & Program Impact (1 hour, Jeanne & Mike)

In the previous sessions, an overall picture for the program has been presented in terms of key observations on outputs and resulting outcomes as well as activities associated with the cross-cutting themes. In this session, the evaluation team will present (1) a summary of observations on targeting in terms of who is benefitting from the program, (2) an overall assessment on the program-level impact collectively across the Purposes toward achieving the program's Goal, and (3) the implications for the program's Theory of Change. At the end of the session, participants will be asked to jot down down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-6: Implementation Systems (1 1/2 hours, All Team Members)

The MTE team investigated the program's implementation systems, including the management systems, partner relations, knowledge management systems (including program monitoring and evaluation), program integration, coordination and collaboration, financial resource management, human resource management, and material resource management. The MTE Team members responsible for these investigations will present an overview of the key observations and recommendations being considered for addressing challenges in these systems that are affecting implementation or for capitalizing on strengths that have been observed. At the end of the session, participants will be asked to jot down down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-7: Next Steps (1/4 hour, Mike).

Over the course of the workshop, some topics may have emerged from the discussions that represent areas that need to be further investigated by the MTE team. In this final session of the day, participants will discuss these topics and agree on how best to obtain information to resolve the questions that have arisen. In addition, participants will be asked to write on a small slip of paper short answers to the following questions and will be asked to leave their answers with a MTE team member before they leave the workshop:

In your opinion, what recommendations are most important? Why? What recommendations are least important? Why? What additional recommendations would you suggest be considered by the MTE team?

ANNEX D: ILLUSTRATIVE MTE SUMMARY REPORT FORMAT

SHOUHARDO III Mid-Term Evaluation (MTE)

(The length of this report should not exceed 50 pages, excluding Annexes. Preliminary target page limits for each section are shown in parentheses.)

I. EXECUTIVE SUMMARY (2 Pages)

II. BACKGROUND INFORMATION (4 Pages)

- A. Overview of SHOUHARDO III** (including program history, targeted impact groups, theory of change, logical framework, geographic coverage, and resources)
- B. Contextual Factors Affecting Program Implementation or Impact**
- C. MTE Methodology**

III. OUTPUTS PRODUCED UNDER EACH SUB-PURPOSE (including an overview of the implementation process including quantity of production, quality of production, description of participants and beneficiaries, key observations, lessons learned and specific recommendations for each sub-purpose)

- A. SP 1.1: Agricultural Production**
- B. SP 1.2: Access to Markets**
- C. SP 1.3: Off-Farm Income**
- D. SP 1.4: Financial Services**
- E. SP 2.1: MCHN Behavioral Change**
- F. SP 2.2: Access to MCHN Services**
- G. SP 2.3: WASH**
- H. SP 3.1: Household and Community DRR/CCA**
- I. SP 3.2: Union Parishad Capacities for DRR/CCA**
- J. SP 4.1: Agency of Women and Adolescent Girls**
- K. SP 4.2: Enabling Environment for Women's Empowerment**
- L. SP 5.1: Community Capacities to Negotiate for Public Services**
- M. SP 5.2: Accountability of Locally Elected Bodies and Nation-Building Departments**

IV. Emerging Outcomes and Impact (including an assessment of the immediate life-of-program impact, likelihood of this impact being sustained after the program ends, lessons learned and recommendations for enhancing sustained impact.)

V. Cross-Cutting Themes (Including a summary of specific actions taken by the program to operationalize the cross-cutting themes, an assessment of how these have contributed to achieving program impact, lessons learned, and recommendations for the remaining life of the program.)

VII. Program Implementation Systems (Sections on program management, partnership, knowledge management, program integration and complementarity, financial resource management, commodity management, human resource management and materials/equipment management system will provide an overview of the specific system, major observations from the review, lessons learned and recommendations for the remaining life of the program.)

VI. Overall Program Design and Major Themes for the Future (Including an analysis of the current relevance of the targeting systems, theory of change and logical framework with recommendations for the remaining life of the program)

VIII. CONCLUDING REMARKS (I Page)

ANNEXES

Annex A: MTE Terms of Reference

Annex B: MTE Protocol

Annex C: Persons Interviewed and Sites Visited

Annex C: Full List of Prioritized Recommendations Organized by Theme

Other Annexes as Necessary

Initial Site Selection for the SHOUHARDO III MTE

District (PNGO)	Upazilla	Union	Village	Accessibility	Performance	SHOUHARDO I
Char Region						
Sirajganj (NDP)	Shahjadpur	Kaijuri	Char Gudhai Bari	Easy (Car – 2 ¼ hour)	Average	Yes
		Rapabati	Khamar Shanila	Moderate (Car, Boat, MC – 2 ¼ hr)	Average	
	Belkuchi	Rajapur	Chandra Para	Easy (Car – ¾ hr)	Low	
		Belkuchi	Dalua Madhya	Easy (Car – ¾ hr)	Low	
	Chauhali	Sthal	Sthal Naohata	Remote (Car & Boat – 2 ¾ Hr)	Good	
Kurigram (MJSKS)	Nageshwari	Bamandanga	Maliani	Easy (Car – 1 hr)	Average	
		Bhitarband	Shantipur Wabda	Easy (Car - ¾)	Good	
	Phulbari	Shimulbari	Abason Para	Easy (Car – 1 ½ hrs)	Low	
	Char Rajibpur	Mohanganj	Kirtaniatari	Remote (Car & Boat – 4 ½ hrs)	Good	Yes
	Rajarhat	Chhinai	Chhinaihat	Easy (Car – ½ hr)	Average	
Gaibandha (SKS)	Saghata	Saghata	Hasilkandi	Easy (Car – 1 hr)	Average	
	Sundarganj	Kapasias	Paschim Wapda Bandh	Easy (Car – 1 hr)	Average	
	Fulchhari	Erendabari	Uttar Sanyasi Paschim	Remote (Car, Boat, MC – 2 ¼ hrs)	Low	Yes
		Uria	Uttar Uria	Moderate (Car & MC – 1 hr)	Good	
	Sundarganj	Kapasias	Ton Gram	Easy (Car – 1 hr)	Good	
Jamalpur (ESDO)	Bakshiganj	Bagar Char	Zula Para	Easy (Car – 1 ½ hrs)	Average	
		Sadhur Para	Char Kamalerbati	Easy (Car – 1 ¼ hrs)	Low	
	Islampur	Char Goalini	Char Gobindi	Easy (Car – ¾ hr)	Average	
		Palbandha	Char Charia	Easy (Car - 1 Hr)	Good	Yes
Haor Region						
Kishoreganj (POPI)	Itna	Badla	Simla	Moderate (Car & Boat – 1 ½ Hrs)	Average	Yes
	Nikli	Karpasha	Saharmul	Remote (Car, Boat, MC – 3 hrs)	Average	
		Dampara	Shaheb Hati	Moderate (Car & MC – 2 hrs)	Good	
	Mithamain	Dhaki	Borokanda	Remote (Car, Boat, MC – 2 ½ hrs)	Low	
	Austagram	Austagram	Rangpur Hati	Moderate (Car, Boat, MC – 2 ¼ hrs)	Good	
Sunamganj (DAM)	Dowarabazar	Bougla Bazar	Bag Mara	Moderate (Car, Boat, MC – 2 ¾ hrs)	Average	
		Pandergaon	Notun Krishno Nagor	Easy (Car – 1 ¾ hr)	Good	

	Tahirpur	Uttar Sreepur	Cherar goan	Remote (Car & MC – 2 ½ hrs)	Low	
		Dakshin Baradal	Chaturvuj	Moderate (Car & MC, 2 ¼ hrs)	Low	Yes
TOTALS	19 Upazillas	26 Unions	26 Villages	Easy – 15 Moderate – 5 Remote – 6	Low – 8 Average – 11 Good – 7	Easy – 2 Moderate – 2 Remote - 2 Low – 2 Average – 2 Good - 2

IV. PERSONS INTERVIEWED & SITES VISITED

Persons Interviewed/Sites Visited in the SHOUHARDO III MTE

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Feb 13	Dhaka	Hedayat Islam, STC AG/L; Shikha Biswas, STC Life Skills; Jahangir Alam, STC PSE; Abdur Rashid, Environment; CARE SHO3 HQ	Mike, Jeanne & Mark
		Md. Sazzad Hossain, Monetization & Program Support Manager	Golam
		Mohammad Shohedul Alam Matabbar, STC-Commodity	Golam
Feb 14	Dhaka	Zubaid Rahman, Partnership Operations & Resources & Ratan Kumar Debnath, Grants & Partnership Manager, CARE SHO3 HQ	Mike
		Anowarul Haque, Director – Extreme Rural Poverty Program, CARE Bangladesh	Mike & Mark
		Zakir Hussain, Assistant VP, Head of EBK Operation and Social Payment, Bank of Asia	Mike
		Shah Newaz, Director & SHOUHARDO Focal Point, POPI	Mike
		Mannan Mazumdar, STC-Governance	Golam
		Shejuti Hayat, Advocacy Manager	Golam
		Walter Mwasaa, CoP, SHOUHARDO III	Golam & Mark
		Humaira Aziz, Director, Women and Girls Empowerment, CARE	Jeanne, Rukhsana
		Syeda Ashrafiz Zaharia, Senior Technical Coordinator, Women's Empowerment, SHOUHARDO III, CARE	Jeanne, Rukhsana
		Khan Touhid Parvez, STC, HHN, CARE	Rukhsana
		Rashid, I&EO, CARE	Rukhsana
		Afrhill Rances, Senior Team Leader, Knowledge Management, Advocacy and Learning, SHO III, CARE	Mark & Jeanne
		Raquibul Hassan, Senior Monitoring and Evaluation Coordinator, SHO III, CARE	Jeanne
		M.Abdur Rashid General Manager, Md. Abdul Rayhan Bhulyan Asst. Mgr., Lal Teer	Mark
		STC Private Sector Engagement, Jahangir	Mark
Feb 15	Dhaka	Tom Love & Mohammad Nurnobi, Project Management Specialist, USAID Bangladesh	Mike, Mark, Jeanne & Golam
		H.J.M. Kamal, Deputy CoP, SHOUHARDO III, Dhaka	Mike
		Ehsanur Rahman, Executive Director, Dhaka Ahsania Mission, Dhaka	Mike
		Firoz Khan, Project leader & Mohammad Ilyas, Nutrition Sensitive Food Systems Officer, World Fish, Dhaka	Mike
		Walter Mwasaa, Chief of Party, Shouhardo III, CARE	Jeanne

		Mhd. Sazzad Hussein, Monetization and Program Support Manager, SHO III, CARE	Jeanne
		STC Resilience – Shafiqur Rahman	Mark
		STC Infrastructure – Anjar Alam	Mark
		Senior M&E Coordinator, Md. Raquibal Hasan	Mark
Feb 16	Sirajganj	Travel to Sirajganj	
Feb 17	Belkuchi NDP Office, Belkuchi	Abdul Salam, Project Manager, NDP	Mike & later Golam
		Zahurul Islam, Commodity Officer, NDP, Belkuchi	Golam
		Bashudev Sharker, Field Facilitator (FF) NDP,	Khaled
		Shofiqul Islam TO Livelihoods	Mark
	Belkuchi Upazilla Offices	FGD with UpzDMC (Female – 3; Male – 5)	Golam
		Dr. Md. Mahbub Hossain, UH&FPO, Belkuchi Sadar Upazila Health Complex	Khaled
	Dalua Madhya, Belkuchi Union, Belkuchi Upazilla	FGD with Youth Group (Female – 8; Male – 2)	Golam
		FGD with VDC (Female – 7; Male – 2)	Golam
		FGD: Male Group (10 Fathers)	Jeanne Khaled
		Site Visit: Observed WASH facilities in the village	Khaled
		EKATA FGD- 10 Females	Jeanne
		VDC FGD – 7 females, 2 males	Jeanne
	Chandra Para, Rajapur Union, Belkuchi Upazilla	FGD with IGA FFBS (9 women)	Mike
		FGD with CHD FFBS (11 women)	Mike
		Khadeja, CAV for Chandra Para	Mike
		FGD – VDC (4 male & 3 female)	Mark
		FGD - Youth who received training (3 male & 2 female)	Mark
		FGD - Maize value chain (22 male & 1 female)	Mark
Feb 18	Shajadpur Upazilla	Mr. Mohammad Hasib Sarkar, Assistant Commissioner (Land); Dr. Abdus Samad, Upz Livestock Officer; Engineer Ahmed Rafique, Upz Engineer; and Mr. Mohammad Azharul Islam, Upz Youth Development Officer	Golam
	Kaijhuri Union	FGD with Union Parishad at Kaijuri Union (Female-0; Male- 7)	Golam
	Sthal Naohata, Sthal Union, Chauhali Upazila	FGD with CHD FFBS (10 participants)	Khaled
		EKATA FGD – 11 Females	Jeanne & Khaled
		Couples Session – 1 male, 1 female	Jeanne
		IGA Group – 12 Females	Jeanne
		Community Empowerment Volunteer (CEV)	Jeanne
		FGD – VDC (5 male & 8 female)	Mark & Khaled
		FGD - CFW participants (homestead raising) (4 male & 2 female)	Mark
		Seed dealer (Imran)	Mark
	Khamar Shanila, Rupabati Union,	FGD with VSLA, 12 women	Mike
		FGD with Sweet Gourd FFBS, 14 women	Mike
		Khurshida Akter, FF, Khamar Shanila, NDP	Mike

	Shahjadpur Upazila		
	Char Gudhai Bari, Kaihuri Union, Shahjadpur Upazilla	Aziza Khatun, VDC Member, Char Gudha Bari	Golam
		FGD with Maize FFBS, 10 men	Mike
		Fisheries Group, 5 men	Mike
Feb 19	Sirajganj	Sharmina Khatun, Technical Manager, Private Sector Engagement, Char Region, CARE	Mike & Mark
		Asaduzzaman, Regional Commodity Logistics Manager, Regional Office, CARE	Golam
		Visit to Sirajganj District Warehouse	Golam
		Nazim Uddin, Regional Senior Technical Manager, Kishoreganj Regional Office, CARE	Golam
		Zakir – M&E TO	Mark
		Kaleda - DCRM TO	Mark
		Sajeda Begum, Regional Coordinator, CARE	Mike, Jeanne & Golam
		TO- HHN, NDP, Fenshi Begum	Khaled
		Siddik – Gender Focal Person	Jeanne
		Nobi, WorldFish Technical Officer, Sirajganj	Mike
	Jamalpur	Ataur Rahman Ansari- PM ESDO	Mark & Jeanne
	Gaibandha	Nishi, TO Women's Empowerment, Manowar, APM Technical Mgr, & Mahbub, TO Ag & Livelihoods, SKS	Mike
		Mohammad Nazrul Islam, Infrastructure & Environmental Officer, SKS	Golam
		Mohammad Mizanur Rahman Baksi, DCRM, SKS	Golam
Feb 20	Jamalpur	Sherina Akhter- Char Gobindee CEV	Jeanne
		Hazrat Ali- Religious Leader, Char Kamaler Batti	Jeanne
	Char Charia, Palbandha Union, Islampur Upazila	EKATA Group – 11 Females	Jeanne
		IGA COG FGD- 10 Females	Jeanne
		FGD – VDC (4 male & 6 female)	Mark
		FGD – members of SHO I VDC (2 male & 1 female)	Mark
	Char Gobindi, Char Goalini Union, Islampur Upazila	CHD COG FGD – 12 Females	Jeanne
		Adolescent Girls – 9 Females	Jeanne
		Samir Uddin maize trader	Mark
		FGD - School Based Teen Brigade (Pachbaria Adorsa) (20 male & 20 female)	Mark
		Field facilitator working with SBTB – Asfakul Islam	Mark
		FDG – UzDMC (?)	Mark
	Paschim Wapda Bandh, Kapasia Union, Sundarganj Upazila	FGD with Off-Farm IGA Group, 8 men and 2 women	Mike
		FGD with VSLA, 11 women	Mike
		Three CHD Participants, 3 women	Mike
		FGD with VDC (Female-8, Male-2)	Golam
		FGD with Youth Group (Female-1, Male-5)	Golam

		FGD with Mothers Group (Pregnant=3, lactating= 7)	Khaled
	Ton Gram, Kapasias Union, Sundarganj Upazila	FGD with Maize FFBS, 13 female participants	Mike
		Mohd Abdul Rajak, Community Agriculture Volunteer	Mike
		FGD with VDC (6 females, 2 males)	Rukhsana & Khaled
		3 Food Ration Participants	Rukhsana & Khaled
		Sharifa Khatun, CHV, SKS	Rukhsana & Khaled
	Sundarganj Upazila	H.M. Golam Kibria, UNO, Sundarganj	Golam
		Shahabuddin, Upazila Livestock Officer	Golam
		Rupali Rani, Upazila Women Affairs Officer	Golam
		Rashedul Islam, Upazila Agriculture Officer	Golam
Feb 21	Zula Para, Bagar Char Union, Bakshiganj Upazila	EKATA FGD – 8 Females	Jeanne
		NNPC – UP office 3 Females/12 males	Jeanne
		VDC FGD – 5 Females/4 Males	Jeanne
		FGD – Youth received training (4 male & 3 female)	Mark
		FGD – UDMC (?)	Mark
		Entrepreneur Union Digital Center - Selim	Mark
		FGD – goat group (11 female)	Mark
	Char Kamlerbati, Sadhur Para Union, Bakshiganj Upazila	FGD (Non-Participant Women) - 7 Females	Jeanne
		EKATA FGD- 12 Females	Jeanne
		FGD – VDC (3 male & 5 female)	Mark
		FGD – FFBS maize (18 male)	Mark
	Uttar Sanyasi Paschim, Erendabari Union, Fulchari Upazila	FGD with Young Female Off-Farm IGA Participants, 3 women	Mike
		FGD with CHD FFBS, 7 women	Mike
		FGD with Youth Non-Participants, 3 men and 3 women	Mike
		EKATA Observation and FGD (14 participants), Shahar Bano CEV	Rukhsana & Khaled
		Mothers Group (11 participants), CHV Neelima	Rukhsana & Khaled
		1 lactating mother - with 13 m baby, 1 lactating mother with 6 m baby	Rukhsana & Khaled
		Neelima, CHV, SKS	Rukhsana & Khaled
		FGD with VDC (Female-3, Male-3)	Golam
		FGD with Youth Group (Female-4, Male-4)	Golam
	Fulchari Union	FGD with Union Parishad Members (Mr. Mohammad Golam Mostafa, Mr. Mohammad Khaledur Rahman, Mr. Mohammad Abdul Kader)	Golam
Feb 22	Jamalpur	Rita Khatun- Technical Officer, Empowerment	Jeanne
		Md. Aflab Hossain – Technical Officer, Agriculture and Livelihoods	Jeanne
		Mahfuza Rahman – Technical Officer, DCRM	Jeanne
	Gaibandha	Ruhul Amin, SO-TSR, CARE Gainbandha	Mike & Golam
		Shariful Islam, Commodity Reporting Officer, CARE	Golam
		Shankar, PM, SKS	Golam

		Manowar Hossain, APM Technical, SKS	Golam
		Amir Ali, APM Finance & Operations, SKS	Golam
		Shankar Kumar Roy, Project Manager SKS	Rukhsana & Khaled
		Md Nazrul Islam, I&EO, SKS	Rukhsana & Khaled
		Md. Ruhul Amin, Senior Officer, Technical Support & Representation, CARE	Rukhsana & Khaled
		Dewan Morshed Kamal, Deputy Director Family Planning, Gaibandha	Rukhsana & Khaled
		Atiqur Rahman, Principal, Technical Training Center, Gaibandha	Mike
		Shankar, PM SHOUHARDO III & Rajab Ali, Head of Programs, SKS Gaibandha	Mike & Golam
	Hasilkandi, Saghata Union, Saghata Upazila	FGD with Off-Farm IGA Group, 7 women and 1 man	Mike
		Abdul Rahim, Aziz, Abdul Goni, Village Leaders Hasilkandi	Mike
		Tanvir, FF and Mahbuba, FS, SKS	Mike
		FGD with VDC (Female-5, Male-5)	Golam
		FGD - EKATA Group, 6 participants	Rukhsana & Khaled
		FFBS CHD, 6 females, 1 male	Rukhsana & Khaled
		Ratna, CHV, SKS	Rukhsana & Khaled
	Saghata Union	FGD with Saghata Union Parishad (Female-2, Male-6)	Golam
Feb 23	Chhinaihat, Chhinai Union, Rajarhat Upazila	FGD with On-Farm IGA FFBS, 13 women	Mike
		FGD with VSLA, 13 women	Mike
		FGD - Adolescent group, 11 participants, females	Rukhsana
		Najma CHV and Shefali CHV, MJSKS	Rukhsana
		Sultana Begum, Pregnant mother	Rukhsana
		FGD with VDC (Female-5, Male-5)	Golam
		FGD with Youth Group (Female-6, Male-2)	Golam
	Kurigram	Mahmudul Hassan, APM – Tech & Hassan Habib, TO – Ag&L, MJSKS, Kurigram	Mike
		APM (Finance & Operation), Commodity Officer	Golam
		TO-HHN, Fazlul Haq	Rukhsana
		TM Sirajganj - Md Aslam Hossain Talukder	Rukhsana
		Sajjad Wahid TO M&E	Mark
		Mosaddek Hussain TO DCRM	Mark
	Abason Para, Shimulbari Union, Phulbari Upazila	EKATA FGD - 8 Females	Jeanne
		CHD FGD – 11 Females	Jeanne
		Ms Momina Khatun-CEV	Jeanne
		FGD – VDC (4 male & 5 female)	Mark
		FGD - Youth – non-project participants (?)	Mark
		KII – Field Facilitator - Ubaid	Mark
Feb 24	Kirtaniatari, Mohanganj Union,	FGD with CHD FFBS, 10 women	Mike
		FGD with Maize FFBS, 6 men	Mike
		Aminul Islam Batu, CAV	Mike

	Rajibpur Upazilla	Observation of Courtyard session with pregnant (1) and lactating mothers (9)	Rukhsana & Khaled
		Observation of GMP measurements - CHV Shahana	Rukhsana & Khaled
		Household visit counselling by CHV Shahana (45 days baby)	Rukhsana
		Lactating mother (Fatima)	Rukhsana
		Observations - Handwashing facilities, Latrines	Rukhsana
		Promod Chandra Sarkar, Field Supervisor, MJSKS	Rukhsana
		Nurun Nabi, Field Supervisor, MJSKS	Rukhsana
		FGD – VDC (2 male & 6 female)	Mark
		FGD – members of SHO I VDC (2 male & 1 female)	Mark
	Maliani, Bamandanga Union, Nageshwari Upazila	FGD with VDC (Female-6, Male-5)	Golam
		EKATA Group – 10 Females	Jeanne
		Adolescent Females – 9 Females	Jeanne
		CHD Group - 10 Females	Jeanne
		Shorifa - CEV	Jeanne
	Bamandanga Union	FGD with Bamandanga UP (Female-3, Male-2)	Golam
	Shantipur Wabda, Bhitambar Union, Nageshwari Upazila	FGD with VDC (Female-3, Male-5)	Golam
		FGD with Youth Group (Female-9, Male-2)	Golam
		CAV (M), CEV (F), CHV (F)	Jeanne
Feb 25	Kurigram	Sabed Ali, PM, MJSKS, Kurigram	Mike
		Sushil Kimar Das, SO-TSR, CARE Hub-Office	Mike, Golam & Mark
		Md. Rafiqul Islam Selim, Deputy Director-Local Government, Kurigram	Golam
		Civil Surgeon Dr SM Aminul Islam	Rukhsana & Khaled
		Terre Des Hommes Child Nutrition Centre Discussion with Dr Tajul and team	Rukhsana & Khaled
		Mahmudul Hasan-APM Tech. NDP	Jeanne
		Shyamak Chandra Sarkar- Director MJSKS	Jeanne
		Irin Parveen – Program support officer – CARE Kurigram	Jeanne
		Sabed Ali- PM MJSKS Kurigram	Jeanne
		Shamima Akhter- Technical Officer, Empowerment - MJSKS staff	Jeanne
		Ms. Shefali Begum, CEV- Shantipur Wapda para	Jeanne
		Shahana Akhter – District Women's Affairs Officer	Jeanne
		M&E and Learning Officer - Firoz Alom	Mark
	Rajerhat Upazilla	Laili Begum, Sewing Technical Trainer, Rajerhat Upazilla	Mike
		FGD with Sewing Training Youth Participants, 13 girls & 3 boys	Mike
Feb 26	Kishoreganj	Anwarul Alam, TM-Ag & Livelihoods, POPI	Mike

		Shofiqul Islam, Deputy Director, DAE	Mike
		Motiul, Sales Representative, Lal Teer	Mike
		Taufiqur Rahamn, PM	Golam
		Zahirul Islam, Deputy Director-Local Government, Kishoreganj	Golam
		TO-HHN, Sultana Akhtar	Rukhsana & Khaled
		Dr Habibur Rahman, Civil Surgeon and Dr Mujibur Rahman, Deputy Civil Surgeon	Rukhsana & Khaled
		Dulan Hossain- APM Tech. POPI	Jeanne
		Mamun Ar Rashid- District Women Affairs Officer, Kishoreganj	Jeanne
		Shabana Begum- CEV	Jeanne
		Kaludia Nobrek, TO – DRCM	Mark
Feb 27	Borokanda, Dhaki Union, Mithamoin Upazilla	FGD with On-Farm IGA Group, 7 women and 1 man	Mike
		FGD with CHD FFBS, 8 women	Mike
		Alamgir, Community Agriculture Volunteer	Mike
		EKATA group – 6 Females	Jeanne
		Couples Session – 5 Females / 2 Males	Jeanne
		Adolescent Girls – 6 Females	Jeanne
	Austragram Union	FGD with Astragram UP (Female-2, Male-5)	Golam
	Rangpur Hati, Austragram Union, Austragram Upazila	FGD with Youth Group (Female-9, Male-5)	Golam
		FGD: VSLA Group (15 female participants)	Mark & Rukhsana
		FGD: Grandmothers Group (6)	Rukhsana & Khaled
		Meeting with School Based Teen Brigade (SBTB) (6 boys, 8 girls)	Mark & Rukhsana
		FGD – VDC (5 male & 6 female)	Mark
Feb 28	Saharmul, Karpasha Union, Nikli Upazilla	FGD with a CHD FFBS with Ducks, 9 women	Mike
		FGD with the VSLA, 7 women	Mike
		FGD with a Chili FFBS, 3 men and 1 woman	Mike
		FGD with VDC, Female-7, Male-5	Golam
		FGD with Youth Group, Female-5, Male-5	Golam
		Asma Begum- CEV	Jeanne
		Adolescent Females – 11 Females	Jeanne
		IGA Off Farm Group – 5 Females/ 1 Males	Jeanne
	Karpasha Union	FGD with Karpasa UP, Female-0, Male-5	Golam
	Kishoreganj, CARE Regional Office	Masud, TM Fisheries, SHOUHARDO 3, Haor Region, WorldFish	Mike
		Md. Abdus Sattar Fakir, Food Monitor, CARE	Golam
	Simla, Badla Union, Itna Upazila	Observation: Adolescent girls EKATA Group (11 girls) with CEV Shehlina and CHV Mahmuda	Rukhsana
		Observation: GMP session with CHV Mahmuda and Field Facilitator Ramizuddin	Rukhsana
		Observation: Counselling of pregnant mother Naisha by CHV Mahmuda	Rukhsana
		FGD – youth, project non-participants,	Mark

		Including union disaster volunteer (6 male & 3 female)	
		FGD - IGA off-farm (6 male & 2 female)	Mark
March 1	Kishoreganj, CARE Office	Subrata, Haor Regional Coordinator, CARE	Mike
	Kishoreganj, POPI Office	Towfique, PM, POPI	Mike
		PM POPI, Mr Toufique	Rukhsana
		TO-DCRM, (Kloutiya Nokrek)	Rukhsana
		Tarun Barua- Field Supervisor	Jeanne
	Kishoreganj	Upazila Health & Family Planning Officer, (Dr Asad Din Mahmud)	Rukhsana
		Senior Engineer, DPHE, Nikli- (Md Aminur Rahman Bhuiyan)	Rukhsana
		Focus group – goat trader, bamboo fish trap makers, chili trader (4 male)	Mark
	Nikli Upazila	FGD with Nikli UzDMC, Female-1, Male-7	Golam, Mark and Jeanne
March 2	Sunamganj, DAM Office	Halim, TO Ag & Livelihoods	Mike
		Latif, PM, DAM, Aslam, APM-T, DAM, Hurunur Rashid, SO-TCR, CARE	Mike
		Mizanur Rahman, Commodity Officer	Golam
		Visit to Sunamganj Warehouse	Golam
		Warehouse Officer and Assistant Officer, Male-2	Golam
		Afifun Nahar -Technical Officer Purpose 4	Jeanne
		TO ag and livelihoods - Halim	Mark
	Sunamganj	Kazi Mohua Momtaz, Upazila Nirbahi Officer, Dowarabazar Upazila	Golam
		Fazlur Rahman,	Mark
		Dr. Belal Husain, District Livestock Officer	Mark
	Natun Krishna Nagor, Pandergaon Union, Dowarabazar Upazilla	FGD Rice FFBS, 11 men	Mike
		FGD with On-Farm IGA FFBS, 7 women & 2 men	Mike
		FGD – Youth group (4 male & 9 female)	Mark
		Md. Mizanul Rahman, Field Facilitator in	Mark
	Bag Mara, Bougla Bazar Union, Dowarabazar Upazila	FGD: Youth Group, 5 males, 3 female	Rukhsana & Jeanne
		Observation: Tubewell, Handwashing Station, Latrines	Rukhsana
		Field Facilitator (Morzina)	Rukhsana
		TO-HHN (Rashida)	Rukhsana
		Observation: Household visit by CHV and FF	Rukhsana
		Monitoring Officer (Taslina)	Rukhsana
		Husbands of EKATA group - 12 Males	Jeanne
		FGD VSLA – 16 Females	Jeanne
March 3	Chattervuj, Dakshin Baradal	FGD VSLA, 10 women	Mike
		FGD CHD FFBS, 6 women and 3 men	Mike

	Union, Tahirpur Upazilla	FGD with VDC, Female-4; Male-5	Golam
		FGD with Youth Group, Female-5; Male-3	Golam
		EKATA Group – 15 Females	Jeanne
		Shipa Akhtar- CEV	Jeanne
		Shymal Talukdar- FF	Jeanne
	Dakshin Baradal Union	FGD with UP Chairman and Members, Female-1; Male -4	Golam
	Cherar Gaon, Uttar Sreepur Union, Tahirpur Upazila	Field Supervisor - Asma	Rukhsana
		Lactating mother - Reshma	Rukhsana
		Observation: Counselling for Complementary Feeding by new CHV (Amina)	Rukhsana
		SO-TSR - Harun	Rukhsana
March 5	Dhaka	Walter Mwasaa, SHOUHARDO III Chief of Party	Mike
March 6	Dhaka	H.J.M. Kamal, DCOP, SHOUHARDO III	Golam
		Amitav Sarkar, Joint Secretary and Julia Moin, Deputy Secretary, LG Division, MLG	Mark & Golam
		Mahbub Hossain, Additional Secretary, LG Division	Mark & Golam