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MIDTERM PERFORMANCE EVALUATION REPORT

MULTI-INPUT AREAS DEVELOPMENT GLOBAL DEVELOPMENT ALLIANCE PROJECT

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ACRONYMS

AI	Artificial Insemination
AISS	Agriculture Input Supply System
AKDN	Aga Khan Development Network
AKF	Aga Khan Foundation
AKF USA	Aga Khan Foundation USA
AKF-A	Aga Khan Foundation – Afghanistan
AKFED	Aga Khan Fund for Economic Development
ANSA	Afghanistan National Standardization Agency
ASC	Alliance Steering Committee
ASN	Associated Nursery
BPHS	Basic Package of Health Services
CA	Collaboration Agreement
CBSG	Community Based Savings Group
CDC	Community Development Council
CHC	Comprehensive Health Center
CHS	Community Health Supervisor
CHW	Community Health Worker
CIDA	Canadian International Development Agency
CLDC	Cluster Level Development Committee
DAIL	Directorate Agriculture, Irrigation and Livestock
DDA	District Development Assemblies
DED	Department of Education
DH	District Hospital
ECD	Early Childhood Development
EPHS	Essential Package of Hospital Services
FFS	Farmer Field School
FHAG	Family Health Action Group
FMIC	French Medical Institute for Children
IEC	Information, Education, and Communication
IPM	Integrated Pest Management
LDC	Livestock Development Center
LDFU	Livestock Development Field Unit
M&E	Monitoring and Evaluation
MAIL	Ministry of Agriculture, Irrigation and Livestock
MCH	Maternal and Child Health
MIAD	Multi-Input Area Development
MIAD GDA	Multi-Input Area Development Global Development Alliance
MoE	Ministry of Education
MoPH	Ministry of Public Health
MoU	Memorandum of Understanding
MRRD	Ministry of Rural Rehabilitation and Development
MSN	Mother Stock Nursery

NABDP	National Area Based Development Program
NGO	Non-Governmental Organization
NPO	National Program Office
NSP	National Solidarity Program
OPD	Outpatient Department
ORS	Oral Rehydration Salt
PED	Provincial Education Department
PHCC	Provincial Health Coordination Committee
PHP	Public Health Promotion
PMP	Performance Monitoring Plan
PPHD	Provincial Public Health Department
PRA	Participatory Rural Appraisal
PTA	Parent Teacher Committee
PTD	Participatory Technology Development
PV	ParaVet
SME	Small and Medium Enterprise
SO	Strategic Objective
SOW	Scope of Work
SSA	School Student Association
TB	Tuberculosis
TLC	Teacher Learning Circle
ToT	Training of Trainers
TPS	True Potato Seed
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UCA	University of Central Asia
USAID	United States Agency for International Development
VC	Value Chain
VISC	Veterinary Input Supply Center
VoEd	Vocational Education
VSLA	Village Savings and Loans Association
WASH	Water, Sanitation, and Hygiene
WBDC	Women's Business Development Centers
WC	WASH Committee
WG	Women Group
WSS	Wheat Salt Solution
YPO	Yearly Plan of Operation

I. EXECUTIVE SUMMARY

The purpose of the Multi-Input Area Development Global Development Alliance (MIAD GDA) project is to promote a private-sector led model of sustainable social and economic development in Badakhshan Province, Afghanistan that incorporates efforts to reduce economic, social, and gender inequalities. The main purpose of this midterm evaluation is to provide USAID Senior Management and the MIAD-GDA Team at USAID/Afghanistan's Office of Economic Growth and Infrastructure with an objective external assessment of the *effectiveness and efficiency* of implementation, as well as the *adherence* to the approved scope of the MIAD GDA project to date. The evaluation's methodology aimed to elicit and analyze data from the project in order to formulate key findings, draw conclusions, and then develop recommendations and lessons learned. The evaluation team developed data collection tools, which were used to collect a diverse range of sex-disaggregated data, and then triangulated and validated it.

The evaluation concluded that, for the most part, MIAD GDA-funded activities are progressing, albeit slowly in some cases, and often unevenly in terms of district and component coverage. The existing Aga Khan Foundation (AKF) program structure that works with and through government offices and community groups provides some assurance that many current activities benefiting MIAD GDA participants can continue beyond USAID support through numerous other AKF funding sources. Challenges to sustainability and coordination with government entities are of concern, given budgetary and staffing issues plaguing current and future government operations. In general, findings across all project components found that most beneficiaries were satisfied with the technical trainings provided and reported a level of confidence that they could move to new and higher levels of technology and incomes.

The general objective to privatize many of the community-based activities, such as the livestock services, the honeybee associations, savings and loan associations, skill trainings leading to employment and business start-ups, and working with community groups to promote development initiatives, all contribute to eventual sustainability and self-sufficiency among the beneficiary population. The project is still in the early stages of implementation and has yet to survey and analyze production and income results at the field level. The key activity for long-term funding sustainability of the AKF program, however, is the financing facility for business investment and creating revenues for a trust fund to finance the social development programs. To date, these investment activities have not been implemented.

1. HEALTH

The AKF succeeded in training different community groups and conducting numerous health-related campaigns in four schools and ten target villages of Ishkashim District to date. The two master trainers hired by MIAD GDA had relevant skills and capacity, and were able to apply different teaching methods during training. As a result of these trainings, knowledge among target groups improved, and they have served as volunteer multipliers, conveying

health messages to other community members through different means. They are well-known in their communities and fully committed to remain volunteers disseminating public health promotion (PHP) messages even beyond support from the MIAD GDA project, due to having witnessed positive changes in the health and behavior of their families and communities.

Although AKF developed a well-designed PHP training manual and other materials that are easily understood by their target audiences (people with low literacy), these materials are missing topics that are included in Ministry of Public Health's (MoPH) guidelines. Their inclusion in the PHP training manual is important in order to align with the MoPH's strategy. The e-Health services and learning sessions led to improved professional knowledge among the health workers in district health facilities, and also resulted in improved patient treatment according to available data. MIAD GDA was supposed to upgrade the e-rooms in the target health facilities; however, some of the facilities appear to still have Internet and equipment problems. There was also a lack of data on the e-Learning sessions in MIAD reports, suggesting that monitoring, supervision, and needs assessments of the health facilities may be insufficient.

2. EDUCATION

Overall, the evaluation found that the MIAD GDA education component activities are relevant and appropriate for the priority needs of the education sector in Badakhshan, and to meet the project's strategic objectives for education. In terms of effectiveness and efficiency, education activities are largely aligned to reach most target results; however, many activities have been unevenly implemented across the different beneficiary institutions – due to varying capacity levels of district offices, remoteness or security – regardless of differing needs (for instance, support has been more intensive to some Teacher Training Colleges (TTCs) that are considered higher capacity, while more minimal to one particularly weak TTC). Some activities have been delayed, and there are weaknesses in monitoring and sustained support to, and interaction with, the provincial government's methodologists in particular. The TTCs in particular would benefit from more targeted support to their differing needs with regards to planning, administrative capacity, lecturer pedagogical capacity, lecturer subject knowledge, capacity for outreach and mentoring to schools, capacity for implementing the new practicum requirements, and infrastructure and supply needs.

3. AGRICULTURE AND LIVESTOCK

The evaluation found that the extension activities of the project provided support to farmers through Farmer Field Schools and the establishment of Participatory Technology Development groups. These activities organized trainings and field demonstrations that introduced high-yielding, high-quality seeds to be used in conjunction with best practices to enhance production in farmers' cropping enterprises. High-value niche crops have also been introduced in demonstration and trial fields to determine yield values and problems that might exist. Through interviews and observations, farmers expressed satisfaction with the

project activities and the results they are experiencing. However, there have been no field-level analytical studies to date that verify results one way or another.

In the livestock sector, there have been two areas of focus: activities have been introduced to increase productivity and health among the farmer's herds and the development and promotion of private sector enterprises that can provide long-term, sustainable services to farmers on a pay-as-you-go basis. While there are as yet no field level analytical data to verify that these activities will be profitable and sustainable, indications from participants and farmers are positive as to the direction of this approach. Farmers are seeing some results from the feeding programs in healthier and more productive cattle; the Artificial Insemination program is producing new breeds, but the program is still two generations from real results. While no records have been analyzed by the project, the private entities have customers and are able to provide supplies and assistance to farmers' livestock. These entities include the Livestock Development Centers, ParaVets, Veterinary Input Supply Centers, and others.

4. MARKET DEVELOPMENT

Through the Market Development Program (MDP), MIAD GDA has been able to provide support for the establishment of women's honey beekeeper associations. Training is provided to other beekeepers in the project area, but the women's groups are a new initiative to support home-based agriculture enterprises. The 60 women in three groups are already earning income from the honey, and there are plans to expand the number of hives for each female participant as well as expand the number of producers. The MDP program is also planning to establish vegetable-producing associations in the project area, but will not initiate this activity until early 2016.

5. TECHNICAL AND VOCATIONAL EDUCATION TRAINING

The Technical and Vocational Education Training (TVET) program has met with success in providing participants with skills that have in many cases enabled graduates to secure jobs. A rural labor study currently underway by AKF should be able to provide detailed data as to the success of graduates in securing employment and indicate the extent to which the training programs have successfully targeted potential jobs. One particularly successful program has been the training of women in skills they can then use to establish small home-based businesses. This program is through Women's Business Centers established by the project. The centers also provide a support mechanism for the female graduates after training.

6. VILLAGE SAVINGS AND LOAN ASSOCIATIONS

AKF has supported the growth of Community Based Savings Groups for several years. As part of the MIAD GDA project, AKF agreed to pilot a program using the Village Savings and Loan Association (VSLA) model, which has a worldwide following that has seen great success among member borrowers. MIAD GDA introduced the program in one district (Nusai), and in less than a year has organized 80 groups with over 800 members and

continues to grow. Members are borrowing funds; however, it is too early in the program to have any data to determine how successful the borrowing has been as an income generator among the members.

7. SUB-NATIONAL GOVERNANCE

MIAD GDA supported the Block Grant program through AKF, which provided construction funding for community projects, such as bridges and schools. USAID did not provide any of the construction funds, but the project supported the existing system that moved project proposals from the community to the Provincial Development Council (PDC) approval process. This was part of the program to ensure that community and district plans were given a thorough review and approved projects were integrated into the overall provincial plans. This has a longer-term objective to ensure that communities are part of the government budgeting process and also receive whatever maintenance assistance might be available. It is also part of the objective of the project to ensure that rural development activities are coordinated, aligned, and integrated with provincial and district government development plans. Through AKF membership on the PDC and participation in planning meetings, there is every reason to believe this objective is being achieved.

8. MANAGEMENT STRUCTURE

The MIAD GDA project activities, as a part of the overall AKF program for development in Badakhshan, are an integral part of the AKF implementation structure. Through this structure, MIAD GDA activities are coordinated within the overall AKF program for the province. It is possible that there could be some overlap of different AKF donor activities in some districts, or there could be better coordination within some districts, but the activities are not in competition with each other for resources or beneficiaries.

The MIAD GDA project is described within a Collaboration Agreement, which is the least restrictive of the numerous USAID procurement vehicles. In fact, this is not considered a procurement vehicle in the normal sense of the term; but is, rather, a partnership. In this arrangement, MIAD GDA has the advantage of fitting into an existing structure that has allowed implementation to proceed at a faster pace than would be the case if it were a stand-alone project. It allows MIAD GDA to have a multi-sector approach through an organized structure that is in many ways outside the government structure and thus not impeded by government shortfalls in budgets and resources. Furthermore, because AKF has had a long-term presence in Badakhshan and plans for continued future activities, the MIAD GDA interventions have a greater likelihood of being sustained, especially compared to interventions of a typical short-term development project.

9. INVESTMENTS

The centerpiece of the MIAD GDA project is the establishment of a financing facility that will fund, in the future, the social development activities being implemented by the AKF

program, including MIAD GDA project activities. This financing facility is intended to invest USAID and AKF funds into business enterprises, which will then generate revenues to be deposited in a trust fund to be drawn on in support of development activities. To date, there have been no investments. Among the candidates for investment are an expansion of the Roshan Cell Network, the establishment of an almond processing plant, a possible hydroelectric power generating project, and other small agribusiness ventures. There has been minimal deliberation on these activities to date, and they require the project's Alliance Steering Committee to meet on a more regular basis and come to terms with possible investment ventures.

10. SUMMARY RECOMMENDATIONS

With the diverse component sections across the MIAD GDA project, a wide variety of recommendations have been made. Yet, there are several cross cutting themes across the components. Training plays a large role in the project as a principal capacity building method in many components. Common themes include the need to strengthen training programs, to refine data collection and analysis, and to better target and customize interventions based on differing needs by institution or beneficiaries, especially in health and education. Increased monitoring of activities, such as in e-Health rooms, visits to education facilities, and a better understanding of credit use by members in the VSLAs would yield better understanding of whether improvements in beneficiary livelihoods are taking place and corrective actions needed. AKF's continuing support to entrepreneurial private agriculture and livestock businesses, such as farmer and beekeeper associations or veterinary input supply centers, is important to the long-term objectives of sustainability and increasing household incomes.

Support for women's activities in skills development and business startup needs to be continued in light of the potential for women to become income earners. More focused surveys are recommended in all sectors to better understand and analyze current progress, determine where improvements are occurring, and better focus future activities on those areas that indicate promise for privatizing small home and farm-based enterprises, sustainability of livelihood activities, and where incomes can be increased. The Alliance Steering Committee needs to be reinvigorated to better understand the social development objectives of the MIAD GDA project, but more importantly, to determine the priorities for the financing facility investment portfolio to initiate the trust fund and begin considering how that fund will support future development strategies in Badakhshan. Overall, the recommendations set a positive tone for continued and accelerated implementation of the current strategy, within the existing AKF organizational structure.

II. INTRODUCTION

1. PROJECT BACKGROUND

The purpose of the Multi-Input Area Development Global Development Alliance (MIAD GDA) project is to promote a private sector-led model of sustainable social and economic development in Badakhshan Province, located in northern Afghanistan, which incorporates efforts to reduce economic, social, and gender inequalities. The project's purpose is realized through the mobilization of private investments in profitable economic drivers (businesses and economic growth projects), which will create jobs, stimulate economic growth, and generate income for social development from the United States Agency for International Development (USAID)-granted funds. A memorandum of understanding was signed between the Parties, The Aga Khan Foundation (AKF) and USAID, on February 7, 2013 to memorialize the Parties' intent with respect to the MIAD GDA project.

The overarching goal of the MIAD GDA project is to support long-term stability and growth in Badakhshan Province through two Strategic Objectives. The first strategic objective is to improve the quality of life for residents and improve social and economic development. This Strategic Objective drives four social sector development results:

- Result 1: Health status in Badakhshan improved
- Result 2: Education system in Badakhshan strengthened through human resource and institutional interventions
- Result 3: Rural livelihood systems in Badakhshan improved
- Result 4: Sub-national governance systems in Badakhshan improved

The second Strategic Objective of MIAD GDA is to establish a model for a sustainable, replicable Financing facility for regional social and economic development. This Strategic Objective is guided by two economic-related results: funds invested in viable economic drivers, and a Trust Fund mechanism established.

The proposed financing facility is expected to generate returns for a Trust Fund to finance future social programs, as described in Strategic Objective 1 above, with the intended secondary benefits of stimulating job creation and promoting economic growth in Afghanistan. The investment component of this partnership involves: 1) mobilizing at least \$20.5 million in capital through the Aga Khan Fund for Economic Development (AKFED) as part of the GDA match; and 2) investing an additional \$2.5 million of AKF USA internal funds and \$7.5 million of USAID grant funds into a portfolio of AKFED-sponsored entities or other appropriate investment vehicles.

The proposed investments that will generate revenues for the Trust Fund include expanding the Roshan Cellular Network, possibly building hydroelectric power-generating plants, and supporting agribusinesses that process almonds and other crops. The returns to investment would then fund the implementation of sustainable social development activities outlined in Strategic Objective 1. Social development activities include health, education, market

development, agricultural and livestock activities, village savings and loans associations, technical and vocational education, and local governance support, among others.

2. EVALUATION PURPOSE

The main purpose of this midterm evaluation is to provide USAID/Afghanistan Senior Management and the Office of Economic Growth and Infrastructure's MIAD-GDA Team with an objective external assessment of the project's *effectiveness and efficiency* of implementation, as well as its *adherence* to the approved scope of work to date. For this evaluation, *effectiveness* is a measure of stated objectives being achieved during project performance; *efficiency* is a measure of whether or not project activities helped lead towards the achievement of stated objectives; and finally, *adherence* is a measure of whether or not the project activities are carried out in accordance with the approved scope. The evaluation will explore how the activities under each component contributed to the achievement of its goals and objectives.

The evaluation will, moreover, help the Mission's Senior Management: (a) understand whether the project is meeting its objectives – actual versus planned achievements; (b) evaluate the efficiency of MIAD-GDA's implementation in working with its Afghan government counterparts; (c) identify deficiencies in the project's current activities and recommend remedial actions to be carried out during the remaining period; (d) assess the use and applicability of the "Collaborative Agreement" GDA format and whether or not this format is the right tool for stated purposes; and (e) use lessons learned to inform the decision for future USAID programming in such unique projects.

3. EVALUATION QUESTIONS

The priority questions posed in the Scope of Work (Annex I) for this evaluation are as follows:

1. Project intervention effectiveness and sustainability:
 - a. How have the health sector trainings impacted the lives of the province's residents? Has there been a „train the trainers“ component that will allow the program the ability to conduct additional trainings and operate independently?
 - b. How effective have the project's education activities at strengthening the TTC lecturers and Reference School teachers' mentorship skills?
 - c. Have MIAD's agriculture extension and livestock activities made adequate progress in achieving their objectives and how have individuals and communities benefited from them? What has been done to make the AG extension program self-sustaining?
2. To what extent does MIAD coordinate and align activities with the plans of government counterparts in Badakhshan Province, e.g., Department of Health, Department of Education, Department of Agriculture and Livestock, District

Development Assemblies (DDA) and Community Development Councils (CDCs) and Ministries in Kabul? This includes alignment with ministerial strategic plans.

3. To what extent does MIAD's management structure ensure effective coordination of activities, and appropriate attribution of results, with other Aga Khan Foundation projects being implemented in Badakhshan?
4. Taking into consideration USAID's operation and policy constraints at both the Agency-level and the Afghanistan Mission-level, how effective, viable, and sustainable are the following key aspects of this MIAD model:
 - a. Combining multiple USAID technical sectors (e.g., agriculture, health, education, etc.) of social development into a single agreement. What if any cross-sector benefits have been realized by this strategy?; and
 - b. That by the end of the GDA's period of implementation, revenue from Strategic Objective 2 will sustainably support implementation of Strategic Objective 1. To date, what evidence is there to indicate this model is on track to succeed?
 - i. How well prepared and sustainable is MIAD's business plan for the \$1.5 million investment in the almond sorting, grading and packing facility?)

4. METHODS AND LIMITATIONS

The evaluation's methodology aimed to elicit and analyze data from the project in order to formulate key findings, draw conclusions, and then develop recommendations and lessons learned. The evaluation team developed data collection tools, which were used to collect a diverse range of sex-disaggregated data, and then to triangulate and validate it. The following data were collected:

1. Interview transcripts from 30 categories of respondents, including 452 completed questionnaires
2. Focus group discussion transcripts from six categories of respondents, including 25 completed questionnaires
3. Observation notes and site visit checklists from five sites, including 57 completed observation forms
4. Documentation review (refer to Annex III for list of documents reviewed).

The main data collection covered six of the project's 17 districts, covering 35% of the target areas: Faizabad, Baharak, Shughnan, Nusai, Ishkashim, and Maimai. Districts were selected on the basis of having the greatest number of project activities operational. To access these districts, the evaluation team trained a large number of surveyors recruited from within Badakhshan. Qualitative data was coded using open coding, whereby repeated ideas were grouped into meaningful categories, followed by identifying repeating patterns, to develop themes that informed findings. Quantitative data was grouped to determine degrees of agreement with project activities, the relative value of benefits, involvement of the target

population, and other measures of progress toward objectives. For a full description of the evaluation methodology, refer to Annex II: Evaluation Work Plan.

The following are the main limitations that affected the MIAD GDA midterm evaluation:

- *Insecurity:* The project covers a wide geographical area in Badakhshan, and with the recent deterioration of security, some districts in the province were inaccessible to the team. To mitigate this limitation, Checchi Company and Consulting worked with a local firm to collect data from inaccessible districts. Security risks were managed by Checchi's security team throughout the evaluation.
- *Inaccessibility:* Distances and road conditions in the eastern part of Badakhshan can result in long, time-consuming travel to some project sites. Given the time and personnel constraints of this evaluation, these conditions limited the number of sites that could be visited. The midterm evaluation covered six districts, constituting a 35% sample.
- *Modifications to Activities:* The evaluation needed to account for modifications to the original project framework. Modification documents were requested and received from AKF. However, all pending modifications had been resolved by the onset of the evaluation and did not pose any restraints to the implementation of activities being evaluated.
- *Financing Facility Component:* The lack of documentation and the slow pace of implementation for the financing facility and investment component limited the evaluation team's ability to fully analyze these activities. Some documentation was not accessible due to confidentiality issues surrounding commercial interests for the activity.
- *Methodological Constraints:* There were limitations associated with the evaluation methodology, including selection bias, interviewee recall bias, unobservable differences between comparator groups, and varying rates of implementation between locations, among others.
- *Isolating Attribution:* Determining attribution of benefits to MIAD GDA was complicated by the fact that AKF has been working in this area and with this population for ten years. In addition, beneficiaries may have accessed similar services from other providers. The evaluation team sought to mitigate this problem by using data collection tool inquiries to attempt to isolate benefits resulting from the MIAD GDA.

III. FINDINGS

Findings related to the priority evaluation questions are presented below, for each component. First, the most important findings and cross cutting results are summarized.

1. MAJOR AND CROSS CUTTING FINDINGS

Beneficiary feedback was generally positive with regards to training interventions, including the subject matter and the material resources utilized. Across components, beneficiaries generally agreed that the trainings would have a positive impact on their livelihoods. Beneficiaries who were trained as community health workers can now act as “health multipliers,” providing health messages and advice to community members. Health workers indicated satisfaction with the services provided by the e-Health services in their clinics. Patients who received advice through tele-consultations in e-Health facilities indicated that their illnesses and health problems had improved. Training in the production of fruit and vegetables in greenhouses and the organization of farmer associations are showing signs of success, and should likely result in improved income for farmers. An area that could be addressed through cross cutting activities is gender. For example, there is a need for agriculture technical assistance to members and borrowers in the VSLA program. Women in particular have expressed a need for technical assistance from the agriculture component to provide ideas for agriculture based enterprises that can be funded with loans from the VSLA. This need has been noted by AKF and will be addressed in 2016 as the VSLA program develops.

Sustainability is a key issue for MIAD and one that must be carefully tracked. The evaluation team was unable to confirm specific examples of sustainability being achieved within any of the components, due in part to the recent onset of project activities, the long lead time for achieving results in each of the components, and the lack of project initiated analysis because of a lack of available, verifiable data in the field. Nevertheless, indications of potential sustainability have been found. Farmers indicated their interest in new ideas and technologies being introduced by MIAD, including new crops, nursery development, beekeeping and honey production, livestock interventions, development of farmer organizations, and the availability of services from private sector suppliers. Artificial insemination has produced results for farmers’ herds, but it is too early to determine the long-term benefits of this intervention. Maintaining the cold chain for the semen is problematic and will prove difficult for the government to support. Health trainings and services are acceptable to beneficiaries and there are some indications of better health outcomes – for example, through improvements in drinking water sources and hygiene. As the various components become more sustainable, there are potential but yet unrealized cross cutting benefits that could reinforce aspects of beneficiaries’ livelihood activities: better health, better education, and improved technologies could lead to a more productive work force and improved incomes and livelihoods.

Attribution of benefits to project participants has been and may continue to be difficult to measure for several reasons. The AKF program involves funding from several donors, at times in overlapping geographic areas. Project activities have been ongoing for several years, preceding MIAD GDA, some of which are being continued and supported by MIAD GDA. At the time of this evaluation, AKF had not yet developed a method for measuring attribution to each of the various donor activities, including MIAD GDA. AKF said it intended to initiate such a strategy beginning in 2016. Certainly there are activities that can be attributed directly to MIAD GDA interventions, but determining the numbers of beneficiaries and measuring the impact is not yet possible. For example, AKF knows how many new beekeepers have been supported by MIAD GDA project interventions, but some of these beekeepers have been part of earlier AKF interventions, thus complicating attribution of results to MIAD GDA. In the health component, for example, there are multiple donors funding AKF programs in the same districts where MIAD GDA is operating, thus limiting how much of the progress in community health can be attributed to MIAD GDA.

The evaluation team found little evidence of cross cutting results or cross cutting activities. Farmers are being trained across sectors, such as in new and improved production practices that are then being supported with activities to improve marketing of these products. Other potential cross cutting interventions would be the benefits derived from improved education programs on the community based health activities, although these type of cross cutting activities are not explicitly part of the current project.

As would be expected, the government offices in Badakhshan province are incapable of significant involvement in the implementation and follow-up of development activities in the field due to limited and human resources. AKF maintains close relationships with various government offices, keeping them informed of project activities, participating in Provincial Development Council meetings, training some provincial government staff, and working through various district offices and development groups. But for the most part, AKF and its donor partners largely operate independently in the field. Without the efforts of AKF and other donors in Badakhshan, there would be little development activity in the province.

The MIAD financial investment activity has lagged behind the other components of the project in terms of implementation. This component was designed to provide revenues from investments in agriculture and business related ventures to support the continuation of the development activities in Badakhshan. However, no investment had been initiated at the time of evaluation. The Alliance Steering Committee has met sporadically and considered a few possible projects, but has not approved any activities to fund. As a result, no funds have been expended from this portfolio.

2. HEALTH

The MIAD GDA health component includes activities for infrastructure, public health promotion (PHP), water, sanitation, and hygiene (WASH), and e-Health. The midterm

evaluation focused mainly on the progress of trainings to date. The key findings for each outcome are described below.

2.1 Improving Health Knowledge and Practices

The project made use of existing community structures, including family health action groups, community health workers (CHW), WASH committees, village women's groups, school students associations, and religious leaders as multipliers for effective behavior change in ten villages of Ishkashim district. In the first two years of the project, MIAD GDA succeeded in conducting initial and refresher trainings on PHP for 50 target groups (35 male and 15 female), as well as leading individual trainings for religious leaders, CHWs, and government staff, surpassing the target for Year 2, which was 28 groups (13 male and 15 female).

The results of the evaluation PHP beneficiary survey¹ in Ishkashim District, coupled with project staff and stakeholder interviews, indicates that approximately 33% of beneficiaries had previously been trained on health-related topics by the government's Provincial Health Directorate, and 67% of beneficiaries had no knowledge of health-related topics before the start of MIAD GDA. Overall, 45% of the beneficiaries' knowledge among those who participated in trainings was rated as Good and 55% were rated as Fair. The average score of all beneficiaries who participated in these trainings was 74, which was scaled from 58-100 for passing, indicating a basic understanding of health-related topics. However, despite beneficiaries receiving refresher courses, about 13% of respondents have still not received the full training package to date.

2.2 Health Behavior Change and Practices

Eighty-seven percent of respondents who received the full package of trainings reported that they and their families are following and practicing all of the PHP-related procedures and processes for nutrition, hygiene, reproductive health, prevention of communicable diseases, and safe drinking water. Also, in relation to the question, "*Have the MIAD trainings and PHP messages brought any change in health and hygiene practices among the target audience?*" the data shows that roughly 92% of sampled beneficiaries responded positively, citing, for example, the following positive changes and/or outputs in their communities:

- Reduced recurrence of illness
- Access to safe drinking water
- People can manage their waste disposal
- The area looks clean
- Mothers' knowledge improved on family and/or child health

The health campaigns also resulted in noticeable changes in behavior and in daily health-related practices among people in the targeted villages and schools, while all of the

¹ Annex V: Interviews - PHP training beneficiary and focus group questionnaires, Badakhshan, September 2015

respondents indicated some degree of change in their communities. Approximately 75% of respondents indicated experiencing changes such as:

- Hand washing facilities were established in schools and are being used by students and teachers
- People are aware of and care about their teeth
- People are aware of the importance of personal hygiene

Based on school site visit findings, dust bins placed in different locations were being utilized, and hand washing facilities were established in schools and their level of utilization is good. Students and teachers washed their hands after certain activities, such as playing sports, using the toilet, and doing practical work in laboratories, and before eating. The above examples confirm the statement regarding positive change in behavior and practices of the communities.

During focus group² discussions with ten community groups, each consisting of 5-15 members who had participated in trainings and campaigns, beneficiaries stated that as a result of the PHP training in which they participated, and from health messages disseminated among these groups, people’s knowledge of health issues is now much better than before. The focus group compared people’s health knowledge level prior to the MIAD activities, and the data shows that 100% of all respondent groups reported that changes have occurred in health and behavior of their families and neighbors. However, the perception of the level of knowledge gained differs as per the table below:

Table 1: Perceptions of Knowledge Gained through PHP Training

Before MIAD GDA Project	Current Level	% of Respondents
All of the respondents agreed that before MIAD GDA people’s knowledge was weaker	Weak	30%
	Fair	60%
	Good	10%

Similarly, the survey results indicate that people’s knowledge with regard to personal health in terms of waste management, hygiene (personal and environmental), nutrition, vaccination, and disease prevention has improved, rising from a lack of understanding to an improved level (Fair or Good) after two years of project activities.

2.3 e-Health and e-Learning

In addition to strengthening preventative interventions through PHP training, AKF has worked with the Aga Khan Health Services to upgrade its e-Health network previously supported by other donors in Ishkashim, Bashor, and Nusai districts. This included steps to

² Annex V: Interview - PHP Focus group questionnaire for beneficiaries, Badakhshan, September 2015

connect the comprehensive health centers (CHCs) with the Faizabad provincial hospital and the French Medical Institute for Children in Kabul, to support service delivery through consultation with specialists and for e-Learning purposes. During the first two years of MIAD GDA, tele-consultations and e-Learning sessions on different health topics were initiated between the aforementioned health facilities, while these services were also established in the additional district hospitals in Baharak and Kishim during Year 3 of the project.

The data from the survey³ conducted by this evaluation shows the satisfaction of health workers with the e-Health activities of the CHCs and Faizabad Hospital. Seventy-five percent of the health workers interviewed were satisfied with the services provided by the e-Health services in their clinic. The other 25% had complaints, such as in Nusai, where users complained about weak Internet bandwidth; in Ishkashim, where the small camera was a source of complaints; and in Shughnan, where complaints were registered with regard to the administrative staff working in the e-Health room.

The tele-consultation and e-Learning services improved the professional knowledge of all health workers who were dealing with e-rooms in the health facilities, and this improvement has a direct link with the effective management of patients at health facilities. Seventy-five percent of patients who received tele-consultations through the e-Health facilities found their illness or health problems had improved. This implies that training via the e-Learning sessions and tele-consultations effectively improved the knowledge of doctors as well as the treatment of patients, leading to higher satisfaction levels with the services, as shown in the tables below.

Table 2: Levels of Satisfaction with e-Health Services

Question	Respondent	Yes	No	Not Yet
Did the tele-consultation and e-Learning services improve your professional knowledge?	Health worker	100%	0%	0%
Did the consultation visit improve your illness or health problem?	Patient	75%	12.5%	12.5%

Question	Respondent	Yes	No	Partially
Are you satisfied with the services provided by e-Health services in this clinic?	Health worker	75%	0%	25%
Are you satisfied with the services provided to you?	Patient	100%	0%	0%

³ Annex V: Interview - e Health Questionnaire for Clinics, Badakhshan, September 2015

Although the data from e-Health Learning is maintained by AKF, this data is not reflected in quarterly or annual reports submitted to USAID, the evaluation team found.

2.4 Quality of Trainings and Capacity of Trainers

Two master trainers (one male and one female) with higher levels of education and medical backgrounds were hired to deliver the PHP training in Ishkashim district. The quality of training and the methods and level of expertise of the master trainers was evaluated at a satisfaction rate of 95%. Trainees were asked if the master trainers were appropriately skilled, with a good level of expertise, and clearly explained all training topics. Eighty-five percent of participants were happy with the trainings in terms of location, schedule, contents, and other inputs, while 15% expressed concerns that the duration of training was short and transportation stipends provided by the project were insufficient. All participants found the training useful and valued the methods used, which including flipcharts, visual materials, and practical work sessions.

2.5 Planning

According to interviews,⁴ the two master trainers had curricula and lesson plans, as well as annual and quarterly training plans on hand. The beneficiaries are the same groups discussed above that received refresher trainings in the second year subsequent to initial training in the first year. A follow-up system was reportedly put in place, but no evidence was found to verify it. It seems that refresher trainings were planned based on beneficiaries' lists of initial or previous trainings, rather than based on a training need assessment. The training manuals indicate that health promotion training included topics identified in the Collaboration Agreement, with the exception of the topics for the control of communicable diseases, such as Tuberculosis, HIV, and Hepatitis B, which were not included in the training package.

2.6 Mechanism for Replication

Most of the training beneficiaries are well-known in their communities and can act as multipliers and easily convey the training messages to other people in their communities. The PHP training beneficiaries were found to be using different methods to transfer health messages to other people in their communities through *khutbas* (sermons before Friday prayer), family visits, campaigns, lectures at schools, and other means. An example of the numbers of people receiving messages through each multiplier on a weekly basis is as follows⁵:

⁴Annex V: Interview - PHP master trainer questionnaire, Badakhshan, September 2015

⁵ Annex V: Interview Training beneficiaries questionnaire Badakhshan, September 2015

Table 3: People Receiving PHP Messages

Gender	Mean	Median
Male	43	10
Female	17	20

The master trainers are confident that trainees will be able to continue their activities and convey the messages to their communities without the support of donor organizations because their capacity has been built through several PHP trainings. Meanwhile, 100% of the beneficiaries interviewed⁶ indicated they will continue their activities after the MIAD GDA project concludes. All health workers in the target health facilities, project staff, and the provincial health director for Badakhshan are optimistic that the e-Health activities and training through e-Learning will be sustained in terms of technical support. However, the cost of Internet bandwidth in these facilities is currently \$16,200 per quarter, and is covered between the MIAD GDA budget and a project budget from the Agence Française de Développement, which may not be sustainable.

2.7 Alignment of Activities

Health promotion is one of the main strategies of the Ministry of Public Health (MoPH), and aims for the following:

- Implementation of health promotion activities across the whole population, with special consideration given to the most vulnerable population groups.
- Improvement of people’s ability to control the factors that determine their health.
- Integration of a mix of individual and population-level responses from a number of stakeholders, which aim to improve health.

Table 4 shows the areas identified for targeted health promotion.

MIAD GDA is using a PHP operational manual and training package, which covers most health-related topics mentioned in the Collaboration Agreement, although there are some differences in the number and content of topics, as the above table comparing the AKF Manual and the MoPH health promotion strategy and training manual indicates. The AKF guidelines are not approved by the MoPH; and according to interviews with the MoPH’s Community-Based Health Department, MIAD GDA’s PHP activities were not coordinated with the government. Furthermore, the project’s marking and branding strategy was not applied to the AKF PHP training manuals. Rather, the logo of the Canadian International Development Agency was printed on them.

⁶ Annex V: Interviews - PHP focus group questionnaire for beneficiaries and PHP Training beneficiary questionnaire, Badakhshan, September 2015

Table 4: The MoPH’s Health Promotion Target Areas

Areas of Targeted Health Promotion	Areas of Targeted PHP by MIAD
1. Maternal and newborn health	Yes
2. Child health	Yes
3. Communicable diseases	Yes, only diarrhea and brucellosis
4. Non-communicable diseases	Partially
5. Population growth	No
6. Sanitation and hygiene	Yes
7. Nutrition	Yes
8. Mental health,	No
9. Disability, injury prevention, and road safety	Only injury prevention
10. Occupational health	No
11. Substance abuse	No
12. Pharmaceutical affairs	No
13. Environmental health	Yes

With regard to e-Health, the tele-consultations and e-Learning seminars are not part of the services included in the MoPH’s Basic Package of Health Services and the Essential Package of Hospital Services, but are considered a good initiative by different stakeholders as well as the provincial health director and MoPH.

In terms of coordination at the district level, 95% of respondents⁷ indicated that at the district and community level, there has been coordination with different stakeholders, such as health facilities, district councils, the governor’s office, and with the agriculture and education departments. The nature of coordination, as indicated by respondents, was to secure venues and recruit participants in PHP trainings and campaigns.

At the provincial level, according to interviews with the provincial public health director, there is good coordination with AKF and regular interaction between the provincial authorities and AKF staff. However, while other health projects have shared their proposals, work plans, and reports with the Provincial Public Health Department (PPHD) and PPHD staff mentor their projects based on the information in these documents, MIAD GDA project documents have not been shared with the PPHD. The AKHS regularly participates in

⁷ Annex V: Interviews - PHP training beneficiary and focus group questionnaires, Badakhshan, September 2015

Provincial Development Council (PDC) meetings at the Governor's office, which is attended by representatives of governmental and non-governmental institutions taking part in development activities (even though these projects are typically contracted and awarded in Kabul). AKHS provincial office staff reported they regularly participate in the monthly Provincial Health Coordination Committee (PHCC) meetings at PPHD, where they present their health-related activities. Minutes of these meetings were available. The health department of AKF's regional office reported that at the provincial level they coordinate closely with the PPHD and other stakeholders through the PHCC and other meetings.

According to AKHS area office,⁸ the e-Health coordinators communicate and coordinate program activities with district authorities and health facility staff; however, there was no evidence available to substantiate this coordination. According to the AKF health program manager, the area office has focal points for each component and there is good coordination with governmental authorities, as well as with other stakeholders in the area. For instance, when conducting campaigns at schools, MIAD GDA staff from both the health and education components jointly plan and implement the campaigns, and they also jointly plan health messages aimed at improving nutritional status through agriculture and horticulture development under the MIAD GDA project.

At the provincial level, coordination and collaboration is weak, even among AKF staff who are working on the health component. For example e-Health activities are managed through AKHS, and other health activities (health promotion, WASH, infrastructure) are managed through AKF, while AKHS lacks information about e-Health and other AKF activities under its coverage areas. No documents of MIAD GDA e-Health services had been shared with the PPHD because AKHS had not yet received all relevant MIAD GDA project documents from AKF.

3. EDUCATION

The education component of MIAD GDA has three intended outcomes: 2.1 Access to improved educational infrastructure in Badakhshan increased; 2.2 Capacity of educational stakeholders in management and support improved; and, 2.3 Collaboration and coordination between the education sector agencies, actors, and stakeholders in Badakhshan improved. This section provides an overview on progress toward results to date for the education component, and answers evaluation question 1(b): To what extent has the project's education activities strengthened the effectiveness of the target institutions (Teacher Training Colleges and schools) and human resources (lecturers and reference school teachers)?

The midterm evaluation collected data from three districts where sub-Teachers Training Colleges (TTCs) are located: Shughnan, Ishkashim, and Nusai. Data was not collected from satellite TTCs located in Wakhan (three), Shekai (three), and Maimai (two) due to insecurity and their inaccessibility to the evaluation team. The core TTC in Faizabad was visited,

⁸ Annex V: Interview - Provincial office level questionnaire, Badakhshan, September 2015

though this TTC is not included in MIAD activities. The following data was collected for the education component of the midterm evaluation:

- TTC site visit checklist (3)
- Transcripts from AKF district office education staff members (3)
- Transcripts from district DED directors (3)
- Transcripts from TTC management interviews (10)
- Transcript from interview with UCA (1)
- Transcript from interview with PED director (1)
- Transcripts from interviews with model and outreach schools (11)
- Transcripts from focus groups with TTC students (2)
- Completed pedagogical assessment rubrics from TTC lecturer lessons (9)
- Transcript from interviews with AKF education director, Faizabad (2)
- Transcript from interview with governor of Badakhshan (1)
- Transcript from focus group with provincial methodologists, PED (1)
- Transcript from interview with M&E staff, Faizabad (1)

In addition, a wide range of project documentation for the education component was consulted, including project reports, work plans, the PMP, modification documents, training guides and curricula, performance measurement tools (such as the TTC profile form and monitoring forms), and meeting minutes. A baseline study for the education component was originally planned for Year 1, but was later moved to Year 2, and findings from this baseline were also reviewed, following a review of the Performance Monitoring Plan, and due to a number of delays in getting implementation underway, per the explanation in the baseline report and in the Year 2 Work Plan Narrative. Further, AKF staff performed an initial needs assessment for education in 2013, the data of which was also consulted. Some activities have been carried out under MIAD that are not reflected in the targets and indicators, including distribution of tarpaulins for schools that lack physical structures (per the April-June 2015 technical quarterly status report) and some activities in early childhood development capacity building. These activities were not evaluated. Findings from each of the three outcome areas for education are discussed below.

3.1 Access to improved educational infrastructure in Badakhshan increased

Education activities have concentrated on support to satellite TTCs and sub-TTCs through the providing equipment for science and computer labs and libraries. Support has also included training for college management and supporting the colleges in introducing practicum training for student teachers at the reference and outreach schools, the frequency and duration of which varies by TTC. Weather, security, visa issues for travel via Tajikistan, and other factors have led to delays in implementation and, to date, only three TTCs have benefitted from project activities. The activities appear to be appropriate and relevant vis-à-vis the capacity needs of the TTCs; however, coverage is uneven. For example, the TTC in Shughnan appears to have benefitted from robust support in training and infrastructure, while in Nusai, support is reportedly marginal. The TTC library is inactive without a librarian on staff, as is the science lab, and the evaluation's local surveyors found no evidence of a

computer lab at this TTC (in contrast to what was reported by AKF in their April-June 2015 quarterly technical status report). However, AKF's education baseline report (2015) found the Nusai TTC to be most in need of every form of support. The TTC managers described varying forms and levels of support. Some emphasized professional development training received, while others emphasized inputs for libraries or labs, tables and chairs, or stationery.

The total number of reference and outreach schools that have benefitted from MIAD GDA is unclear because the number of schools is not clearly documented in the indicators and targets. Rather, outcomes are sometimes documented per number of trainings delivered, per number of teachers benefitting, per number of meetings held, per number of exchange visits held, per number of plans developed, and only occasionally is the number of schools from which beneficiaries are drawn from noted (in some cases, it is noted for some years and not for others within the same performance indicator). Four reference schools established teacher learning circles in Year 3. Mentorship training benefitted teachers at five reference schools and four satellite schools in Year 1 and two reference schools in Year 2.

The AKF collects detailed information on its beneficiary TTCs using a comprehensive TTC profile form. The evaluation team confirmed these forms are actively used and completed. They help identify varying needs among TTCs, track progress in infrastructure, and note the schools associated with the TTC. Two out of three TTCs visited for the evaluation had librarians on staff. One of the three libraries had a catalog, and two out of three have a sign-out book for student borrowing. The number of books borrowed per month ranged from 21 (Nusai) to 71 (Ishkashim). At the Shughnan TTC, ten students had borrowed books on the day of the site visit; in Ishkashim one book had been borrowed; and in Nusai no books had been borrowed. All TTCs reported receiving textbooks and other books through the project. Only in the Shughnan TTC library were there desks and chairs.

Similarly, the capacity and quality of the TTC science labs visited varied considerably. In Shughnan, the lab was equipped with materials for chemistry, physics, biology and math; educational material was displayed on the walls; there were anatomical models, good lighting, a sink (though not functional), a sufficient variety of chemicals in a locked cupboard, chairs, and other items. However, in Ishkashim, the lab was sparsely equipped, with expired chemicals in insufficient quantity and few chairs; and Nusai did not have any science lab. In Shughnan, the TTC has a computer lab with desks, chairs, a printer and two photocopiers, and 13 desktop computers, though eight of these are used by instructors, and only five were functional at the time of the visit. This lab is used by students during lessons; students do not have free access to use it, for example, for personal study. Power is solar-based and irregular in Shughnan. The other two TTCs visited did not have computer labs for students. In Ishkashim, the MIAD project enabled the TTC to have a regular power supply.

While MIAD has provided physical inputs and supplies to all TTCs, the evaluation found the support to be uneven with regards to the relative needs of each TTC. Further, all three of the TTCs surveyed require additional support in acquiring computers, textbooks, science lab

materials, and stationery. Such support should be determined on the basis of TTC enrollment figures.

3.2 Capacity of educational stakeholders in management and support improved

Trainings to be delivered under MIAD include the topics of leadership and management for TTCs, pedagogy, mentoring skills, school management (trainees include school management *shuras*), and creating gender-fair schools. On one occasion, a one-day library maintenance workshop was delivered for TTCs and schools in Nusai and Shughnan. The delivery of trainings to TTC lecturers and management is occurring but is uneven. The Shughnan and Ishkashim TTCs reported receiving helpful training from MIAD in planning; however, Nusai reported receiving no training to date. This is despite AKF's own assessment that the Nusai TTC was the weakest of the sub-TTCs and Shughnan was the strongest, per its 2015 baseline on education, which would suggest that the Nusai TTC should have received more intensive support for training in management and improving the pedagogy and subject knowledge of lecturers. Furthermore, the baseline had also noted that the TTC in Nusai had no formal mentoring structures in place. None of the three TTCs surveyed in the evaluation appear to have professional development plans for their staff or faculty in place.

It is difficult to assess the impact of the various trainings, as pre/post-test results were not provided by AKF. Whether AKF assessed trainees a second time after some time had passed from the initial post-test to verify whether knowledge was retained is also unknown. However, the TTCs indicated their satisfaction with the relevance and quality of training received. The last training was reportedly delivered in 2014, with nothing so far in 2015, which may have caused some loss of momentum for TTCs aiming to improve their planning, human resource, and administrative systems. TTCs reported good results in improved pedagogical practice, subject knowledge, and active learning methods, but all called for additional training, in part for teachers who were not included so far.

The evaluation team observed nine lessons in three TTCs. These observations generally found a satisfactory level of instruction, which included using active learning methods, making room for student participation in the class, and a confident and assertive teaching style, with some variation between lecturers and colleges. However, weaknesses were found in lecturers' time management. In four of the nine lessons observed, the lecturer did not arrive on time to class; in three cases, the lecturer did not have sufficient time to cover the lesson's material; and in three cases, the lecturer interrupted the class (such as for taking a phone call or leaving the room temporarily). Given the minimal instructional time (most classes at the colleges are less than one hour in duration), this poor use of class time has a deleterious effect on student learning.

Despite many having a majority of female students, most TTCs have either no or minimal numbers of female lecturers. MIAD GDA does not include activities to recruit female lecturers to TTCs. Reportedly, a few female lecturers employed in TTCs participated in the trainings; in most cases, there were no women in the trainings. The Ishkashim TTC reported

that some of its male lecturers participated in a gender awareness training. The gender awareness training manual in use was produced in 2010, thus pre-MIAD, and was reviewed by the education specialist of the evaluation team. It was found to be largely appropriate and relevant, sufficiently aligned with the gender strategy of the Ministry of Education (MoE), but it could benefit from more compelling examples and evidence of how gender inequities harm economic and social development. This would help make a stronger case that gender equity is not only a moral but pragmatic position as well. Further, while gender equity is not an explicit focus of MIAD, the project could use its activities and resources to elicit more structured participation of female lecturers in capacity building opportunities.

3.3 Collaboration and coordination between education sector agencies, actors, and stakeholders in Badakhshan improved

All TTCs reported during the evaluation that MIAD facilitated both lecturers and TTC students to visit schools, and all found this to be extremely valuable to developing good teachers. However, the scope, frequency, and impact of these visits are not well-captured in AKF's reporting. According to one report from October 2014, five out of 15 target exchange visits had taken place. Further, MIAD has provided assistance for TTCs to adopt the MoE's new guidelines on introducing practicums for student teachers, which TTCs valued for the most part. The TTCs reported that support from MIAD was having a positive impact on learning outcomes among their students. In addition to school visits by TTCs, model and outreach schools in Nusai, Ishkashim, and Shughnan also reported receiving school supplies, books, and support for their teachers, including mentoring and training focused on school management (using the MoE's curriculum and manual), science subjects, and on helping teachers understand and effectively use the new curriculum. All schools interviewed for the evaluation expressed a high level of satisfaction with the quality and relevance of the trainings received.

Schools had also received infrastructure support, or were in the process of receiving support for science and computer labs, libraries, latrines, and electrification. Visits between model and outreach schools varied by frequency, with some reporting only one visit ever, and others as many as 14 visits. Schools reported having contact with AKF staff between one and four times per month, mainly through in-person visits, which suggests a high degree of interaction with the schools. Nearly all schools surveyed had established teacher leaning circles (TLCs) under MIAD; the circles meet monthly, with most schools reporting this activity is beneficial. This demonstrates progress made during 2015, as AKF's baseline education report had found no active TLCs in Ishkashim. The evaluation found there are now active TLCs in the district. Most schools reported that they received training on how to run TLCs and supplies for meetings, including flipchart and pens. While one school in Nusai reported no monitoring, other schools reported receiving regular supervision and support from AKF for the TLC activity.

While AKF offices have relevant and comprehensive monitoring tools and an annual monitoring plan in place, there is also some evidence that monitoring in the districts from

regional offices or Kabul is insufficient. This is due to the very challenging access issues characterizing Badakhshan's geography, as well as insecurity, natural disasters, and poor transportation infrastructure. These challenges may necessitate finding new and creative solutions to facilitate more regular access. While AKF is using a range of monitoring tools, it does not appear to be collecting data directly from students, such as through routine TTC student focus groups. Such data could serve as a useful indicator of the extent to which teaching methods and content are effective and relevant, whether resource needs are being met (textbooks, libraries, computers, science materials), and whether college planning and administrative systems are professional.

One challenge for monitoring performance, apparent at the very beginning of the project, was flaws in the baseline study for education. The baseline was conducted two years into the project and relied on three sources of data collected at various periods in 2013 and 2014. There were also issues with staff turnover and retention of knowledge about the methods and sources for the baseline, insufficient coordination between the baseline data collected and AKF's M&E Department, and access constraints to sites where data was needed for a full and accurate baseline.

In some cases, TTCs asked for more intensive support from AKF staff in mentoring, rather than just receiving monitoring visits. Initially, the project intended to provide support for transportation to enable visits to other TTCs; however, none of the TTCs reported receiving such support. The Provincial Education Department (PED) in Faizabad also expressed dissatisfaction with the lack of support for transportation to enable more visits to the districts. PED methodologists said they were given stipends one time only, to travel part way to reach distant districts to deliver methodology training and to visit schools. This is in contrast to the Collaborative Agreement, which emphasized targeted support to the provincial methodologists.

One of the MIAD education component's aims for this outcome is to ensure "that AKF's efforts are complementary, sustainable and synergistic within the broader educational system."⁹ Overall, District Education Departments (DEDs) valued the support received from MIAD and demonstrated knowledge of MIAD inputs into the education sector in their districts. There is evidence that MIAD is contributing to enhanced coordination and collaboration between actors such as TTCs and schools, and between AKF and DEDs. For example, the Shughnan and Ishkashim TTCs reported improved collaboration with, and some increased capacity of, the district education department as a result of MIAD; however, the Nusai TTC reported no improvement in its case. There is regular contact between AKF district staff and DEDs in Nusai, Shughnan, and Ishkashim, and DEDs provide letters of permission to AKF to elicit the participation of model and outreach schools in MIAD activities.

⁹ Parkinson, 2015, p.1

AKF also supports the PED and DEDs in developing annual work plans. There was some feedback that more intensive mentoring support is required after the plans are produced to support the education departments apply them throughout the year. In addition, most core and sub-TTCs lack any kind of strategic plan for monitoring and supporting the satellite TTCs. The evaluation team found that different TTCs and DEDs have widely varying plans in place and capacity needs for planning. Most DEDs have work plans in place now and some TTCs have general work plans but lack specific plans, such as for professional development of lecturers and staff or for monitoring their experimental schools.

4. AGRICULTURE AND LIVESTOCK

The agriculture and livestock activities are part of the MIAD GDA Result 3: Rural Livelihoods Systems in Badakhshan Improved component. The indicator targets for agriculture and livestock activities are somewhat limited. Other than the few targets in the Indicator Results Framework tables, which in some cases are not reported on until Year 5, there are no comprehensive annual tables that summarize and list the targets for each activity. They need to be gleaned from each annual work plan; and, at the end of each work plan year, there are no summary tables of results against those targets. Nevertheless, from information obtained through documents, interviews, field surveys, and observations, there is evidence that progress is being made toward improvement in the outcomes for the broader agriculture component.

There were many activities scheduled for implementation in the project's annual work plans, which have been reviewed in this evaluation. Based on multiple surveys and interviews, there has been respectable progress towards improving farmers' livelihoods. Beneficiaries expressed satisfaction with the support, resources, and trainings that have been provided by the project. Improvements in the livelihoods of project beneficiaries have been made through the introduction of new crop technologies and the initial organization of associations for technology transfer and group marketing. Support for livestock producers in management training, assistance to private sector enterprises for the care and treatment of livestock, improvements in herd breeding stock, and initiatives to improve marketing strategies for livestock producers were all viewed favorably by beneficiaries interviewed.

Given the lead-time for agriculture, there are few analyses of results from the improvements in production that have been initiated under the project. Most of these initiatives are recent, and considering the long lifecycle of crop and animal production, it is too early in the project to expect meaningful results.

Evidence from the beneficiary surveys indicates confidence that many of the initiatives can be sustainable among individual farmers and the livestock enterprises. However, given the recent onset of these activities, including the recent initiation of marketing activities, and the lack of field surveys on productivity results, there is little evidence of profitability and sustainability at this time.

4.1 Agriculture

4.1.1 Farmer Field Schools and Participatory Technology Development Groups

The MIAD GDA project initially conducted a rural survey to identify key problems facing agricultural communities in the target areas and to record the requests of farmers for different agricultural activities. The Farmer Field Schools (FFS) and Participatory Technology Development (PTD) groups have been key activities for the introduction of best practices, new technologies, and capacity building to address these farmer requests.

Based on the priorities identified by communities, 43 specific FFSs were conducted in Year 3 to introduce new seeds and best practices for onion, potato, apples, peaches, and apricots. Good horticultural practices were also introduced through the FFS, such as pruning, proper fertilizer use, integrated pest management techniques, irrigation, intercropping, weeding, and others. PTD groups with both male and female farmers continue to be developed for the establishment of orchards, kitchen gardens, and plastic tunnels. The beneficiaries interviewed in field surveys confirmed they received the necessary materials (budded saplings, improved seeds, fertilizers, pesticides) and tools for these activities, and are satisfied with the FFS and PTD activities.¹⁰ Due to the recent introduction of new seeds and best practices, the project has not yet conducted field surveys to determine impact on productivity and income.

The horticulture and agriculture focus group surveys found that training courses organized using the FFS and PTD techniques were helpful in improving farmers' orchard and vegetable practices.¹¹ Out of 60 respondents, 70% said that the technical support received from the project through the FFS and PTD trainings were satisfactory and will make their farm enterprises more profitable. From these same 60 respondents, 72% mentioned that the new practices and technologies introduced in the trainings are adoptable. Currently, most farmers in project areas sell their horticulture produce in local village and district markets. The Year 3 Work Plan intends to further assist farmers in locating local and regional markets, through the establishment of farmer associations, training in processing produce, and participating in local and regional fairs.

4.1.2 Commercial Orchard Establishment, Fruit Tree Mother Stock, and Associated Nurseries

AFK has long been involved in horticulture activities in Badakhshan, including commercial orchards, fruit tree mother stocks, and nurseries. The field survey found that through the MIAD project saplings for market-oriented varieties of apples, apricots, peaches, fertilizer, and other inputs were distributed to beneficiaries to establish new orchards.¹²

¹⁰ Annex V: Interview - Horticulture Beneficiary Questionnaire, Badakhshan, September 2015

¹¹ Ibid

¹² Ibid

The beneficiaries received training on the effective management of orchards and nurseries. They were supported in establishing 225 new fruit orchards and received follow-up support for 161 existing fruit orchards and startup support for one nursery growers' association and seven associated fruit tree nurseries.

The horticulture checklist and beneficiaries surveys show that the fruit tree nurseries and commercial orchards are proving successful in the field.¹³ Out of 61 farmers interviewed, 37 responded to the question on fruits tree production; 54% of respondents said that high-quality budded saplings will improve their fruit tree productivity. However, respondents also indicated that the overall number of orchards established under the project has been limited due to insufficient numbers of saplings. The horticulture beneficiary and focus group surveys found that individual beneficiaries benefitted from the establishment of orchard and fruit tree nurseries using improved planting materials.¹⁴ There is a long history of fruit production in Badakhshan province, and the project is supporting an expansion of this sector. In the Year 3 Work Plan and beyond, the project will organize farmer associations to support marketing efforts that have been intermittent in the past. Recent project-funded small enterprise and value chain studies will guide MIAD GDA in the development of product processing and marketing efforts.

4.1.3 Commercial Vegetables Production

The project supported 18 farmers in commercial onion production and 16 farmers in vegetable seed production in Years 2 and 3. Another 1,000 participants received a mixture of high-yielding vegetable seeds with the necessary inputs (e.g., fertilizer and tools). Through the PTD groups, 100 women received materials for low-tunnel greenhouses for off-season production. In addition, 3,000 women from poor households received vegetable seeds. During the field survey, 49 of 60 respondents reported satisfaction with ~~from~~ the improved seed and the use of low-tunnel greenhouses. Respondents indicated that production from the new seeds has resulted in higher yields and the observed quality of the produce is higher. No field studies have yet been completed to indicate the extent of production gains and increases in incomes.

4.1.4 Wheat Associations and Farmer Cooperatives

To date, MIAD GDA assisted with the establishment of one wheat seed association. Farmers in the project area form informal groups, through which they can take advantage of project trainings and inputs. The project works through extension staff of the Ministry of Agriculture, Irrigation, and Livestock (MAIL) to move these groups to cooperative and association status within the ministry's registration process. Apparently, after one year of establishing a cooperative, they can be promoted to an association level the next year. One such grouping of wheat producers, supported by MIAD GDA, was able to establish the first wheat seed

¹³ Annex V: Checklist - Field Observations, Horticulture Activities, Badakhshan, September 2015

¹⁴ Annex V: Interview - Horticulture Beneficiary Questionnaire, Badakhshan, September 2015; Agriculture and Livestock Focus Group Questionnaire, Badakhshan, September 2015

association in the project area. This is an example of farmers recognizing the advantages of working together to solicit donor support for activities in their areas.

The agriculture beneficiary field survey of farmers indicated that the wheat association members received certified seeds, fertilizers, and a seed cleaning machine from MIAD GDA.¹⁵ Association members divided the seeds among themselves and cultivated them individually. After harvesting the wheat seed, the farmers did not clean the seed, instead selling them to other farmers in the community or in the local market. Those interviewed indicated that the seed cleaning machine was not working. At present, the status of the seed cleaning machine is unclear.

4.1.5 High-Value Crops

MIAD GDA has recognized the potential of high-value crops in the project area of Badakhshan. The project established a program to pilot the production of several crops for which there is a perceived market in the province and beyond. The project chose several potential high-value crops for trial at a government research station and in participating farmers' fields. These crops include qarakat, ferula, licorice, sea buckthorn, and black cumin. To initiate this activity, the project engaged the Directorate of Agriculture, Irrigation, and Livestock (DAIL) research station at Ganjabad in Ishkashim district and provided some initial support to establish cultivation trials. Table 5 below shows the types, amount, and locations of high-value crops being cultivated.

Table 5: High-Value Crop Areas in MIAD-Supported Districts and in the Ganjabad Research Station/ Ishkashim in 2014-15

High-Value Crop	Area (ha)	Location
Sea buckthorn	9.12	Multiple MIAD districts
Qarakat	0.04	One demo trial in Ganjabad Research Station
Licorice	3	Multiple MIAD districts
Black cumin	12.77	Multiple MIAD districts
Ferula	30.4	Multiple MIAD districts

Cultivation is also taking place at several sites off the research station, on farmers' fields. The site locations are in as many as ten districts in the project area. The project work plans for Years 2 and 3 indicated that 31 hectares (ha) of these high-value crops would be under cultivation, and to date it appears that over 55 ha have actually been planted. Sea buckthorn is being piloted at four sites, one qarakat trial plot was established at the Ganjabad Research Station, and the project established a 200 square-meter qarakat nursery in collaboration with several communities in Shughnan district. MIAD GDA intends to work with communities

¹⁵ Ibid

and local farmers in Year 3 to seek markets for these high-value crops, establish processing facilities, and participate in local, regional, and national agriculture fairs to promote the crops.

Another high-value crop, true potato seed (TPS), was also cultivated and multiplied at the Ganjabad Research Station. In addition to the trials at the research station, MIAD GDA provided three types of TPS to 38 farmers in Ishkashim district.

It is still too early in the demonstrations to ascertain results. Nevertheless, most of the respondents in the survey said the Ganjabad Research Station has had a positive impact on agricultural practices. The survey found that the producers were trained in processing high-value crops and expect the results to be positive.¹⁶

4.1.6 Rangeland Management

The MIAD GDA project is providing assistance to farmers working on rangeland management activities, such as watershed management and pasture development for communities. The field survey indicated that MIAD has provided support for a pilot green belt around Faizabad through the provision of tools and advice to DAIL and participating beneficiaries.¹⁷ MIAD also provided support for the development of a watershed and green belt protection area, comprising 76 ha of government and community land, around Faizabad. Tree saplings for this activity were provided by an NGO working with the AKF program.

Under the project, MIAD GDA intends to promote community-based sustainable rangeland for livestock grazing and environmental protection purposes. Project documentation shows that, to this end, 22 communities were engaged to develop participatory sustainable rangeland management plans. To carry out these plans, the project worked with the communities in establishing 12 new rangeland sites, continued providing support for seven existing rangelands, and supported one existing soil conservation rangeland. These conservation lands are under the supervision of the DAIL Division of Forestry. According to project staff and farmers interviewed, there are no reported conflicts within communities or with illegal grazing. That is not to say there are none, but at this point, none are being reported in project areas.

The field survey found that community members were trained on new technologies in rangeland management and conservation, such as terracing, proper tree planting, animal grazing, building retaining walls for water control, and technologies for the protection and proper use of natural resources.¹⁸ Of the 60 beneficiaries interviewed in the field survey, 42% indicated that the rangeland activities were having a positive impact on the land, and they are optimistic that their livelihoods will improve.

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Ibid

4.1.7 Agricultural Input Supply Center

MIAD GDA supported the established of one Agricultural Input Supply Center (AISC), in Ishkashim district. The project provided training for the owner of the AISC in business management. Establishing and supporting a private sector enterprise to service farmers is linked to the longer term goals of MIAD GDA and the AKF program – to create sustainable entities in the project area. The field survey showed that through the AISC agricultural inputs such as improved seeds, fertilizers, chemicals, and tools were available for farmers to purchase, which they did with cash.¹⁹ The cautionary note to this tale is that farmers are only marginally able to pay for a range of inputs, meaning that incomes need to rise before sustainability becomes a reality.

4.1.8 Capacity Building

The goal of sustainability is linked to several factors in rural agriculture systems. The technical and management capacity of a wide range of actors in these rural systems must be improved and brought to higher levels. The training programs to build the capacity of farmers, communities, and the DAIL staff are a key component of the project’s agricultural support (See Table 6: MIAD’s Agriculture Activities in 2013 and 2015 below). At the beneficiary level, the field surveys found that participants were satisfied with the various trainings, workshops, study tours, agriculture fairs, field visits, and internships that have been organized for farmers, DAIL, and project staff.²⁰ The number of visits to fairs and workshops is listed as a measure of success in the Indicator Results Framework.

Table 6: MIAD’s Agriculture Activities in 2013 and 2015

Type of Activity	Achieved	# Benefitted
Farmer Field School	43 schools	694 farmers
Participatory Technology Development group	64 groups	640 farmers
Commercial orchard	386 each	386 farmers
Fruit tree nursery	7 each	7 farmers
Commercial vegetable production	34 sites	34 farmers
Vegetable seed production (and tools)	4000 sites	4000 women farmers
Vegetable greenhouse establishment	100 each	100 women farmers
Wheat farmer association	1 association	18 farmers
Rangeland	18 sites	22 communities
Agriculture Input Supply Center	1 enterprise	1 owner

¹⁹ Ibid

²⁰ Annex: Interview - Horticulture Trainer Questionnaire, Badakhshan, September 2015

There has been a wide variety of training courses for several categories of beneficiaries, including introduction of new seed varieties, integrated pest management, establishing low-tunnel greenhouses, soil conservation techniques, and others. These all have the objective of moving farmers to higher levels of technology and best practices, leading to higher incomes and improved livelihoods. The attention to training for the DAIL staff and private sector entities is to develop the supporting infrastructure to enable the beneficiary farmers to improve and progress. The field surveys show that AKF's natural resource management staff has conducted participatory pasture management training for horticulture associations, nursery owners, cooperatives and DAIL staff.²¹ During 2014 and 2015, two summer pruning and budding campaigns and two winter pruning and grafting campaigns were organized for beneficiaries and DAIL staff.

MIAD supports the vocational agriculture institute in Baharak district whose purpose is to build the practical capacity of its students so they can find careers in agriculture, either in the private sector or with government. The MIAD project also trained four male interns for six months in various agricultural practices. The project does not provide job-seeking support to the graduates.

When surveyed, beneficiaries expressed satisfaction with the quality of the trainings, the materials provided, and the practical fieldwork included in the training.²² The field survey found that, for the training activities, written curriculum and lesson plans were available. The project also provided slides and other visual aids and materials, such as posters, lecture notes, tools, trainer's guide, and manuals for different activities. The project organized field practices as well as classroom lectures. The survey found that the farmer participants in the trainings were very satisfied with the results.

4.2 Livestock

4.2.1 Farmer Field Schools, Participatory Technology Development groups, and Awareness Campaigns

A number of planned livestock FFS and PTD trainings have been held in the target districts. The beneficiaries of these trainings received relevant materials and tools, according to the field survey.²³ The FFSs and PTD groups were established based on farmers' identified needs, such as diseases, livestock housing management, animal feeding, fodder bank establishment, and others. In total, 147 livestock management awareness campaigns were conducted through the Community Development Councils (CDC). The project also organized deworming campaigns. Thirty-two livestock management trainings through the FFS program were established. Twenty-two PTD groups were also established for livestock housing management.

²¹ Ibid

²² Ibid

²³ Annex V: Interview - Livestock Beneficiary Questionnaire, Badakhshan, September 2015

Out of 47 respondents, 92% indicated that the FFS and PTD programs benefited their livestock enterprises.²⁴ Farmer beneficiaries had the opportunity to participate three times in various livestock trainings, which greatly reinforced their knowledge of livestock management. They also received posters, manuals, and tool kits. The survey found that the program to distribute chickens to women farmers was an important income-generating activity. There were general expressions of satisfaction with the overall program, and beneficiaries expect to improve their livelihoods. Unfortunately, there are no analyses as yet to indicate how much incomes are actually increasing.

4.2.2 Livestock Health Activities

An objective of the MIAD GDA project is to make progress towards enabling farmers and their agriculture support system to become self-sustaining. To that end, several private sector entities are being established and expanded in an effort to provide farmers access to services that will improve their livestock herds and increase production.

Through MIAD, AKF has established eight Livestock Development Centers (LDC) in Jurm, Ishkashim, Wakhan, Shughnan, Maimai, and Shekai districts, and 32 Livestock Development Field Units (LDFU) in 13 target districts. These are privately-owned enterprises in rural areas that provide animal health services on a fee basis to farmers. Services include vaccinating and treating health problems, and maintaining supplies of tools and materials, such as deworming medicines and supplemental feedstock, for sale to farmers. The main responsibilities of these units are to provide vaccinations and treat livestock health problems. At present, farmers seem to be willing to pay for these services and materials. Out of the 47 respondents, the field survey found that 70% have access to LDC and LDFU services.²⁵

The project also provides support to the long-established ParaVets program. This support has included the provision of one motorcycle to facilitate field visits. On a monthly basis, MIAD GDA provides ten liters of fuel for the motorcycle and some medicines that the ParaVets can purchase at cost.

Other private sector entities being supported through MIAD GDA are ten Veterinary Input Supply Centers (VISC), which have been established in project areas. The VISCs also provide quality medicine and vaccines to ParaVets and farmers. Through VISCs, an attempt to create additional linkages between input suppliers, ParaVets, and farmers is being pursued. There is no data on the profitability of the VISC enterprises, but according to respondents in the beneficiary survey, there are indications that they might be profitable and sustainable.²⁶

Through the LDFU and ParaVet programs, over 130,000 animals have been vaccinated against enterotoxaemia, anthrax, black leg/black quarter, foot and mouth disease, sheep pox, PPR, Newcastle disease, and rabies. Another 20,000 animals have been treated for an

²⁴ Ibid

²⁵ Ibid

²⁶ Ibid

extensive list of diseases and health problems, such as ecto-parasite, endo-parasite, diarrhea, constipation, enterotoxaemia, and black leg. The field survey found that out of 47 farmers, 64% had vaccinated and treated their animals and were satisfied with the results.

The survey of farmer beneficiaries found that 68% of respondents felt that their livestock production enterprises could become sustainable.²⁷ While there are no data to support claims of sustainability, surveys and discussions with farmers and agriculture staff indicate that the private livestock support entities are making progress towards profitability, which could translate into sustainability in this sector.

4.2.3 Fodder Crops and Animal Feeding

Fodder crop demonstrations were conducted for participating farmers, and seeds such as alfalfa, maize, and barley were distributed. These demonstrations also included 14 fodder crop trials with participating farmers. Other animal feeding management programs, such as urea treatment and mineral blocks, were also conducted. To further enhance the animal feeding management regimen, the MIAD GDA project also demonstrated the use of fodder banks to prevent feed wastage. Twenty fodder banks were established, and according to the findings of the field survey, 81% of respondents indicated that the fodder banks resulted in less waste and seem to have a positive effect on animal productivity.²⁸

4.2.4 Artificial Insemination

MIAD GDA established new artificial insemination (AI) units in target districts, and the beneficiary survey found the results were successful. MIAD GDA has also supported the DAIL AI program in Badakhshan. The project supports the transportation of liquid nitrogen and semen from Kabul to the AI units operated by DAIL. MIAD GDA supported three DAIL AI units by providing them with liquid nitrogen, equipment, and semen straws for various cattle breeds, including Holstein Frisian, Swiss Brown, and Jersey.

Through MIAD GDA, six additional non-DAIL sites have been supported, with 65 cows being inseminated, which produced 18 new calves. Through the DAIL program, 143 cows were inseminated and 74 new calves were born. The 2015 MIAD GDA Work Plan indicated that the target for insemination was 103 cows; so far, the project has exceeded its target. Because of the long gestation periods and the number of births required for this AI breeding program to provide valid data on the new breeds, it will be some time before an accurate picture begins to emerge.

Out of 47 respondents only 28% mentioned they had access to the AI program and were satisfied with it.²⁹ The problem for those without access is that the number of semen straws in

²⁷ Ibid

²⁸ Ibid

²⁹ Ibid

the AI program was considerably fewer than the demand for them, and the AI program is not yet available in all of the target districts in Badakhshan.

4.2.5 Capacity Building

The MIAD GDA project supported various trainings, workshops, awareness campaigns, field visits, study tours, agriculture fairs, and exposure visits to farms in other locations. To further this capacity building effort, the project conducted numerous trainings on AI, livestock breeding, livestock housing management, livestock health, animal feeding, and others, as shown in Table 7 below.

Table 7: MIAD’s Livestock Activities in 2013 and 2015

Type of Activity	Achieved	# Benefitted
Farmer Field School	32 schools	753 farmers
Participatory Technology Development group	22 groups	650 farmers
Awareness campaign	147 campaigns	3,633 pamphlets, etc.
Livestock Development Center	8 centers	8 owners
Livestock Development Field Unit	42 units	42 owners
Livestock vaccinated	131,392 animals	
Livestock treated	19,909 animals	
Veterinary Input Supply Center	10 centers	10
Artificial insemination	9 sites	677 cows inseminated
Fodder crops plot	14 plots	14 farmers
Fodder bank	20 banks	20 farmers

The MIAD project distributed 2,100 livestock posters, manuals, and leaflets to beneficiaries. Twelve female interns were trained for six months. Field visits were organized for DAIL staff to coordinate project activities. Out of 47 respondents, 81% reported they applied new practices and technologies in their livestock farms that were introduced through MIAD GDA trainings and improved the productivity of their livestock.³⁰

5. MARKET DEVELOPMENT

The Market Development Program of the larger Rural Livelihoods Systems component involves working with various selected value chains for marketing increased agriculture

³⁰ Ibid

production. The intent of the program is to improve the income and livelihoods of beneficiaries through production and marketing of home-based agriculture enterprises. AKF began working with honeybee producers in 2006 and is currently supporting over 500 beekeepers in 11 districts of Badakhshan province. These activities are being continued under MIAD GDA, with a special focus on establishing women-owned enterprises and eventually forming them into associations for production and marketing.

Under the MIAD GDA project, 60 women producers are also being supported. They belong to three associations with 20 women each, located in Baharak and Jurm districts. Each woman in the groups began the program with three hives producing honey. MIAD GDA provided the initial hive boxes, the bee colonies, and technical training. Follow-up support is provided for diseases, dealing with cold weather, splitting colonies, and marketing issues and other related activities. The women interviewed reported satisfaction among the association members and expressed interest in expanding the enterprises.³¹

MIAD GDA supported capacity building trainings for the 60 women beekeepers. These same trainings are also offered to interested existing beekeepers. In 2014, these trainings included over 300 beekeepers from five AKF program-supported districts, including Baharak, Jurm, Shuhada, Khash, and Warduj. The trainings included Strategic Planning for Beekeepers, Beekeeping and Honey Management (Annex VII - Table 8: List of Bees Participants in Training 2014).

Another 15 independent beekeepers were provided Trainer of Trainers training to support the capacity building efforts of honey beekeeping associations in the project area. These trainers are working in the Baharak, Jurm, Khash, and Warduj districts, two of which include the MIAD GDA-supported women's associations. There are traders and input suppliers in the Baharak area who buy and sell honey from the producers. They deal with the male producers, buying from the farms or receiving honey at their shops in town. Male-only associations sell as a group, sometimes marking or branding their honey. Revenue returns to the association, where it is distributed among members.

The female honey producers in the MIAD GDA-supported associations sell their honey in local markets or in their villages. They have no formal relationship with male traders, but may on occasion sell to them at the village level. There have been instances of women traveling to fairs in Faizabad to sell their honey. One woman from an association indicated that her group was considering opening a shop in Baharak where they could sell their honey.³² There are also plans through MIAD GDA to work with the female associations on a packaging and branding program for their honey. Earlier, six samples of Badakhshan honey were sent to India for testing, and each sample was found to be pure and naturally organic. The high cost prohibits continuing this testing program. AKF is working with the

³¹ Annex V: Interview - Sukreia, Head of Beekeeping Association, Baharak, 9/13/2015.

³² Annex: Interview - Sukreia, Head of Beekeeping Association, Baharak, 9/13/2015

Afghanistan National Standardization Agency to establish a testing program at the provincial level, but there are currently no plans for such an office.

Two studies, conducted in 2014 on small- and medium-size enterprise potential and value chain possibilities, identify several agricultural commodities that MIAD GDA could support that have market potential.³³ Several recommendations from both studies are under consideration by AKF for planning and implementing in the last half of Year 3 and in the Year 4 cropping season. A vegetable production and processing (drying) activity has entered the planning stage and is scheduled for funding and implementation in the last half of the Year 3 Work Plan.³⁴ This activity will include the formation of production and marketing associations. Vegetable production and processing is particularly suited to women, as it can be done within the confines of the house.

5.1 Sustainability of the Market Development Program

The honeybee associations seem to work well. There is cooperation among the women, and during the winter one or a few members take in the others' hives and care for them in the cold weather. However, there are some potential problems about keeping all of the hives in one location, so this practice will be discontinued.³⁵ In northern districts, AKF has provided technical assistance to beekeepers to protect bee colonies in the cold winter months. This same training will be provided to the MIAD GDA beekeepers in Year 3.

Records from beekeepers indicate that honey production and sales can be profitable. From 2010 through 2014, an average of 345 beekeepers per year in eight associations, who had received some beekeeping-awareness training in the AKF program, had average earnings of \$443 per year. For a newer group of 120 honeybee producers, in the Baharak and Jurm districts, their average income for 2014 was \$230 in their first year. This group includes the 60 women beekeepers being supported by MIAD GDA and another 60 male beekeepers that belong to other associations. Each of the 60 women beekeepers had three hives producing on average of 27 kilograms of honey per year. This is low compared to the beekeepers that have been in the business between 2010 and 2014, which produce an average of 51 kilograms of honey per year. The new beekeepers are making a profit, but still have a ways to go to catch up to the more experienced beekeepers. Once they begin to expand the number of hives, they will become more efficient and their incomes per hive should increase (Annex VII – Table 9: Honey Producer Data for Four Years).

The MIAD GDA-supported honeybee program plans to expand to other districts in 2016. This expansion has been curtailed due to an issue with USAID regulations concerning the import of bee colonies.³⁶ Shughnan is the first district scheduled for expansion; there, MIAD

³³ Small and Medium Enterprises: Challenges and Opportunities in Badakhshan, Afghanistan, Baburam Ranabhat, November 2014; Badakhshan Agriculture Value Chain Assessment Study, Afghanistan, Pervaiz Ahmed, VCA Consultant, January 2015

³⁴ Refer to Year 3 Work Plan, p.22

³⁵ Annex VI: Email exchange - Hashim Khushnoon, AKF MDP Manager, Faizabad, 10/8/15

³⁶ Annex VI: Email exchange - Hashim Khushnoon, MDP Manager, Faizabad, 10/4/15

GDA has been working with an input supplier in preparation for supporting new beekeepers. Additional expansion under the MIAD GDA project is planned for Koofab, Shukai, Nusai, and Maimai districts. In the interim, while waiting for the bee sourcing issue to be resolved, AKF has contracted a technician to teach beekeepers how to split hives and start new colonies. This technical training is still in process and has not completely resolved the expansion issue.

6. TECHNICAL AND VOCATIONAL EDUCATION

A MIAD GDA partner, the University of Central Asia (UCA), provides technical education to Teacher Training Colleges (TTCs) in the districts, which include courses by UCA instructors in English and computers. The UCA also provides an accounting course to students and faculty of Badakhshan University at a facility on the university's campus in Faizabad. Assessment data from UCA suggests that these courses are yielding positive learning outcomes, and a site visit to UCA in Faizabad and interviews with program managers found that the courses are well-attended and popular among students. Students and faculty from the Faizabad TTC do not participate in the program because TTCs are managed by the Ministry of Education, while the agreement between UCA and Badakhshan University is managed by the Ministry of Higher Education. However, both the UCA and the TTC in Faizabad expressed their preference that at least faculty, if not students, at the Faizabad TTC should be able to attend UCA's continuing education classes.

The MIAD GDA project has expanded AKF's vocational training model to provide skills training to local men and women. The project then provides resources, including machinery and tools, for example sewing machines, used in the training courses. These working tools are sometimes donated to the trainees and sometimes provided on credit. In conjunction with the training program, MIAD GDA established a group of locations for women to be trained, practice their skills, and initiate small businesses. There are 19 of these locations, called Women's Business Centers (WBC), in the 16 districts of Badakhshan where AKF operates. Since the start of the WBC programs, a total of 275 women have been trained and are working at the WBCs; significant numbers of others who received training have either found jobs or started their own businesses.³⁷ According to interviews with AKF staff in three districts and also individual interviews, 12 of 18 female participants have found jobs, four are still in a training program, and two of are still jobless.³⁸

Women who participate in these training programs are encouraged to organize themselves in small cooperative-like groupings through which they can learn from each other's skills and business knowledge. There are no surveys to date to determine how successful these women and the groups have been, but based on interviews there is considerable satisfaction with the program. One group of beneficiaries interviewed expressed satisfaction with the trainings and said that the members learned new job-related skills they hope to use in an effort to increase

³⁷ An AKF labor market study has been completed and should be published before the end of 2015

³⁸ Annex V: Focus Group - Baharak and Ishkashim; Interview: Hashim Khushnood, AKF MDP Manager, Faizabad, September 2025

their incomes. One of the participants interviewed in Ishkashim said the trainings had a “...positive impact on our economic conditions, and feeding my family one loaf of bread when returning home during the evening.”³⁹ The MIAD GDA project has engaged two NGOs to manage and operate WBCs in the project area: the Kehkashan group and the Badakhshan Vocational Women’s Service Organization. They are local organizations that have skilled female trainers who can work with the female participants.

Labor market surveys conducted by AKF in 2014 provide indications of the kinds of job skills that are in demand locally. While the surveys were still underway, AKF undertook activities directly aimed at filling market gaps and subsequently increasing employment opportunities.⁴⁰ From these surveys, the MIAD GDA project initiated a variety of trainings that have been used in the program. There has been great enthusiasm for these trainings, from both the men and women who have participated.

The list of skills that have been offered to trainees is long and includes over two-dozen skills, such as carpentry, mechanics, driving, handicrafts, and others. Trainings are provided at the district level through organizations. Trainees have had considerable success in finding jobs afterwards, as indicated in the labor study referenced above. Learning to drive has been a popular course and graduates have been able to find jobs as drivers afterwards. One example mentioned is of a young man from Baharak who was trained as a barber, following a survey that indicated a lack of this service there. He returned home to open a business and has been very successful.

The MIAD GDA project, with logistical support from AKF, sponsored women’s participation at handicraft exhibitions last year in Kabul and Tajikistan. According to AKF staff, there was no post-trip report on the number of women who traveled to these exhibitions or what they were able to sell. The women were apparently satisfied with the outcome of this activity and eager to participate in an exhibition in Kabul in 2015, but the security situation prevented them from making the trip.⁴¹

Other female participants who received training in sewing and embroidery have joined WBCs over the past year. According to one of the focus groups,⁴² the participants were satisfied with the training and the work of the center, where women also learned about health and handicrafts. The women reported that the WBC trainers had the appropriate skills and qualifications to properly deliver the courses. Trainers for driving, painting, and mobile repair provided practical demonstrations and used visual materials like posters, slides, and diagrams to help them learn the subject matter.

³⁹ Annex V: Interview - Vocational Education Trainees, Ishkashim, September 2015

⁴⁰ Refer to AKF MIAD GDA Annual Report October 2014, p.43

⁴¹ Email exchange: Hashim Khushnood, Faizabad, 10/11/15

⁴² Annex V: Focus Group - Women’s Business Center, Baharak, September 2015

7. VILLAGE SAVINGS AND LOANS ASSOCIATIONS

This midterm evaluation considered whether the Village Savings and Loan Association (VSLA) activities made adequate progress in achieving their objectives and how individuals and communities benefited from them. In Year 2, a decision was made to pilot a different savings and loan program, from the long-standing AKF-supported Community-Based Savings Groups (CBSG) to the more internationally well-known VSLA program. This program has a well-founded reputation worldwide and offers a more transparent credit program and the promise of fewer defaults.⁴³

Through MIAD GDA, the VSLA program was initiated by AKF as part of the Year 2 Work Plan. The pilot was started in Nusai district with the conversion of 22 CBSGs to the VSLA program and 29 new groups formed in Year 2. Another 29 groups have been formed in Year 3.⁴⁴ These 80 associations are currently operating in 20 villages.⁴⁵ Each group is either all male or all female, and there are 50 female groups (with 825 members) and 30 male groups (with 375 members). Some villages may have more than one association with a mix of male and female groups. The Indicator Target for the end of Year 3 is 120 new VSLA associations in Nusai district, which seems to be on track. There are no targets for expansion beyond that number under the MIAD GDA project. However, depending on the success of the program, it will likely be expanded with AKF funding.

Each association is provided with a series of trainings to get them organized, explain the organizational approach, and establish the management structure. Trainings are ongoing over a two-month period and are completed in seven modules. The trainings include modules on rules and leadership, policies, the constitution, savings, loans and repayments, and audits.⁴⁶ These are combined with periodic visits and meetings with AKF staff to ensure that problems and issues are being resolved in a timely manner. The management structure of the VSLAs includes a chairperson, accountant, and secretary. These are voluntary but elected positions that expire at the end of each year. Individuals can be elected more than once and can also be voted out of office before the term expires. The reason for the annual election of officers is related to the accounting mechanism, whereby the books are closed at the end of each year and then restart from zero at the beginning of the next year.

Given that the VSLAs are all less than a year old, there is no track record to analyze progress and improvements in people's livelihoods. However, of the 44 members surveyed, 61% indicated that their lives were better and 25% had improved their economic situation.⁴⁷ A measure of success, as described in the Results Framework Indicator table, will be the percentage of members who access credit and savings services from the association, currently set at 25%.⁴⁸ There are no specific studies on members accessing these services, but the field

⁴³ Refer to MIAD GDA 1st Quarterly Report FY2015, Footnote 37, p. 17

⁴⁴ Annex VII – Table 10: PMP Indicator Matrix with Results, July 2015

⁴⁵ Annex VII - Table 11: VSLA Nusai Information as of August 2015

⁴⁶ VSLA Training Modules 1 - 7

⁴⁷ Annex V: Interview - VSLA Beneficiary Questionnaire, Nusai, September 2015

⁴⁸ Annex VII – Table 10: PMP Indicator Matrix with Results, July 2015

survey indicated that 89% of the respondents had taken out a loan and all of them indicated putting some savings into the association; although it was not clear whether these were shares or savings beyond the required shares.

Each association reports on progress annually, which is then used as the basis for the yearly plan of operations discussions within AKF. Progress reports are based on records kept by the associations and the periodic monitoring visits by AKF staff.⁴⁹ In addition, periodic field reporting on the progress of the VSLAs is provided for inclusion in each of the quarterly reports sent to USAID.

AKF has been supporting the existing CBSG program since April 2006, and provides ongoing support for three years. Periodic visits by AKF staff are intended to assist the groups with technical problems that may arise.⁵⁰ CBSGs have continued to operate successfully following the support from AKF, mainly because they have followed the organizational structure provided in the early trainings and their accounts are transparent.⁵¹ Responses from the field survey indicate that 73% of members feel the VSLA is sustainable because “*it fulfills a need and is good for the poor in the village.*” Since the beginning of this pilot program, the number of new associations has grown by 58 groups and 870 new members.⁵² According to the survey of VSLA management, the average increase in membership is 3.4 members per month. When asked if the members prefer the VSLA model or the older CBSG organization, all respondents opted for VSLA. The reasons provided were somewhat vague, but seemed to center on the frequency of meetings and greater level of information about the association’s activities.

Another indicator of sustainability is the record of low default rates from the existing CBSG program. In fact, there are no defaults, but rather only delays in loan repayments.⁵³ The historical experience, as mentioned above, of the VSLAs worldwide is that their default rates are also very low. It should be of interest to MIAD GDA to track and observe how these new groups deal with defaults and loan repayments and how the loans are being used by members.

8. SUB-NATIONAL GOVERNANCE

The midterm evaluation sought to track the extent to which MIAD GDA’s work enabled the involvement of communities in the selection of projects for block grants (BG). In Strategic Objective 1 community involvement falls under Result 4: Sub-National Governance Systems Improved, which covers other activities, including BG selection and construction, District Development Assemblies (DDA), and operations and maintenance. MIAD GDA has continued to build on this system of community involvement in the development process, which reviews community-generated project proposals and moves them through a district

⁴⁹ Annex V: Interview - in Faizabad, Ahmad Sarwar, VSLA Manager, Faizabad, 9/14/15

⁵⁰ Annex V: Interview - Ahmad Sarwar, VSLA Manager, Faizabad, 9/14/15

⁵¹ Annex VI: Email exchange - Monawar Mehizad, National CBSG Manager, AKF, Kabul, 10/8/15

⁵² Annex VII – Table 11: VSLA Nusai Information as of August 2015

⁵³ Ibid

approval process up to the provincial level for final approval. This program has been in existence for 13 years, working with communities in Badakhshan province.⁵⁴ The MIAD GDA BG program was designed to use this system to provide the impetus for further development efforts at the community level. The BG activity has been able to support community involvement through the existing structure of the AKF provincial program.

MIAD GDA has provided two capacity building exercises for DDA members to enhance their capacity for working with communities in selecting projects. One is a vision-building exercise and the other is a district planning exercise.⁵⁵ These exercises provide the DDA and the communities with the necessary tools for current and future planning for development needs and the design of projects. There are several other training courses that AKF provides to DDA members that are not funded by MIAD GDA.

A program for measuring the DDAs' progress is the Maturity Assessment Test. AKF instituted this testing program, which is administered every three years following a series of trainings. A baseline was established in 2014, and the DDAs that were tested received scores of „D' and „C'.⁵⁶ The MIAD GDA project is not involved in this activity, as it is only supporting the construction of community projects and not the trainings for the DDA members. A wide variety of government department officials were surveyed at the district level (12 different offices and departments), and 77% indicated that the work of the DDAs is helping to improve the lives of the population.⁵⁷

Community development structures came into existence in the early 2000s through the Ministry of Rehabilitation and Rural Development and the establishment of the National Area-Based Development Program; and through them, the DDA program began in 2008. Through the World Bank National Solidarity Program initiated in 2003, the Community Development Councils (CDC) and Cluster Level Development Committees (CLDC) were formed at the district level throughout the country.⁵⁸ The CDCs provide two members to the CLDCs, which in turn provide three members each (two male and one female) to the DDAs. These are all volunteer positions.

The MIAD GDA activity has worked with the CDCs and CLDCs, via the DDAs, to solicit project proposals from community groups that would then filter up to the district level for review and approval. Communities have lists of possible projects and ideas that have been drawn up and await donor funding. From the field survey, 26 out of 27 respondents indicated there is good coordination between the community and DDA. MIAD GDA is involved in this selection and vetting process. AKF maintains an approval role to ensure that projects meet

⁵⁴ Refer to Collaboration Agreement, p. 17 and MOU, p.4

⁵⁵ DDA Training Manual

⁵⁶ DDA MATS Report, December 2014).

⁵⁷ Annex V: Interview - DDA Questionnaire, Badakhshan, September 2015

⁵⁸ Annex V: Interview - Neghatullah Abeer, Block Grant Program Coordinator, Faizabad, September 2015

budget and environmental concerns, will serve a sizeable community population, and fit within its overall development profile.⁵⁹

Projects selected at the district level with the district governor's approval are then submitted to the Provincial Development Council (PDC), where AKF participates with provincial ministry departments, other donors, and the governor.⁶⁰ AKF and district officials represent the communities that submit the project proposals. Once a project is approved, the head of the Provincial Department of Economy prepares a Letter of No Objection that commits the province to supporting the activity, to the extent its financial and human resources allow.⁶¹ This letter states that the provincial government approves of the project and will take all necessary measures to ensure successful implementation, as well as the operation and maintenance (O&M) of the facility once construction is completed.

All construction contracts have a one-year warranty clause for the repair and maintenance of facilities. Once these warranties expire, the community and the DDA, with assistance from MIAD GDA, work to determine the level of O&M required to sustain the project and the amount of input that can be expected from the community. The DDA has an O&M committee that works with the government departments and district officials. Communities can often make minor repairs of a bridge or road, and provide some assistance and resources for a school. In some communities, local parent-teacher associations have been formed to work with the school administration to maintain the school property. Out of 26 respondents to the community field survey, 23 reported their communities have O&M committees, and nine reported the presence of women in them.

There is a new O&M tool being considered by some communities at the encouragement of AKF, which would be part of the MIAD GDA BG program. This involves communities establishing "savings boxes" to which villagers would contribute funds over time to be used for facility repairs. In the field survey of district offices and department officials, half of the respondents thought projects were sustainable, but only one-third thought communities would be able to provide funding to support projects.

The BG program was initially going to provide two projects in each of 14 districts. Due to the size of projects and a \$400,000 ceiling for projects, all but two of the districts will only have one BG. Through Year 3, projects will be approved and in design or under construction in 13 of these districts. One district has just selected a project to be proposed for approval (Nusai), and the final grant selection and approval process is still ongoing in Arghanj-Khwah district.

In all, there will be 17 BGs in the 14 districts, with a couple of districts having more than one project. The projects selected and approved involve either schools or bridges. Of these, five are scheduled for completion by the end of Year 3 and the rest in Year 4. There will be no

⁵⁹ For a more detailed description of this process, refer to the October 2014 MIAD GDA Annual Report, p.45, Footnote 59

⁶⁰ Sample Minutes of Provincial Development Council Meeting, Aug. 18, 2015

⁶¹ Sample Provincial Development Council Meeting Letters of No Objection, May 19, 2014

additional block grant projects approved or funded under MIAD GDA. Cost data were not made available because the financing of the projects is being done with AKF matching funds.⁶²

9. COORDINATION AND ALIGNMENT WITH GOVERNMENT COUNTERPARTS

In the project's BG activity, MIAD GDA works with the DDAs and CDCs at the community and district levels, as described in the earlier section on sub-national governance. Once the project proposals are selected and approved at the district level by the district governor, they are brought to the PDC for review and final approval by the provincial governor. The discussions at the PDC revolve around feasibility, government responsibilities, other provincial and donor projects, provincial priorities, and other concerns. The review process at the PDC includes the various government departments that might be involved with implementation, O&M of the approved projects, including the District Education Department, the Directorate of Rural Rehabilitation and Development, the Department of Public Works, and others. As mentioned in the sub-governance section, AKF is a member of the PDC and has been part of the planning, review, and vetting process for several years. AKF also plays a role in the oversight and monitoring of implementation and construction of BG projects.

The work plans of the MIAD GDA project state that the process of integrating district development plans will be tracked to ensure this coordination and alignment of plans is facilitated.⁶³ However, there is no specific tracking system in place at this time. There is a documentation trail from the selection and approval process at the district level, the minutes of the PDC meetings, and the Letters of Non-Objection from the Department of Economy that demonstrate the coordination and integration of the plans.

AKF contacts in the ministries in Kabul are mostly at a diplomatic representative level, and there is no or limited discussion of specific project activities.⁶⁴ Ministry staff is aware of the AKF program and activities in Badakhshan, but for specific projects like MIAD GDA, and of other donors, there appears to be limited knowledge. Thus, no contact names were obtained from AKF for possible meetings with ministerial staff. The provincial governor and department heads interviewed in Faizabad had some knowledge of the MIAD GDA project within the larger AKF program, but were not aware of activity details at the district and community level.⁶⁵ Government offices deal with AKF and its provincial program, not with the specific donor projects, which are part of the larger AKF model for development.

The MIAD GDA Alliance Steering Committee (ASC) was formed to advise on the implementation of the project. The ASC also has a responsibility to oversee the finance and investment program that is the key to the sustainability of promoting social development in

⁶² Annex VII – Table 12: Block Grant Project Locations and Status

⁶³ Refer to MIAD GDA Year 3 Work Plan, p.30

⁶⁴ Annex VI: Meeting - Elizabeth Grant, AKF MIAD GDA Project Manager, Kabul, 9/21/15

⁶⁵ Annex V: Interviews with Provincial Governor, 9/12/15 and Director Department of Economy, 9/13/15

Badakhshan. At the ASC meetings, agendas typically include a discussion and review of the overall management of the project, including technical, programmatic, and administrative matters; review and approval of the annual program plans in the first quarter of each project year; and quarterly and annual reviews of program management and planning processes. The ASC is comprised of ten members: six senior representatives from the Aga Khan agencies; representatives from the national and provincial governments of Afghanistan and Badakhshan, respectively; USAID officials; and the AKF regional director in Faizabad. ASC is responsible for establishing a schedule of regular meetings to be held three times a year subject to representative availability, prevailing security conditions, or as required, over the five-year period of the project. To date, there have only been three meetings, the last one in August 2014.

The MIAD GDA project largely played an effective role in coordinating its health activities with stakeholders and government institutions at the district level in terms of selecting training beneficiaries; however, coordination at the provincial level was more limited, consisting mainly of attending Provincial Health Coordination Committee (PHCC) and PDC meetings. The Provincial Health Department, as the authority of the public health sector, has the responsibility of overseeing any health-related projects in the province and being appraised of relevant projects. In terms of MIAD GDA's management structure and effective coordination of health activities, at the district, provincial, and central levels there was limited evidence to confirm coordination activities. Keeping better records of coordination activities will facilitate improved documentation of coordination efforts.

Coordination with the government varies somewhat by component. In agriculture and livestock, the Directorate of Agriculture, Irrigation, and Livestock (DAIL) survey indicated that in some districts AKF staff coordinated their activities with DAIL extension agents. Overall, however, DAIL officials suggest insufficient coordination and collaboration with DAIL extension agents. DAIL agents benefit from limited training assistance, but need a more formalized approach to support farm-level assistance. The Ministry of Agriculture, Irrigation, and Livestock and DAIL ownership of agriculture and livestock activities requires greater involvement in activities, such as provision of inputs, extension services, production, and marketing. However, there is no clear design of how the training activities are including the DAIL extensions agents systematically. In education, there appears to be fair coordination between AKF education program staff and District Education Departments, while there is more limited interaction between AKF and the Provincial Education Department.

10. MANAGEMENT STRUCTURE

The AKF has worked in Badakhshan since 2003 and has established a program management structure that has served the organization well in implementing a wide variety of development projects over an increasing scope of operations. This structure provides a system of implementation management, reporting, communications, planning, and monitoring that supports coordination of activities serving the many donors that contribute to the overall program. The AKF program organization chart indicates the myriad sections of

the program involved in supporting implementation in multiple sectors of development. Underlying this structure are over 700 staff working in 16 districts of Badakhshan and the city of Faizabad.⁶⁶

The AKF convenes a yearly planning operations (YPO) meeting in December where plans are made and donor areas of operation outlined. These annual meetings take into account the progress and issues of the various activities in the districts, the projects of the AKF network of agencies and its various donors, geographic disbursement of activities, and budget allocations. There is a review of the plans and implementation progress at six months, and then every November there is a review of activity status and preparations made for the coming year. This YPO process reviews the activities under the funding of each donor but does not account for the specific beneficiaries reached by each donor's activities. Part of the reason for this is that there is some overlap and potential for double counting of beneficiaries. Some beneficiaries, for example, may receive training under one donor and then receive similar or different training from another donor. For some activities, beneficiary attribution may be possible, but it is not currently being done by AKF. However, AKF is in the process of developing an identifier coding system that will eventually allow them to track individual beneficiaries through trainings and activities from one donor to another.⁶⁷

Within the management structure is an elaborate monitoring and evaluation (M&E) system and a research and learning unit. The M&E system deals with the ongoing activities in the program and reaches down to the district and community level, where staff have part-time responsibilities for monitoring activities and reporting up through the system.⁶⁸ The Monitoring and Evaluation Research and Learning Unit (MERLU) is responsible for longer term and more subject-oriented studies, including the small- and medium-size enterprise and value chain studies for the MIAD GDA project. Additionally, MERLU is involved in more in-depth studies, such as the Quality of Life survey that is completed every four years and the soon-to-be initiated ten-year review of the AKF program in Badakhshan. This latter review will not be completed until the spring of 2016. Through this M&E system, AKF has the capability to capture, analyze, and assess the activities of the various donor activities and to exert pressure on the planning process to ensure effective coordination of activities. Thus, activities from different donors in any one district would be coordinated through the AKF planning process, not at the implementation level.

11. CROSS-SECTOR BENEFITS

MIAD GDA is not designed as a stand-alone project model. The various components are being implemented in conjunction with a long-standing AKF program that mixes and matches technical sectors among a group of implementing partners (IP) in the same or contiguous geographic locations – from districts to communities. MIAD GDA health

⁶⁶ Annex V: Interview - Hussain Dekan, AKF Baharak Manager, in Faizabad, 9/10/15.

⁶⁷ Annex VI: Meeting - Shama Dosssa, AKF Director M&E, Kabul, 9/29/15.

⁶⁸ MIAD GDA M&E System Organogram

activities may be working in the same district as another IP's health, education, or agriculture activities, and while complementing one another, are not from the same agreement or contract. As a result, the many MIAD GDA-funded activities are not being implemented in every district supported by AKF.⁶⁹

The technical sector programs supported under MIAD GDA enhance the overall AKF program for development in the target districts of Badakhshan. MIAD GDA allows for the expansion of activities that have been ongoing, have demonstrated success, and will reach more beneficiaries. An example is the beekeeping program for the production of honey for sale in local markets. This has been an ongoing AKF program and is now being expanded through MIAD GDA. This activity is being promoted among rural women who can earn a profit from a home-based business. Health is another field for which activities are active in most or all of the AKF districts and funded by different donors. MIAD GDA complements those activities in some districts.

The viability of this approach is dependent on the structure and management of the AKF program for successful implementation. From interviews and discussions with government officials at the province level, the overall program appears to be providing services to a large segment of the population in the province, with over 400,000 people in the project areas. In fact, the officials interviewed were almost unanimous in their desire for the AKF program to expand to other districts in the province.⁷⁰

Historically, this "integrated rural development"-like approach has proven difficult to implement because of host governments' inability to coordinate activities with one another and to establish budget allocations in a timely manner to support and maintain the implementation process. In the case of MIAD GDA, the AKF long-term program, in lieu of government, provides the structure to effect this integration and coordination.

If implemented as a stand-alone program, MIAD GDA would have required considerable start-up time to build the management and logistics structure that exists through AKF in the province. Nor would a new program have the existing target audience or experienced staff upon which to build a similarly sustainable program, obtain the added value from what has gone before, or have the existing long-term structure to continue the program activities after the end of MIAD GDA, thus ensuring sustainability where needed (some activities will be sustainable just by their very nature, for example, the beekeepers).

There are undoubtedly cross-sector benefits, but project staff indicates that there are no formal mechanisms that would indicate this is happening on the ground. There are no reports or tracking systems that can evaluate the effects of multiple donor projects in the same districts where they are implementing activities. This issue of tracking cross-sector benefits

⁶⁹ MIAD GDA Geographic Implementation Matrix, July 2015)

⁷⁰ Annex V: Interview - Abdul Ghafoor Frogh, Director Department of Economy, Faizabad, 9/13/15.

was discussed in a meeting wherein AKF indicated this issue will be addressed in future program planning.

In a discussion on gender, this is very clearly an issue with women involved in home enterprises who have expressed a need for assistance with income-generating ideas, but often find it difficult to access sufficient agriculture or marketing technical staff.⁷¹

12. INVESTMENTS

The midterm evaluation sought to assess the effectiveness, viability, and sustainability of the MIAD GDA model such that by the end of the project's period of implementation, revenue from Strategic Objective 2 would sustainably support implementation of Strategic Objective 1. To date, there is little evidence that the model, at least from the perspective of USAID investments, is on track to succeed. The investment component of MIAD GDA is at a very early stage of development and no USAID funds have yet been committed. Two investment proposals are awaiting official approval by the Agreement Officer. One is for an investment of approximately \$1 million in a new almond-processing facility, the location of which is likely to be in Kabul; the other proposal is for an investment of approximately \$4 million in Roshan, the telecommunications company in which AKFED has the majority stake.

The Collaboration Agreement envisions that Aga Khan Foundation USA (AKF USA) will be responsible for the administration of the \$7.5 million grant from USAID and an investment of \$2.5 million of its own funds. In practice, through additional investments forthcoming from partners' match funding on top of AKFED's target investment figure, the capital available for the fiscal year 2015-2016 is projected to be \$38,300,000.

An analysis of the almond-processing proposition is included below. The proposed investment in Roshan would provide USAID with a secure and reliable partner, as the company's overall investment history in Afghanistan has been impressive. For example, in 2014, Roshan invested close to \$30 million, the bulk of which was to improve coverage and quality of the network, and a further \$26.5 million in investment is planned for 2015. In addition to improving cellular reception, the 2015 investment has been planned to also focus on modernization and optimizing cost efficiencies. The cellular reception in Badakhshan remains somewhat patchy at present and the proposed investment does not indicate any direct investment into the telecommunications infrastructure in Badakhshan province.

Several other investment proposals have been presented for consideration,⁷² including two electricity-generating plants and an outline of investment opportunities for the agribusiness sector. None have yet been approved.

⁷¹ Annex V: Interview - Gender Department, AKF, Faizabad, 9/10/15

⁷² MIAD GDA „Investment Structure and Pipeline Overview“ USAID / AKF USA May 2015

At present, AKF USA holds and administers the investment funds pertaining to the MIAD GDA. The Alliance Steering Committee (ASC) is the primary body that advises on the implementation of the MIAD GDA project. It is envisaged that the ASC will be dissolved in 2018 and its role, duties, and responsibility will be taken over by a new Board of Trustees. Prior to its dissolution, the ASC will approve the Charter for the Trust, but dissolution will take place only when the market value of the assets exceeds \$22.5 million. Until that point, under the GDA agreement, AKF USA is the legal owner of the investment funds, which form the corpus of the trust. The Board of Trustees that will govern the trust is proposed to be a seven-member, multi-stakeholder body composed of representatives from civil society, the private sector, government officials from Badakhshan, and the AKDN. No USAID representation is explicitly required at this stage.

It is evident that as the MIAD GDA project has developed, over its initial two years of operation, USAID officers have become increasingly comfortable with AKFED's key role in determining investment priorities. It is also clear, however, owing to the infrequency of the meeting of the ASC that USAID has not had the opportunity to be proactive in the decision-making as to investment priorities.

12.1 Sustainability of the MIAD Business Plan

The evaluation assessed the extent to which MIAD GDA's business plan for the \$1.5 million investment in the almond sorting, grading, and packing facility is viable and sustainable. The business plan for the almond-processing plant as presented in the investment prospectus lacks detail; a single table is included to summarize the business proposition, profit margins, and annual growth targets. This represents a rather sketchy basis for the significant investment that is being sought from USAID.

The broad market proposition is, in principle, a sound one. According to the UN Food and Agriculture Organization, Afghanistan is one of the world's top ten producers of almonds.⁷³ In 2012, the total almond production in the country amounted to 62,000 metric tons.⁷⁴ Approximately 25% of the annual production is exported. With annual sales of \$50 million per year, these exports represent the largest agricultural export in terms of volumes and earnings.⁷⁵

The prospectus does not indicate the sort of processing facility to be built. The document speaks of employing 20 Afghans to produce 100 metric tons in the first year of operation. This implies an intermediate, or low-tech solution, which does not rely upon expensive equipment from the US or Europe. The cheaper equipment for almond shelling, which can be sourced from India, Pakistan or China, requires some manual sorting prior to processing.

⁷³ Afghan Almond Cost Competitive Analysis – EPAA, September 2014

⁷⁴ FAO (2012) <http://faostat.fao.org/site/339/default.aspx>

⁷⁵ Crescent Trade / ASMED Feasibility Study (2011)

In the light of recent studies of dried fruit processing in Afghanistan, the sales figures and growth projections are somewhat optimistic, in a rather crowded marketplace.³ The projections indicate that the company will return a net profit of \$0.854 million in its second year of operation and \$2.6 million in its third year. The prospectus envisions sourcing the raw materials from smallholdings in Balkh, Samangan, and Sar-e Pul – all of these provinces being some way distant from Badakhshan. The processing plant would be in Kabul.

IV. CONCLUSIONS

1. Health

Basic Package of Health Services (BPHS) implementers cover health promotion as one of their roles, to improve health awareness. It would appear that few people benefited through the BPHS channel; however, AKF succeeded in training different community groups and conducting numerous health-related campaigns in four schools and ten target villages of Ishkashim to date. As a result of these trainings, knowledge among target audiences improved and they have served as volunteer multipliers, conveying health messages to other community members through different means, such as family visits and campaigns. This has led to improved health practices. The plan is to continue the refresher training for the same target groups as well as expand it to other districts.

The e-Learning sessions and tele-consultations were regularly conducted on different health topics between district health facilities with the Faizabad Provincial Hospital as well as with the French Medical Institute in Kabul. The e-Health services and learning sessions led to improved professional knowledge among the health workers in district health facilities and also resulted in improved patient treatment. Further, the level of satisfaction of e-Health clinic staff and patients was high. These interventions ensure cost savings for patients, improve the knowledge of health providers, strengthen their capacity to administer treatments of complicated cases, and avoid costly travel to attend workshops, retaining healthcare providers in their district facilities where they can better serve the needs of patients. MIAD GDA was supposed to upgrade the e-rooms in the target health facilities; however, some of the facilities appear to still have Internet and equipment problems. There was also a lack of data on the e-Learning sessions in MIAD GDA reports, suggesting that monitoring, supervision, and needs assessments of the health facilities may be insufficient.

The two master trainers hired by MIAD GDA had relevant skills and capacity and were able to apply different teaching methods during training. The trainers live in the same community and are familiar with the culture, practices, and sensitivity issues of locals. The target groups received the training at least twice since the start of project, and their capacity has been developed as multipliers for conveying health messages to people in their villages via different methods and through local gatherings. It is worth highlighting that the multipliers are working as volunteers, and are fully committed to remain volunteers disseminating the public health promotion (PHP) messages even after the end of support from the MIAD GDA project due to having witnessed positive changes in the health and behavior of their families

and communities. Health promotion is one of the central strategies of the Ministry of Public Health (MoPH) through its community health workers (CHWs) and family health action groups (FHAGs), and therefore, the trained groups will be good sources serving this strategy in the future. The involvement of the BPHS health facilities staff in particular has contributed to the capacity building of community health supervisors to act as master trainers in the PHP program, further strengthening the community participation and sustainability of the program. Meanwhile, the e-rooms established in health facilities will continue to be used for e-Learning sessions and tele-consultation in the future; however, the main concern remains the high cost of bandwidth in the districts, which is unlikely to be sustained without donor support.

Although AKF developed a well-designed PHP training manual and other materials that are easily understood by their target audiences (people with low literacy), these materials are missing topics that are included in MoPH's training package for CHWs and FHAGs. The missing topics include several diseases (HIV and TB) and factors (disability, occupational health) that cause morbidity and mortality among people; therefore, their inclusion in the PHP training manual is important in order to align with the MoPH's strategy. Further, AKF needs to apply the project's marking and branding policy in all training materials. Although e-Health activities are not mentioned in any MoPH policies, the revised policy of the BPHS has some flexibility for the inclusion of services or interventions in the health sector based on some criteria, like accessibility, acceptability, affordability, and sustainability, which can be added in the future.

2. Education

Overall, the evaluation found that the MIAD GDA education component activities are relevant and appropriate for the priority needs of the education sector in Badakhshan, and to meet the project's strategic objectives for education. In terms of effectiveness and efficiency, education activities are largely aligned to reach most target results; however, many activities have been unevenly implemented across the different beneficiary institutions regardless of differing needs (for instance, support has been more intensive to some teacher training centers that are considered higher capacity, while more minimal to one particularly weak TTC). Some activities have been delayed, and there are weaknesses in monitoring and sustained support to, and interaction with, the provincial government's methodologists in particular. TTCs in particular would benefit from more targeted support to their differing needs with regards to planning, administrative capacity, lecturer pedagogical capacity, lecturer subject knowledge, capacity for outreach and mentoring to schools, capacity for implementing the new practicum requirements, and infrastructure and supply needs.

3. Agriculture and Livestock

The MIAD GDA project, through the AKF program, has enabled farmers to move their farm enterprises to a higher level of technology through technical trainings, introduction of higher

quality seed and best practices, improved animal breeding, working together in associations and cooperatives, and provided assistance in developing better marketing practices.

The introduction of high-quality and potentially high-value horticulture crops encourages farmers to continue using these new technologies to increase their incomes and improve their livelihoods. Encouraging farmers to consider new niche crops as an approach to increasing household incomes can create new marketing opportunities in the project areas and beyond. Although a small effort, the establishment of a green belt around Faizabad may eventually develop a more environmentally friendly approach to the protection of pasturelands and green areas. Community involvement has been evident under the MIAD GDA project in support of new rangeland management sites that include tree planting, seeds cultivation, and maintenance. The establishment of wheat seed associations has encouraged farmers to produce better seed for onward planting.

Now that farmer's technical awareness of livestock production has improved through the project trainings and the introduction of new practices and technologies, they are able to move to higher levels of animal care and production. There is evidence that the introduction of high-yielding fodder seeds is having a positive impact on the health and growth of animals. Farmers now have better access to medicines and animal health care through the establishment of and support for private sector livestock services. Support to the artificial insemination (AI) program makes it possible to improve herd breeding, leading to greater productivity from animals. The AI program requires continued oversight and support in order to maintain the difficult cold storage chain and adequate supply of semen and equipment. There are ongoing concerns that the government infrastructure cannot maintain this at a satisfactory level of assistance.

Marketing channels generally only exist for higher value crops. Without greater marketing efforts, most farmers will be hard-pressed to generate income to purchase the necessary inputs for sustainability. There is very little assistance available to farmers for the marketing of their crops and livestock products.

Given the enthusiasm that farmers displayed during interviews for several MIAD GDA activities, farmers will likely make efforts to sustain profitable farm enterprises. The establishment of orchards, improved livestock breeding and feeding regimens, and the willingness to pay for certain inputs, including some vaccines, are all positive signs that farmers are preparing their farm enterprises for long-term sustainability. However, for technical assistance to farmers to continue, the resources available to DAIL are insufficient, which means that donor assistance will be required for some time into the future.

4. Market Development

A major activity within the Market Development Program is the promotion of bee cultivation for the production of honey to sell in local markets. This program precedes MIAD GDA and has demonstrated that farmers can be successful and make a profit from home-based

enterprises. The 60 women who MIAD GDA is specifically supporting are also showing profits. The ability to profit from the honeybee enterprise should be sufficient encouragement for the beneficiaries to seek ways to ensure sustainability. Other beekeepers that AKF has supported in the past have continued to grow and prosper after the support ended. Marketing is not a huge problem, except for women whose sales points are somewhat limited. Women's access to traders is not as open as for male beekeepers. Through the establishment of beekeeper associations, some efforts are being made to increase market opportunities for women. The honeybee program has been supported by AKF for some years, and yet the MIAD GDA part of this program has been slow in starting and expanding. Despite the USAID regulation regarding the import of bees, it seems that local solutions could have been employed to accelerate the expansion of the program, such as purchasing local healthy bees, splitting existing hives, and other technical options.

The plans for vegetable production, processing, marketing, and organizing producer associations have yet to materialize. It appears the main delay was in anticipation of the two studies mentioned above – one on small to medium enterprise development and the other a value chain study. It is unclear why, with all the experience on the ground, AKF could not have initiated this program and then made adjustments as the study findings became available.

5. TVET and Technical Education

There is a great need for skills training for a population that is struggling to maintain a reasonable livelihood and quality of life. Many of the trainings not only provide job skills, but in many cases MIAD GDA extends the training program to provide services for business start-up and follow-on mentoring.

6. Village Savings and Loans Associations

As a pilot program, the number of VSLAs being organized is impressive. There seems to be sufficient enthusiasm among the population to offer fertile ground for expansion. Given AKF's long-standing program with the Community Based Savings Groups, staff was able to facilitate the trainings and organize of 58 new groups in Nusai district. Members are eager to invest shares and to obtain credit, for a variety of uses. There is no clear notion of how these funds are being used and the benefits, if any, being reaped from the credits. Data and information is being collected from the VSLAs, but not much analysis of what it means. Nevertheless, it is clear that the membership is growing and the apparent enthusiasm points to the potential for sustainability.

7. Sub-National Governance

Involvement of communities comes through a long history of organizational structure development that includes communities, community development councils, Cluster Level Development Committees (CLDC), the National Solidarity Program, and the District

Development Assemblies (DDAs). To the extent that there are donor funds to support activities, these groups work as a coordinated entity to move projects through selection, approval, and implementation. The MIAD GDA project has bought into this system through AKF and benefits from this historical experience in implementing the Block Grant projects.

As the survey indicated, there is coordination between the communities and the various external organizations involved, particularly the DDAs. DDA members are drawn from local area communities and form a key link between the communities and the district government. The trainings they have received over the years from AKF, and some recent additional training through the MIAD GDA project, has served them well in dealing with communities. The deliberative process in communities for the selection of projects has been intense in some districts, as evidenced by the long process to reach agreement on project selection. Communities and DDAs are taking the issue of operation and maintenance (O&M) seriously in view of their interest in establishing committees, the current thinking about a “savings box” for the village O&M work, and the creation of parent-teacher groups in some villages to care for schools. These are positive signs that the communities recognize the limitations of government assistance and that O&M will rely on community involvement.

8. Coordination and Alignment of Activities

The community-based block grant projects have worked well through the existing system of CDCs, CLDC, and the DDAs. They have coordinated the process of moving project proposals through the selection and approval process, to the point of implementation. Project plans are aligned with the larger government development plans through the provincial development council review process and continued collaboration is assured through the Letters of No Objection issued by the province. There is no formal project or MIAD GDA tracking system for community based development plans and proposals, as outlined in the project work plans. However, there is a provincial government paper trail that exists within the provincial planning system. As evidenced by the data available to the evaluation team (meetings notes, reports and interviews), there is a great deal of coordination between the AKF program, including MIAD GDA activities, and the ministry line departments at the province level.

Provincial government entities are aware of the AKF program and some have cursory knowledge of MIAD GDA. But as part of the larger program, MIAD GDA is not the focal point of government offices for development activities. The lack of alignment with central ministry plans, as mentioned above, is not a significant hindrance to the achievement of MIAD GDA objectives, as AKF has well-managed relationships at the ministry levels to input MIAD GDA plans into provincial planning exercises. Thus, the health, education, and agriculture activities are part of the AKF planning discussions with the provincial government.

The Alliance Steering Committee (ASC) has several oversight responsibilities but rarely meets to invoke those responsibilities. Part of the reason may be that six of ten members on

the committee are from other Aga Khan agencies and are kept informed of project status through other means. Where this has emerged as a potential problem is with the finance and investment component of MIAD GDA. Discussion of the proposed investments has been minimal and can be held responsible for the fact that no activities have yet been approved for this component. This is addressed further in the investment section of this report.

9. Management Structure

The existing AKF management structure has been in place for several years and has enabled the MIAD GDA project to efficiently launch activities and begin implementation through existing programmatic arrangements. Additionally, there is a monitoring and evaluation (M&E) system in place that can provide data and information for USAID's own monitoring and tracking of the activities under MIAD GDA. Numbers of beneficiaries are tracked for activities; however, the names of participants in all activities or locations are not recorded in the M&E system. Overlap and attributing benefits that may be accruing from multiple inputs (including from activities funded by different projects and donors) are a problem, and AKF is working on a coding or identifying a system to address this issue. Such a system will then be able to determine beneficiary attribution to specific donor activities over time.

AKF has good relations with provincial government departments and they are mostly aware of AKF activities in the province within the different project components. There are currently 13 international donors, in addition to the government of Afghanistan and the Aga Khan Foundation, supporting AKF development activities in Badakhshan province. Coordination between AKF, the provincial and district governments, and international donors appears to be functional. It is this existing management structure that enables coordination of activities among AKF donors in the province.

10. Cross Sector Benefits

USAID has found an efficient vehicle for funding and implementing a broad-based rural development program through the existing program structures of AKF. This seems to be an efficient method of reaching rural populations and supporting programs that will provide improvements to their livelihoods. With this current approach, MIAD GDA can add new activities, add value to activities that have been in progress for some years, and provide for increasing numbers of beneficiaries to continue reaping benefits of these successful activities.

Though widespread geographically, MIAD GDA is still limited within the AKF district coverage area due to the activities of other donors through the AKF program. The evaluation team did not observe cross sector benefits, though it is likely too early to firmly conclude that these benefits will not be seen. Unfortunately, as admitted by AKF, the project has insufficient information to track cross sector benefits. In the next work plan AKF intends to include steps to measure this effect. Finally, as mentioned earlier, given the long time that AKF has been implementing activities in the province, several MIAD GDA activities have been slow to start and expand, studies and analyses of progress should have been in place

long ago, and several delays have resulted from waiting for the completion of external studies.

11. Investments

At present, USAID officers use greater details about the proposed investments in order to make properly informed decisions. It is clear that, currently, there are no plans for investing any funds into businesses in Badakhshan itself. The infrequency of the meetings of the ASC means that USAID has not had a strong voice in deciding on the investment priorities. Consequently, the opportunities to scrutinize the advice of AKFED in respect of the investment of US government funds has been limited. Owing to the length of time before returns on investment are evident, the current MIAD GDA project will have ended before the returns from the proposed investments will be known.

As it currently stands, the proposition for investment in the almond company is weak. In order to make an informed decision, more details would need to be supplied related to risk analysis and working assumptions for the growth projections. The proposal provides few, if any, employment prospects for the agricultural and processing sectors in Badakhshan. At the very least, this is contrary to the spirit of the Collaborative Agreement, which states that USAID would prefer to invest in the target region of Badakhshan, and thereby has some positive impact on the local community in the province.

V. RECOMMENDATIONS

Based on the findings of this midterm evaluation and the conclusions drawn from them, the evaluation team proposes the following recommendations:

1. Health

- Master trainers should evaluate and document participant knowledge of training content through pre- and post-tests, in order to better document learning outcomes.
- AKF and AKHS should conduct a knowledge assessment of PHP training beneficiaries and health facility staff who participated in e-Learning sessions to identify gaps and prioritize topics for further refresher trainings. MIAD should expand the program in coordination with BPHS implementers in other villages and districts of Badakhshan, as per the Year 3 plan.
- AKHS provincial and area offices should improve their supervision and monitoring of e-health rooms to ensure the presence of proper equipment and IT infrastructure, and should assign designated staff to manage the e-health room.
- AKF and AKHS should systematically collect and disseminate e-health data, routinely analyze it, and include this data and their analysis in quarterly and annual reports.

- To align with government policies, AKF should revise its PHP training manuals to include all topics in the MoPH health promotion strategy, and should then share the revised guides with the MoPH’s Community-Based Health Department for review and comments. Or, it should use the approved training manuals developed for CHW and FHAGs that already contain all MoPH required topics.
- As the cost of Internet in e-health facilities is restrictively high and will not be affordable in the long-run, hindering the sustainability of the program, AKHS should search for other Internet providers to secure the lowest cost at the most reasonable speed for these facilities.
- Health sector coordination should not be limited to meetings, but rather be strengthened by proactive sharing of project documents with the health directorate and the BPHS implementer (AKHS). Furthermore, AKF’s regional office should plan, facilitate, and carry out joint monitoring activities with the provincial health department and stakeholders from the project areas.
- The AKF and AKHS should strengthen their coordination by sharing information and documentation with each other, as well as with other projects under AKF in Badakhshan, and recording coordination activities at all levels.

2. Education

- MIAD GDA should intensify all support activities in Nusai for the TTC, including infrastructure development (science and computer lab, library, etc.) and training (pedagogy and subject knowledge, management).
- AKF should provide tools, training, and mentorship to core and sub-TTCs (Ishkashim Nusai and Shughnan) to develop strategic plans to monitor and support their satellite TTCs, (including three satellite TTCs in Wakhan, three satellite TTCs in Shekai, and two satellite TTCs in Maimai).
- AKF should provide more complete and consistent reporting on the quantity and quality of exchange visits between schools, between TTCs, and between TTCs and schools.
- AKF should work with each TTC where it has activities to support the management to prepare, implement, and track professional development plans for faculty and staff.
- To be effective, MIAD should support the Badakhshan PED in carrying out training and monitoring visits more frequently and for longer periods to allow for more in-depth training; however, the long term sustainability of resourcing these visits must be addressed at the Ministry of Education-level in Kabul. Badakhshan’s unique

geographical constraints would justify special considerations for the province's education department to better cover all its districts.

- For the remaining two years of the project, MIAD should consider ways it can support the provincial education department and TTCs to recruit, train, and place more female lecturers in TTCs in the districts of Badakhshan.
- Ongoing activities assisting the PED and district education departments to undertake planning work should include addressing the inadequate government budget and activities allotted for the provincial methodologists to visit schools outside of Faizabad. AKF can use the planning process to better formalize and capacitate this role of the government's methodologists, as a more sustainable approach than subsidizing transportation costs for the methodologists to travel to the districts.
- Recognizing that support to TTCs and schools must necessarily vary based on diverse needs; MIAD should still aim for consistency in the type and depth of support to these institutions across different locations. For example, every outreach school should have a comparable number of visits from model schools within each year, and each TTC should have similar infrastructure (science and computer labs, libraries, latrines, etc.).
- AKF should focus on lecturers' time management in further monitoring and mentoring support to TTCs; ensuring lecturers consistently arrive on time to class, prevent classes from being interrupted, and plan lessons such that they can be covered in the allotted time period.
- AKF should negotiate a protocol with the Ministry of Education and Faizabad TTC to allow Faizabad students and faculty to enroll in courses offered at University of Central Asia in Faizabad which are funded under MIAD GDA.
- AKF M&E staff should conduct routine TTC student focus groups (such as on a quarterly basis) to collect data on lecturer competence, teaching methods, TTC infrastructure and resources, and other indicators of improvement in TTC capacity.
- Revise the 2010 *Gender Fair Teaching Manual* to include additional modules that demonstrate evidence and examples of the relationship between gender inequity in societies and social and economic underdevelopment and political instability, as well as modules on how to do a gender analysis of teaching and learning manuals, including texts and visuals.
- All projects should collect baseline data in the first year, or prior to activity implementation, to ensure that the results can be properly measured.

3. Agriculture and Livestock

- To improve production of wheat, MIAD GDA should distribute foundation seeds to established seed associations to multiply certified seeds. To add value to this enterprise, MIAD GDA should support the introduction of small-scale seed processing units.
- AKF should include more support in the next annual work plan for an increase in the distribution of fruit tree saplings, until such time as private fruit nurseries are able to produce high-quality budded saplings for sale to interested farmers.
- AKF should ensure that post-harvest activities such as sorting, grading, packaging, and storage are included in the next work plan.
- Although the project provided equipment and hand tools for irrigation and protection for the 76 hectares of green belt around Faizabad, MIAD GDA should recommend and support a specific area of the green belt to receive more concentrated support for tree planting and overall management.
- AKF should work to ensure that budgets are approved on time so that planned activities can be implemented in time for cropping seasons. In the absence of timely budget approval, efforts should be made to use AKF matching funds to initiate agriculture activities in time for cropping seasons.
- AKF should ensure an increase in support to the artificial insemination program to allow farmers to improve their herds, which will increase household incomes.
- AKF should consider support to a dairy-processing enterprise in the province. This would add value to the herd production and increase farmers' incomes.
- MIAD GDA should consider increased marketing strategies for crop and livestock producers in the project area.
- The project should offer refresher trainings, workshops, and exposure visits for DAIL extension agents.

4. Market Development

- The Market Development Program (MDP) should continue to work aggressively to assist women's associations to open retail shops in nearby markets for the sale of their produce. Increased training in management and marketing could accompany this effort.

- Branding of the honey produced by women should be a priority in the MDP program, particularly since one of the measures of success is to promote participation in fairs and exhibits.
- There seems little reason not to accelerate the expansion of the honeybee program to other districts. While this is in the plan for 2016, attention should be given to faster expansion than in the previous two years. The MDP office in Faizabad, through the District AKF offices, should plan for greater expansion of this program.
- Although the vegetable program is expected to get underway in the spring of 2016, there are other crop suggestions in the small- and medium-size enterprise and value chain studies that could be implemented in tandem with vegetables. Given AKF's long experience in the province, a multi-crop program could be envisioned for the last half of Year 3 and then into Year 4. The regional director should have this on the activity priority list.
- The establishment of input suppliers should be accelerated and the program combined with supporting and assisting commodity traders in the districts. Most of these entrepreneurs are working independently and profitably, but the MDP office may need to offer encouragement to make special arrangements with crop associations, especially women-run associations. Encouragement could be in the form of training, packaging technologies and equipment, introduction to various associations, and others.

5. TVET and Technical Education

- The MDP should consider establishing an exhibition center for women to have a central location for displaying and selling their products within districts and also in the provincial capital. The MDP should consider supporting women entrepreneurs to establish small retail shops in market areas as a collaborative venue for selling their products. This activity has been under discussion within the project and its implementation should be accelerated.
- New training packages should focus on support for small business startups and how to develop markets for their products within the province. Training on branding and marking of products would enable small businesses to exploit new market opportunities,
- The MIAD GDA project should encourage the MDP office at AKF Faizabad to add more courses to their training programs for the Women Business Centers (WBCs). These could include more technical trainings such as different styles of embroidery, new designs for carpets, and how to weave high quality carpets and rugs. These skill areas are already known to be in demand and popular so that additional extensive studies are unnecessary. A rural labor survey in the project area has been underway

for some time and MIAD GDA should encourage AKF to complete the study so that the results can be used for planning trainings in Year 4.

- There seem to be occasional shortages of machinery and hand tools at the WBCs for the practical aspects of the trainings. MIAD GDA should ensure that good quality and different kinds of machinery such as zigzag and other types of sewing machines, and other kinds of machinery are available for the trainees during the training and particularly for the business start-ups post-training.

6. Village Savings and Loans Associations

- AKF should plan to analyze the uses of members' loans. At the community level there is information on what the loans will be used for, but the information had not yet filtered up through the reporting system. Understanding results at the project level would help members use loans for the most productive enterprises. The regional and district staff should establish a monitoring system with the M&E department for this activity.
- The responsible office for managing the VSLA program at the Faizabad office should work to ensure that other AKF sector offices provide advice and technical assistance to members of the VSLA groups on the best ways to use credit to engage in income-producing activities. This is a particular need among women members of VSLAs.

7. Sub-National Governance

- To provide continuing encouragement for the community-based development system already in place, MIAD GDA should continue to encourage the promotion of additional Block Grants projects. Even though USAID does not provide construction funding, they should encourage AKF to do so. In the face of diminishing government funds, communities lose the incentive to continue cooperating and planning development. AKF should seek funding from other sources to maintain this community-based system.
- Ideas such as the parent-teacher associations, savings box, and community-based O&M committees need to be encouraged. MIAD GDA should fund a special activity to work with communities in promoting and establishing these groups as a hedge against infrastructure falling into disrepair.
- MIAD GDA should encourage AKF to establish a follow-on system to determine the status of completed infrastructure projects and to document the benefits to the population as part of a longer-term lessons learned exercise for prioritizing future activities.

8. Management Structure

- MIAD GDA resources should be allocated to support AKF efforts to design and install an identifier system for attribution of benefits to specific donors through the AKF M&E program.
- With a large and working M&E system, AKF should undertake more micro-studies and analyses on specific activities like the honeybees and the VSLAs, and the benefits accruing to communities. AKF notes that these studies will take place in Year 5, in the Quality of Life Surveys and others. However, more timely reports are necessary.

9. Cross Sector Benefits

- In line with what some government officials suggest, USAID might encourage AKF to expand to other remote districts in the province. With a basic development management structure in place, AKF is well-placed to expand its reach with this multi-sector approach.
- The AKF M&E program should initiate surveys to better understand the cross-sector benefits of the “multi-input” development approach, including how the abundance of multiple donors adds or detract from these benefits.
- The slow start-up of MIAD is surprising given AKF’s long history in Badakhshan and extensive field staff on the ground, and without adequate explanation. AKF must improve implementation speed, and USAID should continue to push for faster results.

10. Investments

- AKF should provide more details of the proposed investments, and how they will impact Badakhshan, before funds are committed.
- The planned investments in electricity-generating plants are very sizeable; they dwarf the scale of the MIAD GDA funds and represent a very long-term investment proposition. It is recommended that U.S. funds not be committed to these projects.
- USAID has an opportunity to become greater engaged in the investment activities by joining meetings of the ASC and requesting a role in the yet-to-be-formed Board of Trustees.
- AKF USA should present a more detailed business plan before funds can be committed to the almond-processing facility.
- Proposals should be forthcoming from the ASC and AKF USA for additional direct investment into the dried fruit business sector in Badakhshan.

ANNEX I: SCOPE OF WORK

Office of Economic Growth and Infrastructure (OEGI) Scope of Work (SoW): Mid-Term Performance Evaluation

PROGRAM INFORMATION

Program/Project Name:	Multi Input Area Development - Global Development Alliance (MIAD-GDA) Project
Contractor:	Aga Khan Foundation USA (AKF-USA)
Contract #:	AID-306-A-13-00002
Total Estimated Cost:	\$30,478,436 (USAID Contribution)
Life of Program/Project:	March 23, 2013 – March 23, 2018
Active Provinces & Districts:	Badakhshan Koofab, Shukai, Nusai, Maimai, Shughnan, Arghanj-Khwah, Shuhada, Baharak, Faizabad, Khash, Jurm, Warduj, Ishkashim, Yamane, Zibak, Kuran Wa Munjan, and Wakhan.
USAID/Afghanistan Mission Development Objective (DO):	
Linkage to Standard Program Structure (SPS):	
Required?	Not-Required
Type:	Performance, Mid-Term

I. INTRODUCTION

USAID’s Evaluation Policy encourages independent external evaluation to increase accountability to stakeholders and to inform decisions on program management, implementation, resource allocation and design. In keeping with this aim, this mid-evaluation will be conducted to review and evaluate the performance of the USAID-funded Multi Input Area Development – Global Development Alliance Project (MIAD-GDA), implemented by Aga Khan Foundation USA (AKF-USA). The evaluation will assess the activity’s effectiveness, efficiency, and adherence to the approved scope during implementation, as well as progress towards achieving its goal, objectives, and results from March 2013 to present.

II. BACKGROUND

MIAD-GDA represents an innovative partnership between the Aga Khan Foundation USA (AKF-USA) and USAID to improve the quality of life of citizens of Afghanistan’s Badakhshan Province by linking the public and private sectors to support long-term social and economic development.

MIAD-GDA represents an innovative partnership between the Aga Khan Foundation USA (AKF USA) and USAID to improve the quality of life of citizens of Afghanistan's Badakhshan Province by linking the public and private sectors to support long-term social and economic development. The project is divided into two strategic objectives – implement social development activities and implement investments for the purposes of generating income for social development.

The social development activities will consist of interventions, within health, education, rural livelihoods, natural resource management, sub-national governance, and private sector development. The investment activities will mobilize private investments in profitable investment opportunities in Afghanistan to support social development activities. The primary purpose of this component is to generate income for social development in Badakhshan province, with intended secondary benefits of job creation and economic growth. These complementary economic driver and social development components are funded by matching contributions from the Aga Khan Development Network and USAID. In conjunction with the economic driver component, the social component will consist of interventions, within health, education, rural livelihoods, natural resource management, sub-national governance, and private sector development.

MIAD-GDA's long-term time horizon and multi-sector approach represents a break from USAID's traditional approach of 3 to 5 year activities typically limited to a single technical area. MIAD-GDA is designed to promote a private sector led model of sustainable social and economic development in Badakhshan Province that incorporates social programs that focus on reducing economic, social, and gender inequalities and an innovative finance component to provide a sustainable method of funding future social programs.

Strategic Objective 2: Establish a model for a sustainable, replicable Financing Facility for social and economic development

Result 1: Funds invested in viable economic drivers

Result 2: Trust mechanism established

The establishment of the MIAD Financing Facility as a model for sustainable, replicable social and economic development is a key component of the project. The purpose of the Financing Facility is to generate returns for a trust fund to finance future social programs, with the intended secondary benefits of stimulating job creation and promote economic growth in Afghanistan. The investment component of this partnership involves 1) mobilizing at least \$20.5M in capital through Aga Khan Fund for Economic Development (AKFED) as part of the GDA match, and 2) investing an additional \$2.5M of AKF USA internal funds and \$7.5M of USAID grant funds into a portfolio of AKFED-sponsored entities or other appropriate investment vehicles. This evaluation will focus exclusively on this latter part.

Principal and 100% of returns from investments made with USAID capital and 99% of AKF USA's net returns will accrue to the trust fund.

Results to Date: During 2015, AKFED, in collaboration with its technical partners, is planning to invest in the dried fruits and nuts business in Afghanistan, initially focusing on soft-shelled almonds, a high-value product unique to Afghanistan. With an initial \$1.5

million investment in a Kabul-based almond sorting, grading and packing facility, they intend to expand over time to shelling and roasting, while also gradually extending the product mix to include mulberries, pistachios and raisins. To date, AKFED has completed market research, developed a business plan, identified the appropriate technical partner, developed an appropriate financing structure, and identified equipment, management design, and facility. AKFED and AKF USA are currently finalizing legal documents and financing structures in order to execute the investment. Concurrently, AKFED is also exploring agribusiness opportunities in pomegranate, licorice and sea buckthorn with AKF.

Strategic Objective 1: Improve the quality of life for residents and improve social and economic development.

The first Strategic Objective of MIAD GDA will drive four social sector development results:

Result 1: Health status in Badakhshan improved

Result 2: Education system in Badakhshan strengthened through human resource and institutional interventions

Result 3: Rural livelihood systems in Badakhshan improved

Result 4: Sub-national governance systems in Badakhshan improved

Partner agencies engaged under Strategic Objective 1 include: the Aga Khan Foundation Afghanistan (AKF-A), the Aga Khan Health Services Afghanistan (AKHS-A), and the University of Central Asia (UCA). Partner agencies are undertaking work, as appropriate, under one or more of the result areas described above. The Aga Khan Foundation (AKF), as the prime recipient of USAID funds, has management, coordination and oversight responsibilities for the project.

USAID is contributing \$22.5 million and AKF is contributing \$7.5 million to social component implementation over the life of the project.

All social component activities funded by USAID and AKF USA are being implemented in Badakhshan Province, and closely coordinated with local stakeholders and GIROA entities. Where possible, activities are designed to empower women and reduce economic, social, and gender inequalities. Additionally, social development initiatives are coordinated and aligned with Afghan government priorities, and will be administered through partnerships with local institutions (District Development Assemblies, Shuras, Provincial Line Departments, and Community-Based Structures) in order to promote local ownership.

Results to Date: In the health sector in Year 2, MIAD-GDA has continued to build Public Health Promotion PHP Master Trainer capacity (1 man, 1 woman), as well as Community Health Workers (CHWs), women's groups, Water, Sanitation and Hygiene (WASH) Committees, and School Student Associations SSAs to support basic healthcare and public health messaging. In total, 431 individuals (138 men, 293 women) have been trained including eight male and 20 female health groups. These trainings focused on personal hygiene, nutrition, hand washing, safe drinking water and storage, safe food processing, safe disposal of human waste, and reproductive health (breastfeeding, antenatal, and postnatal care), as well as polio and acute respiratory infection prevention. At training completion, the

participants were provided with Information, Education, and Communication (IEC) materials including flip charts, cards, posters, and banners on the health promotion topics discussed to use in later trainings that they will administer in their own communities, households, and schools.

In the education sector during Year 1, the project developed training packages for delivery at target institutions, and subsequently provided three pedagogical trainings based off Bloom's Taxonomy⁷⁶ to 29 Sub-Teacher Training Center TTC and Satellite TTC lecturers (28 men, 1 woman) in Ishkashim, Shughnan, and Nusai. In Year 2, AKF has already conducted eight trainings in leadership and management as well as pedagogical topics, thus exceeding the target of 5 trainings this project year. In this most recent quarter, AKF conducted three trainings for Department of Education (DED) representatives from Wakhan (3 men), Ishkashim (1 man), and Zebak (2 men) in Leadership and Management modules. Based off these trainings, the DED representatives then assisted AKF in providing Leadership and Management trainings to principals and head teachers from their respective districts. In total, 19 men and 25 women from Outreach Schools participated. In addition, during year 1, a total of 37 teachers (7 men, 30 women) from five Reference Schools in Ishkashim and Shughnan, as well as 20 in-service student teachers (15 men, 5 women) from the four Satellite Schools in Maimai, Shukai, Zebak, and Wakhan were mentored. This notably exceeds the target of 25 trainings. In Year 2, AKF has trained eight male Nusai Sub-TTC lecturers, 3 male Nusai DED methodologists, and 15 Ishkashim Reference School teachers (6 men, 9 women) in mentoring approaches.

In the agriculture sector, the project has established 43 Farmers Field Schools (FFSs) around horticulture (vegetable and fruit orchard) and livestock management themes, reaching approximately 393 male and 705 female farmers (1098 total). In Year 2 specifically, 24 FFSs have been established with 256 male and 389 female farmers (645 total) participating which is notably close to the Year 2 work plan's target of 30 FFSs established and reaching approximately 420 male and 180 female farmers. Additionally, in Years 1 and 2, AKF has established 64 Participatory Technology Development (PTD) groups (195 men, 249 women), with 12 occurring thus far in Year 2 (55 men, 111 women).

As a part of this member capacity building effort, in Years 1 and 2, the project held 86 livestock management awareness campaigns (37 in Year 1 and 49 in Year 2) in Nusai, Maimai, Zebak, Ishkashim, Wakhan, Shughnan, Shekai, and Jurm districts for a total of 930 female and 1755 male participants. The purpose of these campaigns is to educate farmers on zoonotic diseases and livestock management issues, including how to improve conditions for livestock keeping and feeding.

In addition, MIAD-GDA is also actively linking farmers to Livestock Development Centers (LDCs) and Livestock Development Field Units (LDFUs), which are providing essential services including vaccinations, de-worming medication, and supplementary feed to livestock owners on a demand-driven basis. A total of 131,392 animals have been vaccinated thus far (43,432 in Year 1 and 87,690 in Year 2) and 19,909 have been treated (all in Year 1) against an extensive list of diseases including anthrax, enterotoxaemia, foot and mouth disease, black leg, sheep pox, hemorrhagic septicemia, and new cattle disease in Khash, Wardooj,

⁷⁶ http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Ishkashim, Shughnan, Maimai, Nusai, Shukai, Koofab, Wakhan, Zibak, Jurm, and Arghanjkwah districts.

In the governance sector in Year 1, the project completed the block grant prioritization and selection process for eight of the target 13 districts. These processes, which are designed to be participatory across multiple layers of government and civil society, included a series of initial meetings with all DDA members, local and provincial government representatives, and other stakeholders to discuss new funding and plan subsequent activities for block grant administration. Overall, 240 men and 70 women participated. Projects were then prioritized and selected. Throughout all stages of prioritization, selection, and implementation, the project has and will continue to emphasize the importance of women’s participation to ensure these processes remain as inclusive as possible.

III. PURPOSE AND USE OF THE EVALUATION

The main purpose of this midterm evaluation is to provide Mission Senior Management and the USAID/Afghanistan OEGI/MIAD-GDA Team with an objective external assessment of the *effectiveness and efficiency* of implementation, as well as the *adherence* to the approved scope of MIAD-GDA to date. For this evaluation, *effectiveness* is a measure of stated objectives being achieved during project performance; *efficiency* is a measure of whether or not project activities helped lead towards the achievement of stated objectives and finally, *adherence* is a measure of whether or not the project activities are carried out with accordance of the approved scope. The evaluation will explore how the activities under each component contributed towards the achievement of its goals and objectives.

The evaluation will moreover help the Mission Senior Management: (a) understand whether the project is meeting its objectives – actual versus planned achievements; (b) evaluate the efficiency of MIAD-GDA’s implementation in working with its GIRoA Counterparts⁷⁷; (c) identify deficiencies in the project’s current activities and recommend remedial actions to be carried out during the remaining period⁷⁸; (d) assess the use and applicability of the “Collaborative Agreement” GDA format and whether or not this format is the right tool for stated purposes; and (e) use lessons learned to inform the decision for future USAID programming in such unique projects.

IV. EVALUATION QUESTIONS

USAID intends to evaluate the performance of the MIAD-GDA project in Badakhshan Province to ensure the project is on track. Given the size and scope of this project, a four person team is proposed and the team composition is outlined in section VI. The Evaluation Team will develop and adopt an approach that elicits and analyzes information and provides key findings, conclusions, recommendations and lessons learned which, based on identified

⁷⁷ MIAD-GDA is a multi-sectorial project and work in coordination with its provincial GIRoA Counterparts.

⁷⁸ The evaluators should be careful to first understand what the manageable interest of USAID covers as they develop these recommendations.

deficiencies in the program's current target areas can be remedied in the remaining life of the program. They are listed in priority order:

1. Project intervention effectiveness and sustainability
 - a. Sub-question: How have the health sector trainings impacted the lives of the province's residents? Has there been a „train the trainers“ component that will allow the program the ability to conduct additional trainings and operate independently?
 - b. Sub-question: How effective have the project's education activities at strengthening the TTC lecturers and Reference School teachers' mentorship skills?
 - c. Sub-question: Have MIAD's agriculture extension and livestock activities made adequate progress in achieving their objectives and how have individuals and communities benefited from them? What has been done to make the AG extension program self-sustaining?
 - d. Sub-question: To what extent has MIAD's work enabled the involvement of communities in selection of projects for block grants?
2. To what extent does MIAD coordinate and align activities with the plans of government counterparts in Badakhshan Province, i.e. Department of Health, Department of Education, Department of Agriculture and Livestock, District Development Assemblies (DDA) and Community Development Councils (CDCs) and Ministries in Kabul? This includes alignment with Ministerial strategic plans.
3. To what extent does MIAD's management structure ensure effective coordination of activities, and appropriate attribution of results, with other Aga Khan Foundation projects being implemented in Badakhshan?
4. Taking into consideration USAID's operation and policy constraints at both the Agency-level and the Afghanistan Mission-level, how effective, viable, and sustainable are the following key aspects of this MIAD model:
 - a. Combining multiple USAID technical sectors (i.e. agriculture, health, education, etc.) of social development into a single agreement. What if any cross-sector benefits have been realized by this strategy? and,
 - b. That by the end of the GDA's period of implementation, revenue from Strategic Objective 2 will sustainably support implementation of Strategic Objective 1. To date, what evidence is there to indicate this model is on track to succeed?
 - i. (Sub-question: How well prepared and sustainable is MIAD's business plan for the \$1.5 million investment in the almond sorting, grading and packing facility?)

V. EVALUATION DESIGN & METHODOLOGY

The third-party contractor should propose the most relevant quantitative and qualitative methods and tools for data collection and analysis for each of the required evaluation questions, relying on complementary forms of gathering information, such as:

- (1) Desk Review: Review of key MIAD-GDA project documents: Program Description, Technical Proposal, Work plan and Performance Management Plan (PMP), quarterly reports, annual report;
- (2) Interviews: Individual and group interviews with project staff in Kabul, Badakhshan, and Washington, DC (for investment-related questions) and with USAID;
- (3) FGDs: Focus Group Discussions with the project counterparts and beneficiaries; and
- (4) Direct Observation: Visits to Badakhshan Province and districts where security permits.

The contractor should collect information from MIAD-GDA counterpart line ministries in Badakhshan Province and the project beneficiaries in all districts where the activities are implemented. This evaluation will also involve collecting data from key informants and relevant USAID/Afghanistan staff. The USAID/Afghanistan MIAD project team will provide administrative assistance in scheduling initial interviews with stakeholders, beginning shortly after approval of the proposed evaluation team.

The third-party contractor, in collaboration with USAID/Afghanistan will finalize the overall evaluation methodology as well as the initial work plan. The draft work plan will be submitted to USAID/Afghanistan at least one week prior to the team's arrival in Kabul.

VI. EVALUATION TEAM

All Team members will be required to provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest.

Evaluation Team Leader (Senior Evaluation Specialist) - Expat: The Team Leader should be external to USAID. He/she shall be a senior evaluation specialist with more than 5 years of extensive experience in conducting quantitative, and qualitative evaluations/assessments, and strong familiarity with social sector activities like health, education, sub-national governance and rural livelihood programs. Excellent oral and written communication skills in English are required. The Team Leader should also have experience in leading evaluation teams and preparing high quality documents. The Team Leader will take specific responsibility for assessing and analyzing the evaluation process.

The Team Leader will lead the evaluation design, arrange periodic meetings, consolidate individual input from team members, and coordinate the process of assembling the final findings and recommendations into a high quality document. It will be the responsibility of the Team Leader to write the final report and will also lead the preparation and presentation of the key evaluation findings and recommendations to the USAID Afghanistan team and other major partners.

Technical Consultants (4) – Afghan or Expat: The three technical consultants shall, along with the Team Leader, cover the following sector expertise needs with mid- to senior-level experience: finance, health, education, agriculture, and governance, all with at least seven years of relevant experience in their field. . Between them, the Technical Consultants should have extensive experience in conducting quantitative and qualitative evaluations/assessments around social sector development and finance, and have demonstrated knowledge of capacity development programming. An advanced degree in related fields is required (or significant related coursework). Regional or country experience is desirable. Excellent oral and written communication skills in English are required.

VII. EVALUATION SCHEDULE

This evaluation should begin o/a mid-August, 2015 and take approximately 8 weeks total to complete, including work done remotely to develop the work plan. The estimated level of effort (LOE) is as shown in the table below.

SUPPORT II will identify and hire the evaluation team, provide key documents, assist in facilitating the work plan, and arrange meetings with key stakeholders and beneficiaries identified prior to the initiation of field work. The evaluation team will organize other meetings as identified during the course in consultation of Checchi SUPPORT II and USAID Afghanistan.

SUPPORT II is also responsible for arranging accommodation, security, office space, computers, internet access, printing, communication, and transportation to the project sites. If USAID Afghanistan staff accompanies Checchi to any project sites, separate transportation needs to be arranged. A six-day work-week is authorized when the team works in-country. Below is an estimated Level of Effort (LOE) for the evaluation:

Task/Deliverable	Estimated Duration/LOE (Days)				
	Team Leader	TC I	TC II	TC III	TC IV
Review background documents/literature review, in-briefing and draft work plan (outside of country)	5	5	5	5	5
Travel to the country	2	2	2	0	0
Team Planning Meeting and meeting with USAID Afghanistan, meeting with AKF and GIRoA, and finalizing work plan	4	4	4	4	4
Information and data collection including interviews with the concerned members of AKF-Afghanistan and AKF-USA project counterparts, project beneficiaries as well as the MIAD-GDA team in USAID.	18	18	18	18	18
Discussion, analysis, and draft evaluation report in Country	8	8	8	8	8
Prepare and deliver final briefing to USAID and GIRoA counterparts.	2	2	2	2	2
Travel from and to the country	2	2	2		2
USAID and other stakeholders comment on the draft (out of country)	0	0	0		0
Team revises draft report and submits final to USAID (out of country)	6	4	4	4	4
Total Estimated LOE	47	45	45	41	41

**MIAD Illustrative Level of Effort (LOE)
in days**

Position	Prep	Travel	In-Country	Report Finalization	Total LOE
Expat Team Leader	5	4	40	3	52
Expat Technical Consultant - 1	5	4	40	3	52
Afghan Technical Consultant - 2	2		39	1	42
Afghan Technical Consultant - 3	2		39	1	42
Afghan Technical Consultant - 4	2		39	1	42
Totals	16	8	197	9	230

VIII. CONTRACTOR TASKS AND DELIVERABLES

A. Description and Timeline of Deliverables

1. **Literature Review and Evaluation Methodology Preparation:** Prior to beginning the interview process, The evaluation team shall prepare for the evaluation by reviewing key documents and background material on the state of social activities in Badakshan Province, health, agriculture, education and, sub-national governance and rural livelihood activities in the province; as well as investment activities

2. **Remote In-briefing:** The evaluation team will have an in-brief meeting with USAID/Afghanistan’s Office of Project and Program Development (OPPD) M&E unit and Economic Growth section of Office of Economic Growth and Infrastructure (OEGI) for introductions; presentation of the team’s understanding of the assignment, initial assumptions, evaluation questions, interview guidelines (if required) discussion of initial work plan; and/or adjust SOW if necessary.

3. **Submission of Initial Work Plan:** One week prior to arrival in country, the Evaluation Team shall provide an initial work plan to OPPD’s M&E Unit and OEGI, and a revised work plan three days after the in-briefing (Team Planning Meeting). Within three work days after USAID approval of the proposed evaluation team, the team will submit to USAID a list of documents and other information that will be needed to critically inform development of the initial work plan. The initial work plan will include the overall design strategy for the evaluation; the proposed methodology and data collection plan⁷⁹; the list of team members indicating their primary contact details while in country, including the e-mail and phone contact for the Team Leader; the Evaluation Team’s proposed schedule for the evaluation; and samples of any data collection tools. The revised work plan shall include the lists of potential interviewees and sites to visit.

4. **Work Plan and Evaluation Design** – A Work Plan and Design for the evaluation shall be completed by the evaluation team and presented to the M&E Specialist/OEGI MIAD- GDA AOR at least one week prior to arrival in Afghanistan. The evaluation design

⁷⁹ The evaluation team members should identify any strengths and weakness they see in their tools.

will include a detailed evaluation design matrix (including key questions, methods and data sources used to address each question and the data analysis plan for each question), draft data collection guideline and other data collection instruments, known limitations to the evaluation design and dissemination plan. The final design requires USAID M&E Unit approval. Unless exempted from doing so by the M&E Unit, the design will be shared with provincial-level stakeholders as well as with the implementing partners for comment before being finalized.

5. **In-country In-Briefing and Interim Meetings:** Upon arrival in Afghanistan, the evaluation team shall hold an in-brief team planning meeting with the USAID Monitoring and Evaluation (M&E) Team and the USAID/Afghanistan Office of Economic Growth and Infrastructure (OEGI) for: presentation of the Evaluation Team's understanding of the assignment, initial assumptions, evaluation questions, and locations to be visited, etc.; review objectives; discussion of the initial work plan which will have been submitted to USAID/Afghanistan prior to the arrival of the consultants in country; and/or adjustments to the SOW if necessary. This in-brief will also serve as an opportunity for USAID/Afghanistan to provide insight and advice regarding the SOW, intended uses of the evaluation, ongoing relationships with MIAD- GDA implementers and stakeholders, and logistical matters. After field work has begun, the evaluation team will also be expected to provide periodic briefings, updates, and feedback on the team's findings.

6. **Conduct Fieldwork** The third-party contractor shall collect data from a broad range of stakeholders familiar with the MIAD GDA project following the approved evaluation design. These stakeholders may include: related line ministries in Badakhshan Province, project beneficiaries and other donor agencies active in the province. The team will be expected to travel to Badakhshan and throughout Kabul. If there are travel constraints due to weather or security concerns, the Contractor shall work with USAID Afghanistan to adjust the schedule accordingly.

7. **Midterm Briefing and Interim Meetings:** The third-party contractor shall provide a mid-term briefing with USAID/Afghanistan's M&E Unit on the status of the evaluation including potential challenges and emerging opportunities. The Contractor will also provide the M&E Unit and OEGI MIAD- GDA AOR and in his absence the Alt AOR with periodic briefings and feedback on the team's findings. Additionally, a weekly 30 minute phone call between the Team Leader, the M&E Unit, and the OEGI MIAD- GDA AOR will provide updates on field progress and any problems encountered.

8. **Powerpoint and Final Exit Presentation:** The contract will hold a final exit presentation to discuss summary of findings and recommendations to USAID. This presentation will be scheduled as agreed upon during the in-briefing, and five days prior to the team's departure from Kabul. The slide deck will be submitted to USAID for comments the day of the presentation and USAID shall have five days to provide comments to the evaluation team to be incorporated into the draft report.

9. **Draft Report** – Shall be consistent with the guidance provided in Sections A and B below. Length of the report: not to exceed 30 pages, exclusive of Annexes, in English, in

Times New Roman 12 point, single space, consistent with USAID's branding policy.⁸⁰ The report will address each of the issues identified in the SOW. The draft evaluation report per the below format will be submitted by the Team Leader for review and comments by USAID/Afghanistan. The USAD M&E Unit will have ten calendar days in which to review the draft, gather comments from OEGI and provincial line ministries, and submit all comments to the Team Leader.

10. **Final Evaluation Report:** The final report will be due within 10 business days (two calendar weeks) following receipt of comments from USAID/Afghanistan. See deliverables below for more detail. USAID/Afghanistan comments are due within 10 days after the receipt of the initial final draft. The final report shall be submitted to the Program Office (OPPD) within six work days of receipt of comments by the Team Leader. All project data must be submitted in full and in electronic form. Final evaluation report shall be prepared in accordance to the given structure below

B. REPORT STRUCTURE

- Title page
- Table of Contents
- List of any acronyms, tables, or charts (if needed)
- Acknowledgements or preface (optional)
- Executive summary (not to exceed 3-5 pages)
- Introductory chapter (not to exceed 3 pages)
 - a) Description of the activities evaluated, including goals and objectives.
 - b) Brief statement of why the project was evaluated, including a list of the main evaluation questions.
 - c) Brief statement on the methods used in the evaluation such as desk/document review, interviews, site visits, surveys, etc.
- Findings – Describe the findings, based upon evidence collected during the evaluation, focusing on each of the questions the evaluation was intended to answer. Organize the findings to answer the evaluation questions.
- Conclusions – This section will include value statements that interpret the facts and evidence and describe what those facts and evidence mean.
- Recommendations – This section will include actionable statements of what remains to be done, consistent with the evaluation's purpose, and based on the evaluation's findings and conclusions. This section will provide judgments on what changes need to be made for future USAID/Afghanistan. This section should also recommend ways to improve the performance of future USAID/Afghanistan programming and project implementation; ways to solve problems that MIAD- GDA project has faced; identify adjustments/corrections that need to be made; and recommend actions and/or decisions to be taken by management.
- Annex
 - a) Statement of Work
 - b) List of documents consulted

⁸⁰ The evaluation team will provide a USAID/Washington-approved evaluation report template (including a generic text outline) with the draft Work Plan. This structure will conform to the outline described in this SOW.

- c) List of individuals with titles and agencies contacted
- d) Methodology description
- e) Copies of all survey instruments, questionnaires, and data
- f) Statement of Differences (if applicable)
- g) Evaluation Team CVs

C. REPORTING GUIDELINES

An acceptable report will meet the following requirements as per USAID rules and procedures:

- The evaluation report should represent a thoughtful, well-researched and well-organized effort to objectively evaluate what worked in the MIAD-GDA project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an Annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology, or timeline need to be agreed upon in writing by the AOR or his/her alternate. Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in a separate Annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical, and specific, with defined responsibility for the action.
- The report shall follow USAID branding procedures.

IX. OTHER REQUIREMENTS

All records from the evaluation (e.g., interview transcripts or summaries) must be provided to the USAID M&E Unit. All quantitative data collected by the evaluation team must be provided in an electronic file to be agreed upon during the first week of the evaluation in easily readable format agreed upon with the M&E Unit. The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID/Afghanistan will retain ownership of the survey and all datasets developed.

ANNEX II: WORK PLAN FOR MIAD GDA EVALUATION

I. Purpose of the Evaluation

The main purpose of this midterm evaluation is to provide USAID Mission Senior Management and the USAID/Afghanistan Office of Economic Growth and Infrastructure (OEGI) / Multi-input Areas Development-Global Development Alliance (MIAD-GDA) Team with an objective external assessment of the effectiveness and efficiency of implementation, as well as the adherence to the approved scope of MIAD-GDA to date.

II. Background

MIAD-GDA represents an innovative partnership between the Aga Khan Foundation USA (AKF-USA) and USAID to improve the quality of life of citizens of Afghanistan's Badakhshan Province by linking the public and private sectors to support long-term social and economic development. The project is divided into two strategic objectives: implement social development activities and implement investments for the purposes of generating income for social development. Refer to the Scope of Work for further details.

III. Methodology

The proposed methodology will elicit and analyze data from the project in order to formulate key findings, draw conclusions, and then develop recommendations and lessons learned. The evaluation team will initiate a review of available documents in preparation for developing data collection tools, including interview questionnaires and survey forms, among others (refer to the Evaluation Matrix table below for details). These tools will be piloted in Faizabad, and then revised based on the field testing experience. Data triangulation will be applied wherever possible to validate findings. The main data collection will cover six of the project's 17 districts, covering 35% of the target area: Faizabad, Wakhan, Shugnan, Nusai, Ishkashim, and Maimai. Districts were selected on the basis of having the greatest number of project activities operational.

To access these districts, the evaluation team will train and supervise a large number of surveyors, including some recruited from within Badakhshan. The data collection process will be monitored and quality checks carried out. Should any areas be inaccessible for any reason, such as heightened insecurity, the team will attempt to provide transportation for respondents to travel to a safe location to meet the evaluation team. Respondents will include beneficiaries and project stakeholders, such as: farmers, health workers, agricultural and extension staff; agribusiness owners, teacher training college (TTC) lecturers, TTC students, provincial and district government authorities, among others. For a full list of respondent categories, refer to the separately appended component work plans.

USAID's intervention strategies aim to ensure that a "gender agenda" is not an issue on the fringes of national policy and programming, but rather is central to Afghanistan's social, political, and economic advancement. One of the overarching outcomes of USAID's investment under the USAID Gender Equality and Female Empowerment Policy (March 2012) is to "increase the capability of women and girls to realize their rights, determine their life outcomes, and influence decision making in households, communities, and societies." To this end, and to comply with the USAID Mission's Gender Strategy, the evaluation will apply a gender sensitive lens, and data collected from respondents will be disaggregated by sex.

To the extent that communications are possible between the districts and Faizabad, completed questionnaires and other information can be sent to Faizabad as fieldwork continues, so that analysis can be initiated and clarification from the field obtained, as necessary. Most questions in the data collection tools will be in a simple format to elicit quantifiable responses (e.g., yes/no, agree/disagree, scale of 1-5), with additional sections for expanded discussion. Both the quantitative and qualitative data will be systematically coded and analyzed. Qualitative data will be coded on the basis of open coding where repeated ideas will be grouped into meaningful categories, followed by identifying repeating patterns, to develop themes that will inform findings. Quantitative data will be grouped to determine degrees of agreement with project activities, the relative value of benefits, involvement of the target population, and other measures of progress toward objectives.

The midterm performance evaluation questions, per the approved Scope of Work, are as follows.

1. Project intervention effectiveness and sustainability:
 - a. Sub-question: How have the health sector trainings impacted the lives of the province's residents? Has there been a „train the trainers“ component that will allow the program the ability to conduct additional trainings and operate independently?
 - b. Sub-question: To what extent have the project's education activities strengthened the effectiveness of the target institutions (TTCs and schools) and human resources (lecturers and reference school teachers)?
 - c. Sub-question: Have MIAD's agriculture extension and livestock activities made adequate progress in achieving their objectives [EG2] and how have individuals and communities benefited from them? What has been done to make the AG extension program self-sustaining?
 - d. Sub-question: To what extent has MIAD's work enabled the involvement of communities in the selection of projects for block grants?
2. To what extent does MIAD coordinate and align activities with the plans of government counterparts in Badakhshan Province, e.g., Department of Health, Department of Education, Department of Agriculture and Livestock, District Development Assemblies (DDA) and Community Development Councils (CDCs) and Ministries in Kabul? This includes alignment with Ministerial strategic plans.

3. To what extent does MIAD’s management structure ensure effective coordination of activities, and appropriate attribution of results, with other Aga Khan Foundation projects being implemented in Badakhshan?

4. Taking into consideration USAID’s operation and policy constraints at both the agency-level and the Afghanistan Mission-level, how effective, viable, and sustainable are the following key aspects of this MIAD model:
 - a. Combining multiple USAID technical sectors (e.g., agriculture, health, education, etc.) of social development into a single agreement. What if any cross-sector benefits have been realized by this strategy?; and,
 - b. That by the end of the GDA’s period of implementation, revenue from Strategic Objective 2 will sustainably support implementation of Strategic Objective 1. To date, what evidence is there to indicate this model is on track to succeed?
 - i. Sub-question: How well-prepared and sustainable is MIAD’s business plan for the \$1.5 million investment in the almond sorting, grading, and packing facility?

Plan of Activities

Deliverable	Tasks	Roles	Timeline
Literature Review and Evaluation Methodology Preparation	Documents received from AKF, USAID. Evaluation Team (ET) inputs to methodology in individual areas of expertise.	ET members will concentrate on specific components of project, as well as provide inputs to overall methodology.	To be drafted by 08/21/15
In-briefing	In-briefing to be scheduled between ET and USAID/KBL	Checchi/KBL will schedule	Held on 08/26/15
Submission of Initial Work Plan	ET effort to put WP together in draft.	To extent possible, all or some ET members will contribute.	To be submitted 08/20/15. USAID to submit feedback by 08/23/15
Work Plan and Evaluation Design	Following discussions with USAID and AKF staff in Kabul, these documents will be finalized and submitted to USAID	Complete ET will participate in developing these documents.	To be completed by end of second week of evaluation 08/30/15.

Development of data collection tools and sectoral / component work plans	All questionnaires, survey forms, checklists, rubrics, etc. to be developed according to component work plans	All consultants to develop individual work plans and design tools for their component; Checchi staff to translate to Dari and format	Component work plans due 08/30/15 All tools to be finalized by 09/04/15
Testing data collection tools	Tools will be field tested in Faizabad over two days prior to finalization to ensure usability and appropriateness		09/06/15 - 09/07/15
Conduct Fieldwork	Plans for travel, logistics, security; itinerary and scheduling of meetings and interviews; data verification and preliminary analysis begins in field	Data collected from 35% of MIAD districts: six districts (Faizabad, Wakhan, Shugnan, Nusai, Ishkashim, and Maimai)	Team arrives in Faizabad 09/5/15 and stays through mid-week of 9/22/15 (TBD).
Midterm Briefing and	Midterm briefing to be scheduled between ET USAID/Checchi in Kabul.	ET team leader will schedule midterm briefing and all team members will participate	Estimated around 09/23/15
PowerPoint Presentation and Final Briefing	ET will prepare a final briefing presentation, to present findings from fieldwork.	This will be a joint presentation with ET members each covering their components, and ET leader will summarize findings.	Currently scheduled for 9/27/15, but subject to change. *At USAID's request, the Evaluation Team will provide USAID with some preliminary findings for use in the annual USAID portfolio review, which begins on 9/21/15 and runs through 9/29/15.
Draft Report	The ET will submit the first draft of the evaluation report to Checchi. Following their review, the draft and integration of feedback will be submitted to USAID.	The ET leader will have received input from all team members and verbal input from USAID during the exit presentation to be incorporated into report. Checchi will then review and submit the draft report to USAID.	The first draft report is scheduled for submission by the ET to Checchi on 10/08/15. Following their review, Checchi will then submit the first draft to USAID on 10/13/15.
Final Evaluation Report	Following USAID's review of the draft, their comments will be incorporated into the final report to be prepared by the ET. This final report will be submitted to Checchi for review and then submitted to USAID.	USAID will comment on the draft report. The ET will prepare a final report. Checchi will review the final report before submitting to USAID.	ET finalizes report and submits to Checchi for review on 10/29/15. Following Checchi's internal review process, final report is submitted to USAID on 10/31/15.

Evaluation Matrix

Data	Sources and/or Respondents	Tools	Method of Analysis
1. Interview transcripts	Interviews with respondents, including sample of beneficiaries and stakeholders (such as provincial- and district-level line ministries by sector); Refer to component work plans for a breakdown of respondent categories by location and category (Annex 1).	Written questionnaires that are semi-structured, including both open/closed as well as open-response questions. Refer to component work plans for details.	Coding and sorting by key words. Comparison of comments across discussions to develop themes expressed by interviewees.
2. Focus Group Discussion transcripts	Refer to component work plans for a breakdown of respondent categories by location and category (Annex 1).	Written questionnaires that are semi-structured, including both open/closed as well as open-response questions. Refer to component work plans for details.	Coding and sorting by key words. Comparison of comments across discussions to develop themes expressed by interviewees.
3. Direct observation notes	Site visits to: - Project sites; activities - Provincial and district government offices in BDK - Cooperating organizations - District and village organizations	Site observation forms and checklists, to be developed for each component (refer to component work plans). Pictures of activities. Records available at various activity locations will be consulted.	ET members' summaries of observations, discussion among the ET, search for relationships between activities, determine how observations fit with findings from interviews.
4. Document review	Refer to Annex 2 for a list of documents requested and received.	Assessment matrix including: - comparisons of plans, targets, results across components - summaries of implementation progress and where problems have existed - review of modifications to the Cooperation Agreement (CA), reasons for changes and results from the changes	Review of documentation Listing of comparisons between documentation review findings and field observations and interviews Discussions with AKF staff and other cooperating organizations to confirm document findings
5. Literature	- Official statistics for	Written summaries of	ET will prepare written

review	each sector for Badakhshan province - NGO and donor reports - Research reports and peer-reviewed articles	data and information findings Preparation of tables/charts to display results, comparisons, discrepancies ET discussion to ensure members are on the same page following review of literature	summaries, data and information comparison tables/charts for team discussion and understanding of project status. Follow-up discussions with AKF to ensure there are no misunderstandings among the ET concerning data and information findings from the review of literature.
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IV. Possible Limitations to the Evaluation

The following are the main limitations affecting the MIAD midterm evaluation:

- *Insecurity*: The MIAD project covers a wide geographical area in Badakhshan province, and with the recent deterioration of security, some districts in the province are inaccessible to the Checchi team. To mitigate this limitation, Checchi will work with a local provider to collect data from inaccessible districts. Security risks will be managed by Checchi’s security team throughout the evaluation.
- *Inaccessibility*: Distances and road conditions in the eastern part of Badakhshan can result in long, time-consuming travel to some project sites. Given the time and personnel constraints of this evaluation, these conditions will limit the number of sites that can be visited. The midterm evaluation will cover six districts, representing a 35% sample.
- *Modifications to Activities*: The evaluation needs to account for modifications to the original project framework. Modification documents were requested and received from AKF. However, some modifications are still in progress in terms of approval, so they may not be captured in the evaluation.
- *Financing Facility Component*: The lack of documentation and the slow pace of implementation for the Financing Facility and investment component may limit the evaluation team’s ability to fully analyze these activities. Some documentation may not be accessible due to confidentiality issues around commercial interests involved with the activity.
- *Methodological Constraints*: There could be limitations associated with the evaluation methodology, including selection bias, interviewee recall bias, unobservable differences between comparator groups, varying rates of implementation between locations, etc.
- *Isolating Attribution*: Determining attribution of benefits to MIAD GDA will be complicated by the fact that AKF has been working in this area and with this population for ten years. In addition, beneficiaries may have accessed similar services from other providers. The Evaluation Team will seek to mitigate this problem by using data collection tool inquiries to attempt to isolate benefits resulting from the MIAD GDA.

V. Evaluation Team

Name	Role	Tel #	Email
Robert Resseguie	Evaluation Team Leader	072 900 1699	rwrret@aol.com
Lauryn Oates	Technical Consultant - Education	072 900 1689	lauryn.oates@gmail.com
Michael Lightfoot	Technical Consultant - Financial and Business	+ 356 9971 7853 or + 44 7522 601 019	michaeldlightfoot@gmail.com
Dr. Samadi	Technical Consultant - Agriculture, Livelihoods	072 900 1674	samadigr@gmail.com
Dr. M. Asif Nazir	Technical Consultant - Health	072 900 1676 070 066 8395	drasifnazir@gmail.com
Kamal Burhan	M&E Specialist (Checchi)	072 900 1666	kburhan@chechiconsulting.com

VII. Data Collection Plan

Each technical consultant will use the template below to outline his/her data collection by program component. The completed component work plans are separately annexed.

Sectoral Work Plan – MIAD Midterm Evaluation

Consultant Name:

Component:

Key sectoral questions (max. 3)				
1.				
2.				
3.				
Question Reference	Data Source	Coverage	Collection	Notes

KEY:

- *Question Reference:* this should be a number that refers to the key question (listed above in the table) to which this data is linked. A data source may be linked to more than one key question, but all key questions should be covered by the collective data sources in a balanced way.
- *Data source:* From whom/where the data will be collected, i.e., the category of respondents (e.g., farmers). Where possible, data triangulation should be engaged.
- *Coverage:* this refers to the quantity of data to be covered, i.e., how many respondents in each category, and should also note the breakdown of locations (e.g., 10 farmers in X District; 12 farmers in Y district)
- *Collection:* this refers to the data collection tool(s) that will be used to collect this data, i.e., interview form, survey, document review.
- *Notes:* this section is for including notes on the progress in the work plan, such as interviews that have been scheduled, documents requested, timelines, logistics, and other details.

Listed below are samples of questions to be included in questionnaire forms for stakeholder audiences whom the evaluation team will interview. The entire set of questionnaires will be completed following the in-briefing discussions with USAID and AKF staff.

Evaluation Question 1(b): *To what extent have the project’s education activities strengthened the effectiveness of the target institutions (TTCs and schools) and human resources (lecturers and reference school teachers)?*

Respondent category: TTC lecturers, TTC director, School principals, teachers, AKF and partners

Coding: Some questions will be yes/no, some scaled, and some will be open-ended

Sample questions:

- Are the methods used in the project’s activities to strengthen education institutions appropriate for the objectives?
- To what extent are the education activities meeting the specific needs of these target communities?
- Is the coverage (number of beneficiaries) for the project’s education activities satisfactory?
- To what extent have education activities been gender-sensitive?
- To what extent have the project’s education activities been coordinated and aligned with the Afghan government, locally and/or nationally?
- How sustainable are the results of the project’s education activities?

Evaluation Question 1(d): *To what extent has MIAD’s work enabled the involvement of communities in the selection of projects for block grants?*

Respondent category: Local government officials, community leaders, villagers. Some of the interviews may be organized as focus groups.

Coding: Responses to questions will be in the form of yes/no, numbers, a scale of 1-5, who/what, level of benefit and sustainability, etc.

Sample questions:

- How many grants have you been involved with?
- Has there been coordination with project officials?
- Were projects selected collaboratively?
- Were villagers involved in the process?
- Were the terms of the process clear?
- Who conducted the contracting process?
- Who managed that activity?
- Was the process transparent?
- Were the budgeting and expenditures transparent?
- Was there local oversight?
- Are there measurable benefits from the grant project?
- Was the project completed on time and within budget?
- What was the village/community contribution to the project?
- Was this a better process than other donor projects/activities?

Evaluation Question 1(c): *Have MIAD's agriculture extension and livestock activities made adequate progress in achieving their objectives and how have individuals and communities benefited from them?*

Respondent categories: Farmer beneficiaries, extension agents and trainers.

Coding: Responses to questions will be in the form of yes/no, numbers, a scale of 1-5, who/what, level of benefit and sustainability, etc.

Sample questions:

- Did the trainings help to improve your farm livestock enterprise?
- Did your animals receive vaccinations?
- Do you have access to vet services?
- Did the trainings help to improve your farm crop enterprises?
- What was the level of expertise of the trainers?
- Any increases in farm production among crops from the training?

ANNEX III: BIBLIOGRAPHY AND DOCUMENTS REVIEWED

Documents
<p>Cooperative Agreement</p> <ul style="list-style-type: none">• Social Component Modifications• Alliance Steering Committee Meeting Minutes• Alliance Steering Committee Member List• Project Branding & Marking Strategy
<p>Annual Work Plans:</p> <ul style="list-style-type: none">• Years 1 (narrative and table)• Year 1 Work Plan: MIAD Geographic Coverage and Direct Beneficiaries c• Year 2 (narrative and table)• Year 3 (narrative)
<p>Annual Reports:</p> <ul style="list-style-type: none">• Year 1 plus (March 2013 - October 2014)
<p>Quarterly Reports:</p> <ul style="list-style-type: none">• Apr - June 2013• July - Sept 2013• Oct - Dec 2013• Jan - March 2014• April-June 2014• April-June 2014• Oct - Dec 2014• Jan - March 2015• Apr - June 2015
<p>PMP:</p> <ul style="list-style-type: none">• MIAD GDA PMP Indicators and Targets (Updated Final)• MIAD GDA PMP Indicators & Targets (Y3 Updated Final)• Executive Summary for MIAD GDA PMP Annotated Changes (May 21, 2014)• Annex 1A MIAD GDA PMP Indicators and Targets Annotated Changes• Annex 1B MIAD GDA Indicators and Targets Annotated Changes• MIAD GDA Implementation Matrix for 2015
<p>Strategic Objective Frameworks:</p> <ul style="list-style-type: none">• Results Framework SO 1, Years 1 and 2• Results Framework SO 2, Years 1 and 2• PMP showing results by reporting period and cumulative
<p>Gantt Charts:</p> <ul style="list-style-type: none">• Year 1• Year 2
<p>MIAD GDA Organizational Structure</p> <ul style="list-style-type: none">• Organogram• M&E Organogram
<p>M&E Documents:</p> <ul style="list-style-type: none">• M&E Plan 2015

<ul style="list-style-type: none"> • Field visit reports - April 2015 (5) • Monitoring visit Plan <p>M&E Tools:</p> <ul style="list-style-type: none"> • Education: observation and interview forms • Health: data collection and feedback forms • MDP - Agricultural household survey form <ul style="list-style-type: none"> ○ Data collection form ○ Market study questionnaires • NRM - survey forms • Quality of Life survey forms
<p>Research Reports:</p> <ul style="list-style-type: none"> • Baseline Reports and Assessments • Knowledge Attitudes Practice Baseline Report Sept 2014 • MIAD Education Baseline Report, Feb 2015 • Quality of Life Survey Report July 2015 • SME Assessment - Dec 2014 • Agricultural Value Chain Assessment - Jan 2015 • Sea buckthorn and Licorice Market Assessment - Jan 2015
<p>HEALTH Component:</p> <ul style="list-style-type: none"> • Guidelines and Procedures for master trainers • Curriculum, manuals, handouts and other learning material • Monitoring tools for health (questionnaire forms, etc)
<p>EDUCATION Component:</p> <ul style="list-style-type: none"> • Tools and forms AKF uses in the education component of the program, such as forms for assessment of lecturers and site visit forms • Training and learning materials, such as training manuals, handouts, curricula, slides from the management and leadership training • Copies of annual work plans from educational institutions • Exchange visits tracking sheets
<p>RURAL LIVELIHOODS Component:</p> <ul style="list-style-type: none"> • Badakhshan Orchard Establishment Data • VSLA Training Module
<p>GOVERNANCE Component:</p> <ul style="list-style-type: none"> • PDC Meeting Minutes 18 Aug 2015 (Eng, Dari) • PDC Letter No Objection 29 May 2014 (2 each) • DDA Training Manual • DDA MATs Report Dec 2014 • DDA O&M Committee
<p>FINANCIAL FACILITY Investment Plans:</p> <ul style="list-style-type: none"> • Investment Plan • Investment Prospectus for the Almond Investment • Trust-like Mechanism • 3G Roshan Plan • Investment Structure

ANNEX IV: SCHEDULE OF MEETINGS AND INDIVIDUALS MET

No	Date	Organization	Name	Title	Phone	Email
1	Aug 26, 2015	USAID	Shafiq Zia	USAID AOR for MIAD GDA	Redacted	Redacted
2	Aug 26, 2015	USAID	Mohammad Sediq Orya	USAID COR for Checchi		
3	Aug 26, 2015	Checchi office Kabul	Michael Lechner	COP Checchi, Kabul		
4	Aug 26, 2015	Checchi office Kabul	Hoppy Mazier	Technical Director, M&E, Checchi, Kabul		
5	Aug 27, 2015	AKF office Kabul briefing with AKF staff, see separate list)	Dr. Shama Dossa	Dir. AKF MERL Unit		
6	Aug 27, 2015	Telcon Kabul to Checchi/W	Aimee Rose	Monitoring and Evaluation Practice Manager, Checchi, Washington DC		
7	Aug 27, 2015	Telcon Kabul to Checchi/W	Michael Lightfoot	Evaluation Team consultant for Finance and Investment		
8	Aug 30, 2015	AKF office Kabul	Rajib Kumar Sahoo	MDP National Program Manager		
9	Aug 30, 2015	AKF office Kabul	Simona Varga	MDP National Coordinator		
10	Aug 30, 2015	Checchi office Kabul	Dr. Riaz Ahmad Mahboob	Dep Executive Director, SDLR		
11	Aug 30, 2015	AKF office Kabul	Aziz Ali	NRM Manager		
12	Aug 30, 2015	AKF office Kabul	Dr. Naseri	Livestock coordinator		
13	Aug 30, 2015	AKF office Kabul	Eng. Ahady	National Horticulture coordinator		
14	Aug 31, 2015	Telcon USAID, and Evaluation Team	Michael Lightfoot	Evaluation Team consultant for Finance and Investment		
15	Aug 31, 2015	Telcon USAID, and Evaluation Team	Mohammad Sediq Orya	COR for Checchi, USAID		
16	Sept 1, 2015	Skype	Elizabeth Grant	MIAD GDA Project Manager, Washington, DC		

17	Sep 1, 2015	AKF office Kabul	Nicolas McGrath	Program Coordinator, AKF HID		
18	Sep 1, 2015	Telcon AKF/W and Evaluation Team in Kabul	Elizabeth Grant	AKF Project Manager/Washington		
19	Sep 3, 2015	Checchi office Kabul	Silvio Blazekovic	Deputy Project Risk Manager, Checchi Kabul		
20	Sep 3, 2015	Checchi office Kabul	Kit Bawden	Project Risk Manager, Checchi, Kabul		
21	Sep 3, 2015	Checchi office Kabul	Michael Lechner	COP Checchi, Kabul		
22	Sep 3, 2015	Checchi office Kabul	Waheed Ahmadi	Deputy COP Checch, Kabul		
23	Sept 6, 2015	AKF Faizabad Office (in-brief with AKF staff)	Najmuddin Najam	AKF Regional Director, Badakhshan		
24	Sep 6, 2015	AKF office Faizabad	Numan Qardaah	MIAD MERL Coordinator AKF, Kabul		
25	Sep 6, 2015	AKF office Faizabad	Ankur Mahajan	Program Management Support Officer		
26	Sept 8, 2015	AKF office/ Faizabad	M. Akram Azizi	NRM Manager		
27	Sep 8, 2015	AKF office Faizabad	Sayed Ibrahim Mowzoon	NRM Coordinator		
28	Sep 8, 2015	AKF office Faizabad	Shamsurhman	NRM M&E		
29	Sept 9, 2015	AKF Faizabad Office	Nawrooz Ali Sabiti	Education Program Manager		
30	Sept 10, 2015	AKF Faizabad Office	Shamshad Elhaam	Gender Coordinator		
31	Sept 10, 2015	AKF Faizabad Office	Nasima Puya Habibi	Program Support Officer		
32	Sep 10, 2015	AKF office Faizabad	Shams Ali Shams Suhrab	1-AKF Regional Health Program Manager 2- AKF Regional MIS Officer		
33	Sep 10, 2015	AKF office Faizabad (brief with AKF Baharak staff, see separate list)	Najmuddin Najam	AKF Regional Director, Badakhshan		
34	Sep 10, 2015	AKF office Faizabad	Gada Mohammad	District Development		

				Assembly member, Baharak		
35	Sep 10, 2015	AKF office Faizabad	Ashor Mohammad	District Development Assembly member, Baharak		
36	Sep 10, 2015	AKF office Faizabad	Hashim Khushnood	MDP Manager AKF Faizabad		
37	Sep 10, 2015	AKF office, Faizabad	Fazul Samim	MDP Area Coordinator AKF Faizabad		
38	Sep 10, 2015	AKF office Faizabad	Jamshid Falak	MERL Unit Deputy Manager, AKF Faizabad		
39	Sep 10, 2015	AKF office Faizabad	Hussain Dekam	Area Manager, AKF Baharak		
40	Sep 10, 2015	AKF office Faizabad	Amirjan	NRM Coordinator Baharak		
41	Sep 10, 2015	AKF office Faizabad	Dr. M. Naqib	Livestock Coordinator Baharak		
42	Sep 10, 2015	AKF office Faizabad	Gaty	MDP Officer		
43	Sep 10, 2015	AKF office Faizabad	Gul nazar Farhad	MDP		
44	Sep 11, 2015	Carpet Weaving	Azada Khanam	Carpet Weaving Teacher		
45	Sep 11, 2015	Social Work and Affairs	Kabul Mah	Carpet Weaving		
46	Sep 11, 2015	NDP	Abdul Hadi	Tin Smith		
47	Sep 11, 2015	NDP	Hasamuddin	Tin Smith		
48	Sep 11, 2015	Social Work and Affairs	Bebe Mary	Carpet Weaving		
49	Sep 11, 2015	Social Work and Affairs	Nazar Begum	Tailor and Carpet Weaving		
50	Sept. 12, 2015	DAIL Faizabad	M. Alim Alimi	GD DAIL Faizabad		
51	Sept. 12, 2015	DAIL Faizabad	M. Hassan	Director of extension services		
52	Sept. 12, 2015	DAIL Faizabad	Ghulam Hassan	Director of livestock		
53	Sept. 12, 2015	DAIL Faizabad	Noor Mohammad	Director of NRM		
54	Sep 12, 2015	Governor's office Faizabad	Dr. Shah Waliullah Adeeb	Governor, Badakhshan Province		
55	Sep 13, 2015	AKHS Faizabad hospital	Dr. Delawer	Director of hospital		

56	Sep 13, 2015	AKHS	Dr. Said Faqir	Project Manager		
57	Sep 13, 2015	Faizabad hospital	Dr. Mukhtar Ahmad	e health coordinator		
58	Sep 13, 2015	AKF office Faizabad	Hashim Khushnood	MDP Manager AKF Faizabad		
59	Sep 13, 2015	MRRD office Faizabad	Engr Abdul Nazir	MRRD Acting Director		
60	Sep 13, 2015	Dept of Economy Faizabad	Abdul Ghafoor Frogh	Director of Economy Department		
61	Sep 13, 2015	Kokcha Hotel Faizabad	Miligul	AKF Extension worker		
62	Sep 13, 2015	Kokcha Hotel Faizabad	Noori	AKF Extension worker		
63	Sep 13, 2015	Kokcha Hotel Faizabad	Shafiqullah	DAIL Extension worker		
64	Sep 13, 2015	AKF office Faizabad	Shah Ezatullah	Metal Smith		
65	Sep 13, 2015	AKF office Faizabad	Khudai Raham	Painter		
66	Sep 13, 2015	NDP	Ramazan	Barber		
67	Sep 14, 2015	Provincial Public Health Office	Dr. Khawari	Provincial Public Health Director		
68	Sep 14, 2015	AKF office Faizabad	Dr. Shams and Najmuddin	Regional Director and Health program Manager		
69	Sep 14, 2015	Kokcha Hotel Faizabad	Madina	AKF Extension worker/ Baharak		
70	Sep 14, 2015	Kokcha Hotel Faizabad	Ainoddin	AKF Extension worker/ Jirm		
71	Sep 14, 2015	AKF office Faizabad	Neghatullah Abeer	Coordinator Block Grants Program		
72	Sep 14, 2015	AKF office Faizabad	Ahmad Sarwar	VSLA Manager		
73	Sep 14, 2015	AKF office Faizabad	Jamshid Falak	MERL Unit Deputy Manager, AKF Faizabad		
74	Sep 14, 2015	AKF office Faizabad	Mohammad Sediq	Bee Keeping Monitoring Committee Member		
75	Sep 14, 2015	AKF office Faizabad	Mirza Ali	Bee Keeping Cooperative		

				Committee Member		
76	Sep 14, 2015	AKF office Faizabad	Abdul Fatah	Bee Keeping Monitoring Committee Member		
77	Sep 14, 2015	AKF office Faizabad	Breshna	Beauty Parlor		
78	Sep 14, 2015	AKF office Faizabad	Nazakat	Tailor		
79	Sep 14, 2015	AKF office Faizabad	Ikram Begum	Tailor and Carpet Weaving		
80	Sep 14, 2015	Social Work and Affairs	Marjan	Tailor		
81	Sep 15, 2015	AKF office Faizabad	Hashim Khushnood	MDP Manager AKF Faizabad		
82	Sep 15, 2015	AKF office Faizabad	Ainuddin Aini	Coordinator Sub-National Governance Program		
83	Sep 15, 2015	AKF office Faizabad	Najmuddin Najam	AKF Regional Director, Badakhshan		
84	Sep 15, 2015	Social Work and Affairs	Waheeda	Tailor		
85	Sep 15, 2015	Social Work and Affairs	Maryam	Tailor		
86	Sep 15, 2015	Social Work and Affairs	Aziz Mah	Tailor		
87	Sep 20, 2015	AKF	Elizabeth Grant	re catch up on evaluation status		
88	Sep 21, 2015	AKF office Kabul	Elizabeth Grant	AKF MIDA GDA Project Manager		
90	Sep 21, 2015	AKF office Kabul	Tahira Nizari	Partnership Manager		
91	Sep 22, 2015	AKF office Kabul	Romin Fararoon	Dep Dir Rural Development		
92	Sep 27, 2015	CBHC Department of MoPH	Dr. Ahmadshah Abdurahimzai	CBHC consultant		
93	Sep 29, 2015	AKF office Kabul	Mohammad Zakir Stanikzai	National Manager, Civil Society Program		
94	Sep 29, 2015	AKF office Kabul	Saleh Mohammad Samit	National Manager Community Dav Programs		
95	Sep 29, 2015	AKF office Kabul	Numan Qardash	MERL Coordinator		
96	Sep 29, 2015	AKF office Kabul	Zahra Sewani	Rural Development		

				Coordinator		
97	Sep 29, 2015	AKF office Kabul	Tahira Nizari	Partnership Manager		
98	Sep 29, 2015	AKF office Kabul	Shama Dossa	Director MERL		
99	Sep 30, 2015	USAID office Kabul	Shafiq Zia	AOR for MIAD GDA		

ANNEX V: DATA COLLECTION SURVEY INSTRUMENTS AND CHECKLISTS

The following are the survey tools referenced in the report narrative. Other instruments were also used to gather data and are available upon request.

Health

MIAD MID-TERM EVALUATION Public Health Promotion (PHP) Training evaluation Questionnaire

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information
1.01	Name:
1.02	Village / District:
1.03	Institution and Department:
1.04	Position / Title:
1.05	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
1.06	Telephone number(s):

Form -1- Hygiene and Sanitation

a. Personal Hygiene (Hand Washing)

Question: When are the important times to wash your hands with soap?

Answers	Scores
<input type="checkbox"/> When handling water or food	10
<input type="checkbox"/> After cleaning child	10
<input type="checkbox"/> After using latrine	10
<input type="checkbox"/> After touching animals	10
<input type="checkbox"/> Before eating	10
score for Hand washing	

b- Environmental Hygiene (Waste disposal)

Question: How to dispose the waste (human, non-human) from your area?

Answers	Scores
<input type="checkbox"/> Bury	25
<input type="checkbox"/> Burn	25
Score for Waste disposal	

Total score for Hygiene (Hand washing + Waste disposal)	
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Public Health Promotion (PHP) Training evaluation Questionnaire

Form -2- Reproductive health

a- Antenatal Care (ANC)

Respondent Name& Code:

Question: How many times every pregnant woman should go to the clinic for Antenatal care (ANC)?

Answer	Score
<input type="checkbox"/> At least four times	25
Score for ANC	

b- Obstetric danger sign

Question: What are the pregnancy related danger signs and symptom that mother should immediately be taken to the clinic:

Answer	Score
<input type="checkbox"/> Excessive post partum hemorrhage	15
<input type="checkbox"/> Prolong labor (more than 12 hours)	15
<input type="checkbox"/> High grad fever	15
<input type="checkbox"/> Swelling in hands, face	15
<input type="checkbox"/> Labor with breach position	15

Score for danger sign	
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Total score for RH (ANC + Danger sign)	
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Public Health Promotion (PHP) Training evaluation Questionnaire

Form -3- Nutrition
c- Mother Nutrition

Respondent Name& Code

Question: What kind of foods is useful for pregnant women?

Answer	Score
<input type="checkbox"/> Meats, Fish,	10
<input type="checkbox"/> Eggs,	10
<input type="checkbox"/> Milk	10
<input type="checkbox"/> Fruits	10
<input type="checkbox"/> Cereals and vegetables.	10
Score for mother Nutrition	

Breastfeeding

What are the benefits of breastfeeding to baby

Answer	Score
<input type="checkbox"/> Protects the baby from illness and infection	10
<input type="checkbox"/> Promotes a special loving bond between mother and baby	10
<input type="checkbox"/> Mother's milk is easily available and the best food for babies	10
<input type="checkbox"/> It is sufficient as the only food up to age of six months.	10
<input type="checkbox"/> First milk (colostrums) is full of vitamins	10
Score for Breastfeeding	

Total score of Nutrition	
---------------------------------	--

(Mother nut+ Breastfeeding)	
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Form -4 - Safe Drinking Water

a- How to purify the water safe to drink?

b- What are safe sources of water?

Answers	Scores
a-	
<input type="checkbox"/> Add one bottle head chlorine in 20 liters water and leave it for 30 minutes	20
<input type="checkbox"/> Boil the water at least for ten minutes.	20
b-	
<input type="checkbox"/> Tap	20
<input type="checkbox"/> Tube Wells and Protected wells,	20
<input type="checkbox"/> Protected springs, etc.	20
Score for safe drinking water	

Total score of Safe drinking water	
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Public Health Promotion (PHP) Training evaluation Questionnaire

Form- 5 - Diarrhea, Acute respiratory Infection and polio prevention

a- Diarrhea

Do you know what solutions to be made for managing a child with diarrhea and how to prepare them?

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Respondent Name& Code

<u>Oral Rehydration Salt (ORS)</u> available in market	
<input type="checkbox"/> One pack in 4 glasses of water	40
<u>Sugar Salt Solution (SSS) preparation</u>	
<input type="checkbox"/> 1 teaspoon salt + 8 teaspoon sugar + 4 glasses of water	20
<u>Ardaba or Wheat Salt Solution (WSS) preparation</u>	
<input type="checkbox"/> 2 handful wheat flour + 2 pinches of Salt with 4 glasses of water to be boiled	10
Score for Diarrhea	

b- How Polio can be prevented

<input type="checkbox"/> By Polio vaccine	30
Score for Polio	

Sum the total Score of each form	
Form number of forms in which the responded receive training	
Average of Score	
<i>Note: Now go to question # 3.01 in PHP beneficiary Questionnaire and check the appropriate option base of mean above mean score</i>	
Total score of Diarrhea & Polio	

**MIAD MID-TERM EVALUATION
Public Health Promotion Training Beneficiary
Questionnaire**

Office Use Only:	
Interviewer:	
Respondent code #:	
Date / Time:	
Survey Number:	

1- General Information	
1.01	Name
1.02	District/ Village
1.03	Province
1.04	Target group <input type="checkbox"/> CHW <input type="checkbox"/> Government staff <input type="checkbox"/> SSA member <input type="checkbox"/> Religious leader
1.05	Occupation
1.06	Gender (sex) <input type="checkbox"/> Male <input type="checkbox"/> Female
1.07	Phone #
<p>Outcome 1.2: Health knowledge, practices, and access to safe drinking water improved Output 1.2.1: Health support groups and stakeholders trained <i>With reference to the following Evaluation Questions:</i></p> <p>1- To what extent have the health knowledge and practices of the target beneficiaries improved as a result of health messaging from project interventions?</p> <p>2- To what extent has the project led to mechanisms to replicate training and knowledge dissemination post-project?</p>	

2- MIAD Trainings implementation			
2.01	Are you aware of the services provided by the MIAD project?	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes, please explain your understanding of the services MIAD provides: (PHP Training, health campaigns, tele consultation)	2 1
2.02	Do you know which organizations have delivered Public Health Promotion PHP training?	<input type="checkbox"/> MIAD(AKF) <input type="checkbox"/> Provincial Health directorate (PHD) <input type="checkbox"/> BPHS Implementing agency <input type="checkbox"/> Any other agency_____	1 2 3 9
2.03	Have you attended any training on Public health promotion training (PMP)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If No, stop and go to another eligible person	1 2
2.04	If Yes, how many times from the start of project?	<input type="checkbox"/> Once <input type="checkbox"/> Two times <input type="checkbox"/> Three times <input type="checkbox"/> More than three times	1 2 3 4
2.05	Where were the trainings mostly conducted?	<input type="checkbox"/> MIAD(AKF) project office <input type="checkbox"/> Hotel <input type="checkbox"/> Prov. Health office (PHO) <input type="checkbox"/> Clinic(HF)/Health Post(HP) <input type="checkbox"/> Other-----	1 2 3 4 5 9
2.06	What were the training topics and approximately when did they take place (month and year)?	<input type="checkbox"/> hygiene (Hand washing, menstrual H, waste disposal) <input type="checkbox"/> Reproductive Health(ANC, PNC, BF) <input type="checkbox"/> Nutrition (child, mother) <input type="checkbox"/> Safe drinking water <input type="checkbox"/> Diarrhea, Acute Resp. Infection, Polio prevention <input type="checkbox"/> Other_____	1 2 3 4 5 6 9

		Note to surveyor: do not read the answer options to the respondent.	
3- Beneficiary Knowledge			
<p>See the Answers in above question (# 2.07) and ask the respondent the related question indicated in separate forms for each topic. The average score of different forms should be calculated and based on which number was checked in front of the options for the next question (3.01)</p> <ul style="list-style-type: none"> • Hygiene Go to Form 1 • RH(ANC, PNC, BF) Go to Form 2 • Nutrition Go to Form 3 • Safe drinking water Go to Form 4 • Diarrhea, ARI and polio prevention Go to Form 5 			
3.01	<p>What is the knowledge score of the beneficiary Note: The interviewer should complete the Knowledge assessment form and then check the corresponding square based on calculation of mean score.</p>	<input type="checkbox"/> Good = 75-100 <input type="checkbox"/> Fair = 50-74 <input type="checkbox"/> Poor = less than 50	1 2 3
302	<p>Which topics of training were useful and relevant for you?</p>	<input type="checkbox"/> Personal hygiene (Hand washing, menstrual Hygiene) <input type="checkbox"/> Environmental Hygiene (waste disposal, water) <input type="checkbox"/> Reproductive Health(ANC, PNC, BF) <input type="checkbox"/> Nutrition (child, mother) <input type="checkbox"/> Safe drinking water <input type="checkbox"/> Diarrhea, Acute Resp. Infection, Polio prevention	1 2 3 4 5 6
4- Training Quality			

4.01	Have you been trained on these topics at the same level of detail before attending the MIAD trainings?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To some extent	1 2 3
4.02	What was the level of expertise of the trainers?	<input type="checkbox"/> Very good: all the topics explained clearly <input type="checkbox"/> Good: most of the topics explained well <input type="checkbox"/> Fair: some of issue remained unclear <input type="checkbox"/> Poor: Most of the training topics were unclear Ask the respondent to explain further regarding his/her answer _____	1 2 3 4
4.03	Did you receive the pictorial charts (IEC) material at the end of training?	<input type="checkbox"/> Yes for all topics <input type="checkbox"/> For some topics <input type="checkbox"/> Not at all	1 2 3
4.04	Did you have any concerns on the quality or delivery of the trainings that you received?	<input type="checkbox"/> The space was insufficient and/or uncomfortable <input type="checkbox"/> The training time was too short <input type="checkbox"/> The training was not hands on enough <input type="checkbox"/> Insufficient visual materials were used <input type="checkbox"/> The lessons were not understandable <input type="checkbox"/> The content was too easy <input type="checkbox"/> The content was not relevant or useful <input type="checkbox"/> Training was not participatory <input type="checkbox"/> There were no hand-outs or resources for me to take home for further study <input type="checkbox"/> I didn't get the chance to practice new skills during the training <input type="checkbox"/> No or insufficient support for transportation cost <input type="checkbox"/> Other _____ Note to surveyor: Respondent may select more than one option.	

4.05	Overall, was the training useful for you?	<input type="checkbox"/> Very useful <input type="checkbox"/> Somehow useful <input type="checkbox"/> Not at all useful Ask the respondent to explain further regarding his/her answer	1 2 3
5- Mechanism for Replication			
5.01	Do you and your family practice and follow all of the processes you learned in the training?	<input type="checkbox"/> Nutrition <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Personal Hygiene <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Environmental hygiene <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Reproductive Health <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Diarrhea, ARI prevention <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Safe drinking water <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
5.02	Did you transfer the message to your community and if so, how?	<input type="checkbox"/> Yes by means of <input type="checkbox"/> Friday Khutba <input type="checkbox"/> Family visit <input type="checkbox"/> Health Shura <input type="checkbox"/> Through campaigns <input type="checkbox"/> Through school or including in lecture 216 <input type="checkbox"/> Village council <input type="checkbox"/> No	1 2
5.03	Did you include the topics in your health education sessions for the community?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, ask for evidence like their plan, lectures, IEC material etc. Evidence seen: <input type="checkbox"/> Yes <input type="checkbox"/> No	1 2

5.04	On average, how many people do you give health messages to in a week?	<input type="checkbox"/> # Male ____ <input type="checkbox"/> #Female ____	
5.05	Do you inform the people on availability of tele consultation in Health clinics (CHCs)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I have no information about it Please explain	
6- Result			
6.01	Have the trainings brought any improvement in your family's health?	<input type="checkbox"/> Yes: Reduced the recurrence of illness in family <input type="checkbox"/> Partially improved <input type="checkbox"/> No <input type="checkbox"/> I don't know Please explain _____	1 2 3 8
6.02	Have MIAD trainings and PHP messages brought any change in the health and in the behavior around health and hygiene practices among the target people?	<input type="checkbox"/> Yes: <input type="checkbox"/> Reduced the recurrence of illness <input type="checkbox"/> accessed to safe drinking water <input type="checkbox"/> People can manage their disposal <input type="checkbox"/> The area looks clean <input type="checkbox"/> Mothers' knowledge improved on family and/or child health <input type="checkbox"/> No <input type="checkbox"/> I don't know	1 2 3
7- Sustainability			
7.01	Do you plan or want to continue your activity on PHP after the MIAD project ends?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	1 2 8
7.02	Did you receive incentive (per-dium) or any in-kind support during training?	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No	1 2

		<input type="checkbox"/> It was not enough_____	8
7.03	Do you receive any financial support from the community (monetary or in-kind) for your services in PHP?	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2
8- Follow up mechanism			
8.01	Did anyone from the MIAD Project do any follow-up visits regarding trainings that you had received?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:	1 2
9- Challenges			
9.01	Did you face any problems in delivering the PHP trainings?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, please elaborate: <input type="checkbox"/> From community_____ <input type="checkbox"/> From MIAD project_____	
9.02	Is there any resistance from people while transferring health messages?	<input type="checkbox"/> Yes <input type="checkbox"/> Some times <input type="checkbox"/> No <input type="checkbox"/> Please elaborate the resistance and explain which topics in particular faced resistance. <input type="checkbox"/> From community_____ <input type="checkbox"/> From MIAD project_____	1 2 3
Output 1.2.2: Public Health Campaigns Conducted			
10- Health Campaigns Conduction			
10.01	Have you ever participated (facilitated) in any health campaigns?	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2

10.02	If yes, for which target group and how many times?	<input type="checkbox"/> School ,____, # of campaigns ____ <input type="checkbox"/> Village,____, # of campaigns ____ <input type="checkbox"/> Mother and families ,____, # of campaigns ____	
10.03	What were the themes of the campaigns?	<input type="checkbox"/> Cleaning (school, village wide cleaning) <input type="checkbox"/> Hand washing <input type="checkbox"/> Teeth washing	1 2 3
10.04	What was the level of the target group's participation?	<input type="checkbox"/> People participated enthusiastically <input type="checkbox"/> Satisfactory participation of people <input type="checkbox"/> Poor participation of people	1 2 3
11- Result of campaign			
11.01	Did you observe any changes after health campaigns were conducted?"	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11.02	What type of changes did you observe after health campaigns?	<input type="checkbox"/> Hand washing facilities established in schools and being used by student <input type="checkbox"/> People care about their teeth <input type="checkbox"/> People knows the importance of hygiene	1 2 3 4
12- Coordination & Cooperation			
12.01	Did any local governmental departments participate in the training or campaigns? If yes, please explain who they were:	<input type="checkbox"/> Yes <ul style="list-style-type: none"> <input type="checkbox"/> Local district command <input type="checkbox"/> Nearby Health Facility (PHD)staff <input type="checkbox"/> Agriculture department <input type="checkbox"/> Education department <input type="checkbox"/> No <input type="checkbox"/> I don't know	1 2 8

13- Suggestions		
13.01	What other training do you think will be helpful or useful for you to further improve your community's health?	1- 2- 3-
13.02	What refresher trainings do you need? Please list the topics.	
13.03	Do you have any suggestions for improving the MIAD AKF training and other activities?	
13.04	Do you recommend expansion of health program (PHP, teleconsultation, campaign) to other districts?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes Please explain how

MIAD MID-TERM EVALUATION
E health Questionnaire for Doctor interview - site visit
at Clinic

Office Use Only:	
Interviewer:	
Respondent code #:	
Date / Time:	
Survey Number:	

1. General Information		
1.01	Name	
1.02	District and Village	

1.03	Province		
1.04	HF Name & Code		
1.05	Position		
1.06	Gender (sex)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
1.07	Phone #		
2- Administrative and Recording System			
2.01	When did the e-health program start in this clinic?	Date:	
2.02	Do you know what other health activities and services are supported by MIAD AKF?	<input type="checkbox"/> Yes <input type="checkbox"/> To some extent <input type="checkbox"/> No Please explain:	
2.03	Do you have a registration book or medical records system for patients at e-health room?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes describe what is being used: <input type="checkbox"/> Patient consent paper <input type="checkbox"/> Registration book <input type="checkbox"/> Consultation sheet <input type="checkbox"/> Patient referral in sheet <input type="checkbox"/> Monthly data sheet (report) <input type="checkbox"/> Other. Please describe: How many patients receive consultations in last 30 days in the e-health room?	
2.04	Do you get the consent of patients before referring them to e-consultation?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please ask to see a sample completed consent form. <input type="checkbox"/> Viewed	
2.05	How often is the telecommunication services available to patients?	<input type="checkbox"/> Round the clock (24hrs/day) <input type="checkbox"/> Only during the day <input type="checkbox"/> Only on specific week days <input type="checkbox"/> Depends of availability of doctors at Hub site (hospital)	

		<input type="checkbox"/> Other:
2.06	For what types of health problems (illness or conditions) is the e-consultation used?	<input type="checkbox"/> Surgery <input type="checkbox"/> Obstetrics/Gynecology <input type="checkbox"/> Internal <input type="checkbox"/> Psychiatric <input type="checkbox"/> Pediatric <input type="checkbox"/> Other _____
2.07	Who knows and operates the e- technology (telecommunication) devices used for the e-health services?	<input type="checkbox"/> All health staff <input type="checkbox"/> Some of staff <input type="checkbox"/> Only one technician If only one technician who operate the devices? Please explain:
2.08	What are the benefits of e health services (advice via teleconsultation)?	<input type="checkbox"/> To consult with a specialist for treatment of patient <input type="checkbox"/> To know about capability of hospital to refer the patient for further treatment <input type="checkbox"/> To get advice for immediate emergency medical assistance <input type="checkbox"/> To reassure patients that their problems are not a concern <input type="checkbox"/> To minimize the treatment cost and save the time of patients <input type="checkbox"/> Enhanced the knowledge of health workers <input type="checkbox"/> Other _____
3. Quality of Service		
3.01	How was the sound quality of the devices during your consultation?	<input type="checkbox"/> Clear and understandable <input type="checkbox"/> Not clear If Not, describe the problems:
3.02	Are you satisfied with the services provided by e health in this clinic?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially - please describe: If No, explain:

3.03	How was the behavior and knowledge of the hub doctor during the Tele-consultation?	<input type="checkbox"/> Excellent and professional <input type="checkbox"/> Good <input type="checkbox"/> It was okay <input type="checkbox"/> Not good If Not good, please explain:
4. Results		
4.01	To what extent has the e-consultation resulted in the patients' treatment or condition improving?	<input type="checkbox"/> Most of the time <input type="checkbox"/> Some times <input type="checkbox"/> Rarely <input type="checkbox"/> Never Please check the medical record of two patients who received teleconsultation as a sample to verify whether their illness was cured during discharge or not. <input type="checkbox"/> 1 medical record checked <input type="checkbox"/> 2 medical record checked Comments:
4.02	Did the teleconsultation improve your professional knowledge?	<input type="checkbox"/> Yes <input type="checkbox"/> No IF yes, to what extent? If No, please explain why:
5. Site Observation		
5.01	Is the telecommunication room functional and appropriate?	The surveyor should check the room and the availability of : Privacy considered <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Proper Examination table <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

		Sufficient light <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Proper ventilation <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Cooling and heating system <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Proper internet band <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Functional device exist <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Sufficient source of power <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Other, please describe: If No please explain the reasons:
6. Follow-Up System		
6.01	Were there regular supervisory visits from MIAD Project staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please confirm by checking the supervisory visit book. Visitation book checked: <input type="checkbox"/> How often did MIAD staff during one quarter?
6.02	Did MIAD take immediate action for solving any problems you faced with the e-health system?	<input type="checkbox"/> Yes <input type="checkbox"/> No If No, please explain:
7. Challenges and Suggestions		
7.01	Please explain any other issues or problems that your clinic has faced in running the tele-consultation service in this clinic.	Problem with AKF/ MIAD: Problems within clinic: Problems from the community:

		Problems with the Hub site:
7.02	Do you have anything further to add or any suggestions regarding this service?	

**MIAD MID-TERM EVALUATION
Public Health Promotion Master Trainer Questionnaire**

Office Use Only:	
Interviewer:	
Respondent code #:	
Date / Time:	
Survey Number:	

1. General Information		
1.01	Name	
1.02	District and Village	
1.03	Province	
1.04	Gender (sex)	<input type="checkbox"/> Male <input type="checkbox"/> Female
1.05	Phone #	
2. Capacity		
2.01	What is your highest level of your education attained?	<input type="checkbox"/> Higher education <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Secondary <input type="checkbox"/> Primary <input type="checkbox"/> Other
2.02	Do you have any medical or health training or education?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

2.03	Can you name other activities supported by the MIAD project in Badakshan?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain: - - - - -
2.04	Has your performance ever been appraised by AKF's management team?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what was the method of appraisal? If yes, what score did you earn? _____
2.05	After your appraisal did you receive any training to build your capacity?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe when, where and what was the subject of training: What was next year appraisal score after receiving the training?
3. Planning		
3.01	Do you have a curricula and lesson plan(s) you use when delivering trainings?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain what you have: <input type="checkbox"/> Written curriculum <input type="checkbox"/> Lesson plan <input type="checkbox"/> Slides and/or other visual material <input type="checkbox"/> Handbook, manual or guide <input type="checkbox"/> Trainers' guide or manual <input type="checkbox"/> Handouts for participants

		<input type="checkbox"/> Training need assessment tool <input type="checkbox"/> Other (please explain)
3.02	Do you have a training work plan?	<p>If yes, please check the type of work plan you're using:</p> <p>Annual work plan <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Monthly work plan <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
3.03	How many trainings were planned in the last year and how many were delivered?	
3.04	Is there any training needs assessment tool used for selecting target groups in training?	
3.05	How do you plan health message campaigns in different areas?	Please explain the assessment tool used to plan and conduct the campaigns:
4. Implementation		
4.01	Based on which procedure do you select the target groups for refresher trainings?	<input type="checkbox"/> Training need assessment <input type="checkbox"/> Post training follow up <input type="checkbox"/> Based on initial training list <input type="checkbox"/> Other _____
4.02	Did you apply pre-tests and post-tests to all participants?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain and show the documents. Test document seen by surveyor: <input type="checkbox"/> How you administer these tests for participants who are illiterate?
4.03	Did you use visual tools practices as well as classroom training?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:
4.04	What kind of training materials did you deliver to the participants? Please explain.	Manuals <input type="checkbox"/> Posters <input type="checkbox"/>

		Flip charts <input type="checkbox"/> Kit <input type="checkbox"/> Tools <input type="checkbox"/>
4.05	Is the MIAD marking and branding policy considered in the training material?	Please check which organizations' logos are printed on training material: <input type="checkbox"/> Ministry of Public Health <input type="checkbox"/> AKF <input type="checkbox"/> USAID <input type="checkbox"/> Other Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Supervision and Follow-up		
5.01	Is there any supervisory system for follow up of MIAD PHP related activities in community after training?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes please see the supervisory report, tools and evidence
5.02	Were decisions made or actions taken to address supervisory visits findings?	Please ask for two supervisory findings and surveyor should complete the following: <input type="checkbox"/> Action plan was developed & followed up in next visit <input type="checkbox"/> Action plan developed but not followed up <input type="checkbox"/> No action plan developed
6. Result and improvement		
6.01	What is the overall improvement percentage of the last training that conducted?	
6.02	To what extent has the knowledge of training participants improved as a result of the PHP training by MIAD? Compare the training results between initial and refresher training.	0 = Not at all 1 = Very little 2 = There was some limited improvement 3 = Average improvement 4 = Excellent improvement Please explain:
6.03	Are you satisfied with the results of the trainings that you conducted for beneficiaries?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes from which categories of people:

		<input type="checkbox"/> facilitation of campaigns Yes <input type="checkbox"/> No If not, please explain why.
8.02	Do you think the trainees will be able to continue their activities without the support of MIAD of the kind listed in last question?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which supports will affect the program and why? If No, please explain how?
9. Coordination		
9.01	Was there any support or coordination from other stakeholders in the area on conducting the trainings and campaigns?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain: by who and what kind of support?
10. Challenges		
10.01	Have there been problems or challenges with training activities that you would like to share?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:
10.02	Did you have any concerns on the quality or delivery of the trainings that you conducted by support of MIAD?	<input type="checkbox"/> The space was insufficient and/or uncomfortable <input type="checkbox"/> The trainings time was too short <input type="checkbox"/> Some visual materials have culturally sensitive photos <input type="checkbox"/> Trainees with different levels of knowledge <input type="checkbox"/> Low salary of trainers <input type="checkbox"/> Poor participation and attendance <input type="checkbox"/> No or insufficient refreshments for participant <input type="checkbox"/> Other _____
Note to surveyor: Respondent may		

		select more than one option.
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Survey - PHP focus group questionnaire for beneficiaries and PHP Training beneficiary questionnaire, Badakhshan, September 2015

**MIAD MID-TERM EVALUATION
Public Health Promotion (PHP) FOCUS GROUP Questionnaire
For Beneficiaries**

Office Use Only:	
MIAD MID-TERM EVALUATION	
Location	
Date / Time	
Survey Number	

01 Focus Group Participants	
Total Number Participants:	# of Females:
Group Name: <input type="checkbox"/> Female Health action Group <input type="checkbox"/> Village Women Group <input type="checkbox"/> WASH Committee	
Name and Position of Interviewee (s):	
Name:	Sex: Contact #:
1) _____	
2) _____	
3) _____	
4) _____	
5) _____	
6) _____	
02 Focus Group Questions	
1. How did you first hear about the services available to you from MIAD AKF? What they are?	

4.2-Can you describe the level of morbidity and mortality among children and women?
What was the most causes morbidity in term of Nutrition, Diarrhea, , vaccination, obstetric poor awareness etc

4.3- Can you describe the surrounding area's cleanliness and hygiene practices by people in village?
Have they improved since your participation in the MIAD project? If yes, how?

4.4- Was there any other organization delivering the same or similar activities?

Yes No

If yes which organization and were you involved in it?

5. Please describe the MIAD activities (especially in health) in your area and how people have benefited from them?

6. Have you attended any training planned by MIAD? YES / NO

If you answered yes, please tell me the topics of the trainings and how many times each training was delivered.

7. How did you find the quality, of the trainings that you have received through MIAD-AKF project?

7.1- *In your view, was the trainer(s) appropriately skilled and qualified to teach the health related topics?*

Yes No

Why or why not?

7.2- *Did the trainers' methods help you learn the content well?*

Yes No

Why or why not?

7.3-Did the trainer use flip charts and visual tools and practical session, or was the emphasis on lecture in the training?

Flip chart and exercises used: Yes No

Mostly emphasized on lectures : Yes No

7.4- What kind of inputs or materials did you receive through MIAD?

Flip chart, hygiene kits, incentive

7.5- Did you have the opportunity for hands-on practice during the training?

7.6-How do you compare the training's quality that you received from other organization with Training of MIAD

7.7-Please describe Training strength/weakness (training space, time, trainer knowledge/gender, visual material,)

7.8- Were you received Refresher training and was there some follow up system (post training follow up) for trainings

8. What is the mechanism for replicating and delivery of training message to the community? Does it work or need to be changed?

- Please describe how and how often do you meet. (monthly , quarterly etc)
- Who you are transferring the message.
- Average beneficiary per month # of male/female

9. Have you participated in health campaigns? Where, when and what were the themes of campaign? What was your role (audience or facilitator)

10. Have the health activities trainings by MIAD brought any change and improvement in health and behavior of your family and neighboring people? If yes please describe some of them.
The Surveyor should ask the groups about what practices are they doing differently in their house as the result of MIAD project activities to assess the knowledge of group as well as outcome of training?

11. Do you think that will you be able to continue your activities once the support of MIAD decreases or ends?
12. Were there any problems and challenges that you faced in delivering health activities that you can share?
13. Do you have coordination with other institutions (like clinics, schools, district authorities) in your village, If yes, with who- how- how often, and for what purposes?

14. Please share any further suggestions you have regarding the MIAD activities.

Agriculture and Livestock

**MIAD MID-TERM EVALUATION
Horticulture Beneficiary Questionnaire**

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information	
1.01	Village / District	
1.02	Province	
1.03	# of total orchard and vegetables area per Jerib	Orchards____, vegetables____, others_____, etc._____
1.04	Size of Household	Total # _____ # Male _____ # Female _____
1.05	How did you first hear about the MIAD project?	Please explain:
02	FFS(Farmer Field School)and PTD(Participatory Technology Development) Training	

2.01	Did the training on FFS and PTD helped to improve your orchards and vegetables farm enterprise?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
2.02	How many times have you participated in the above mentioned training?	Once <input type="checkbox"/> twice <input type="checkbox"/> thrice <input type="checkbox"/> More than three times <input type="checkbox"/>
2.03	Do you know the training topics?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please tell me the topics.
2.04	Did you receive any printed training materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes: brochure <input type="checkbox"/> poster <input type="checkbox"/> lecture notes <input type="checkbox"/> other: <input type="checkbox"/>
2.05	What was the level of expertise of the trainers?	Good <input type="checkbox"/> Fair <input type="checkbox"/> Not good <input type="checkbox"/> If not good, please explain:
2.06	Did you receive any kit at the end of training?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.07	Did the horticulture training make your orchards, nurseries and vegetables operation productive or sustainable?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not please explain:
2.08	Do you have access to FFSs and PTDs?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, how do the horticulture services benefit the community?
2.09	What kind extension services did you learn from FFS and PTD?	
2.10	Were you satisfied with this services you received? Why or why not?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
2.11	Are you using new agricultural practices and technology introduced by MIAD?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
2.12	Is there any follow-up by the DAIL or AKF extension agent after training in the sites?	Yes <input type="checkbox"/> No <input type="checkbox"/>
03	Orchard Establishments	

3.01	Were quality inputs such as saplings, fertilizer, tools distributed to you at the appropriate times for your orchard establishment?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what were the results? Please explain.
3.02	What was the survival rate for your saplings? How many total, how many survived and how many were replaced?	Total saplings: _____ # that survived: _____ # Replaced: _____
3.03	Did you receive on farm training on orchard layout and design?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
3.04	What kind of apple, apricot and peaches varieties did you plant in your orchards?	Apple: Apricot: Peaches:
3.05	Were the fruit tree varieties provided by MIAD market oriented varieties?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
3.06	Did you receive postharvest support on fruits such as harvesting tools, sorting, grading, packaging, packages and marketing?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
04	Fruit Tree Nurseries	
4.01	What kind of support did you receive for the establishment of mother stock and associated nursery? Please explain.	Seeds: Rootstocks: Scions: Fertilizer: Tools (pruning shears, budding knives, etc.):
4.02	How many budded saplings and rootstocks did you produce and sell so far?	Saplings produced by crops: Apples _____, Apricots _____ and Peaches _____ Saplings sold by crops: Apples _____, Apricots _____, Peaches _____
4.03	How many fruit growers have received plants	Number of farmers: _____

	from your nursery? How many fruit orchard were established?	Number of orchards/ Jerib: _____
4.04	Have the fruit tree nurseries improved the fruit tree productivity?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:
4.05	Are you using new practices and technologies on your nursery farm that were introduced by MIAD?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:
4.06	Has the fruit tree nursery business improved your livelihood?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
05	Wheat Farmer Associations	
5.01	What kind support did you receive for establishment of seed association? Please explain.	Seed types: (foundation or certified seeds?): Seed cleaning machinery and tools: Training of seed production:
5.02	How many farmers are members of the association?	# of farmers: _____
5.03	What types of services have been delivered by the association to the beneficiaries? Specify by activities.	Improved seeds: Machineries: Demo plots: Intercropping: Others:
5.04	What has been the impact of the association on your farm business?	Good <input type="checkbox"/> Not good <input type="checkbox"/> If it is not good, please explain:
5.05	Did the association help you to find a market for seeds that you produced on your farm?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain the procedure.

5.06	Do you think that the association will continue to run its activities in the absence of MIAD support?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain.
06	Rangeland Management	
6.01	What kind support was provided by MIAD for the establishment of new rangeland management? Please explain.	Tree plantations: Seed sowing: Protection measurement: Retention wall, terracing, gully plugging, others:
6.02	What kind support did MIAD provide to the Faizabad green belt? Please explain.	Tree plantations: Seed sowing: Protection measurement: Retention wall, terracing, gully plugging , others:
6.03	What was the impact of rangeland management activities on community livelihoods?	Positive: Yes <input type="checkbox"/> No <input type="checkbox"/> If no impact yet, please explain.
6.04	What was the level of participation of the community in rangeland management in term of preservation and utilization?	Preservation: Utilization:
6.05	What was the level of participation of the DAIL in rangeland management in term of preservation and utilization?	Preservation: Utilization:
07	High-value Niche Crops	
7.01	What kind of support was provided by MIAD for high-value niche crops? Please explain.	Qaraqat plots: Qaraqat nursery: True potato seed: Plastic tunnel: Others:
7.02	What types of high-value niche marketing services were provided by MIAD to you? Please explain.	Market linkage: Market information: Training on marketing promotion:
7.03	What types of activities are implemented by	Types of activities:

	Ganjabad research station in Iskashim?	Trials: Demonstrations: Trainings:
7.04	What has been the impact to date of the research station services on improvement of agriculture practices in the community?	Good <input type="checkbox"/> Not effective <input type="checkbox"/> Please explain:
7.05	What was the impact of high-value crops on your livelihood?	Good? <input type="checkbox"/> Not good? <input type="checkbox"/> Please explain:
08	Gender	
8.03	How many women benefitted from MIAD support to your operation?	Received training: # _____ Received extension services: # _____ Received seeds: # _____ Received inputs: # _____
09	Adoption	
9.01	Are you using new practices and technologies on your horticulture farm that were introduced by MIAD?	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why.
10	Sustainability	
10.0 1	Would you be able to obtain the same inputs MIAD provided in future years to sustain your operations?	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why.
11	Results	
11.0 1	Has participating in the MIAD project increased your household income? If yes, by how much?	<input type="checkbox"/> Yes <input type="checkbox"/> No , Total amount Afs:-
12.0 2	Has MIAD created new employment /jobs? If yes, by how many?	<input type="checkbox"/> Yes <input type="checkbox"/> No Number of people _____ X
13	Challenges and Improvements	
13.0 1	Have there been problems or challenges with MIAD project activities that you would like to share?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

**MIAD MID-TERM EVALUATION
Check List for Horticulture Activities**

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information	
1.01	Village / District	
1.02	Province	
02	Farmer Field School and Participatory Technology Development Training	
2.01	Training curricula	Available <input type="checkbox"/> Not available <input type="checkbox"/>
2.02	Training lesson plans	Available <input type="checkbox"/> Not available <input type="checkbox"/>
2.03	Training materials availability:	Manual or handbook or textbook <input type="checkbox"/> Handouts or brochures <input type="checkbox"/> Posters and visual display material <input type="checkbox"/> Demonstration tools and/or other supplies <input type="checkbox"/> Other <input type="checkbox"/> List additional materials: - - -
2.03	Are test results recorded for all trainees, with post pre-test, post-test, and results?	Test results tabulated <input type="checkbox"/> Pretest results <input type="checkbox"/> Posttest results <input type="checkbox"/> Results <input type="checkbox"/>
2.04	List of participants/trainees	Is there a written registration list of all participants? <input type="checkbox"/> Does it include: Full name of trainee <input type="checkbox"/> Telephone number of trainee <input type="checkbox"/> Sex of trainee <input type="checkbox"/> Other information <input type="checkbox"/> Explain: # Males registered: _____ # Female registered: _____
2.05	Is the training site appropriate for FFS	Adequate space <input type="checkbox"/>

	and PTD?	Adequate furniture and equipment <input type="checkbox"/> Location is suitable <input type="checkbox"/> Lighting is suitable <input type="checkbox"/> Facilities appropriate <input type="checkbox"/>
03	Orchard Establishments	
3.01	Growth status	Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> [Attach pictures]
3.02	Tools provided	Pruning shears <input type="checkbox"/> Sprayers <input type="checkbox"/> Fertilizers <input type="checkbox"/> Other: <input type="checkbox"/> Describe:
04	Fruit Tree Nurseries	
4.01	Growth status of the fruit tree nursery	Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/>
4.02	Inputs:	Seeds <input type="checkbox"/> Rootstocks <input type="checkbox"/> Scions <input type="checkbox"/> Fertilizer <input type="checkbox"/> Tools (pruning shears, budding knives, etc.) <input type="checkbox"/>
4.03	Mother stock nursery	Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/>
4.01	Inputs:	Seeds <input type="checkbox"/> Rootstocks <input type="checkbox"/> Scions <input type="checkbox"/> Fertilizer <input type="checkbox"/> Tools (pruning shears, budding knives, etc.) <input type="checkbox"/>
05	Wheat Farmer Associations	
5.01	Inputs	Seed types <input type="checkbox"/> Fertilizers <input type="checkbox"/> Machineries <input type="checkbox"/> Warehouse <input type="checkbox"/> Registered with government <input type="checkbox"/>
5.02	Types of services to the farmers	Certified seed production <input type="checkbox"/> Demo plots <input type="checkbox"/>
06	Rangeland Management	

6.01	Growth status	Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/>
6.02	Plants and Materials	Tree plantations <input type="checkbox"/> Pasture <input type="checkbox"/> Protection measurement: Retention wall <input type="checkbox"/> Terracing Gulley plugging <input type="checkbox"/> Others <input type="checkbox"/> Describe:
07	High-value Niche Crops	
7.01	Ganjabad research status	Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/>
7.02	Ganjabad Research station activities status	Qaraqat plots: Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> Qaraqat nursery: Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> True potato seed: Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> Plastic tunnel: Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> Others <input type="checkbox"/> Good <input type="checkbox"/> In progress <input type="checkbox"/> Not good <input type="checkbox"/> Describe others:

**MIAD MID-TERM EVALUATION
Agriculture and Livestock FOCUS GROUP
Questions**

Office Use Only:	
Interviewer	
Location	
Date / Time	

01 Focus Group Participants	
Total Number Participants:	# of Females:
Names and roles of participants:	
02 Focus Group Questions	
1. How did you first hear about the services available to you from MIAD?	

2. When did those activities start in your area? Please explain
3. What were the requirements to participate in MIAD agriculture and livestock activities?
4. Could you describe the MIAD activities (agriculture and livestock) in your area?
5. Have you attended any training planned by MIAD? YES / NO If you answered yes, please tell me the topic of the training and approximately when the training took place.
a) Training topic: Estimated dates of training:
b) Training topic: Estimated dates of training:
c) Training topic: Estimated dates of training:
d) Training topic: Estimated dates of training:
6. Did the MIAD program meet your needs in terms of:
a) services YES / NO
b) training YES / NO
c) inputs / materials YES / NO
d) marketing YES / NO
If you answered No for any of the above, what could MIAD do to improve the situation and provide better:
a) services:
b) training:

<p>c) inputs / materials: d) marketing:</p>
<p>7. What kind of inputs or materials did you receive through MIAD?</p>
<p>8. Are the extension activities in MIAD undertaken by DAIL extension workers? Or just AKF extension workers? Please describe the follow-up support provided by either DAIL or AKF extension workers under MIAD.</p>
<p>9. What kinds of changes, such as new agricultural activities by farmers in your area, have you seen result from the MIAD program for yourself personally so far? <i>(Possible answers could include: LDFUs, FFSs, Demo plots, training, rangeland, AI, new orchard planting, etc. – Surveyor should not read out possible answers.)</i></p>
<p>10. Has MIAD helped with any marketing of your current products? Yes ____, No ____. If yes, please describe the marketing support provided. If no, please describe the support you require in marketing.</p>

<p>11. Has MIAD resulted in you changing any of your agricultural practices? Yes ____, No ____ . If yes, please describe which practices you now do differently after MIAD help. (<i>pruning, training, irrigation, feeding to livestock, harvesting, IPM, etc. Do not read list of possible answers</i>).</p>
<p>12. Has the MIAD project provided more employment on your farm or in your area?</p>
<p>13. Have women been involved in any MIAD project activities in agriculture and livestock? If yes, in what ways have they been involved?</p>
<p>14. How could more women benefit from MIAD project activities in agriculture and livestock?</p>
<p>15. Have you made marketing improvements in agriculture and livestock as a result of MIAD support? Yes / No. If yes, please describe the marketing improvements made. If no, please describe.</p>

16. Are there any other issues you would like to share with us about the MIAD project?

**MIAD MID-TERM EVALUATION
Horticulture & Agriculture Trainer
Questionnaire**

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information	
1.01	Name of respondent	
1.02	Village / District	
1.03	Province	
1.04	# of total trainings	FFS____ PTD____ High-value Niche____ Rangeland____ Other____
1.05	# of participants	Total # _____ # Male _____ # Female _____
1.06	Telephone Number(s)	
02	Farmer Field School and Participatory Technology Development Training	
2.01	Do you have curricula and lesson plan(s)	Yes <input type="checkbox"/> No <input type="checkbox"/>

	for trainings?	If yes, please explain what you have: Written curriculum <input type="checkbox"/> Lesson plan <input type="checkbox"/> Slides and/or other visual material <input type="checkbox"/> Handbook, manual or guide <input type="checkbox"/> Trainers' guide or manual <input type="checkbox"/> Handouts for participants <input type="checkbox"/> Other (please explain) <input type="checkbox"/>
2.02	Could you name the main training topics by activities (orchard, nursery, seed association, rangeland, high-value crops, researches, etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/> . If yes, please explain: 1. 2. 3. 4. 5.
2.03	What kind of training materials did you deliver to the participants? Please explain.	Manuals <input type="checkbox"/> Handout <input type="checkbox"/> Posters <input type="checkbox"/> Lecture notes <input type="checkbox"/> Kit <input type="checkbox"/> Tools <input type="checkbox"/>
2.04	How many times have you conducted the above mentioned training?	Once <input type="checkbox"/> twice <input type="checkbox"/> thrice <input type="checkbox"/> More than three times <input type="checkbox"/>
2.05	Did you organize field practices as well as classroom training?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:
2.06	Did the trainees use the new practices they learned from FFS and PTD training to help their orchards and vegetable farm enterprises?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
2.07	Did you administer pre and posttests to all participants?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain
2.08	What technical area of expertise do you have?	Agriculturist <input type="checkbox"/> Horticulturist <input type="checkbox"/> Rangeland <input type="checkbox"/> If none of the above, please explain your background training : _____

2.09	Are you satisfied with the results of the trainings that you conducted for farmers and extension agents?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
2.10	Is there any follow-up by the DAIL or AKF extension agent(s) after training at the sites?	Yes <input type="checkbox"/> No <input type="checkbox"/>
03	Gender	
3.01	How many women benefitted from trainings?	Received training: # _____ Received extension services: # _____ Received planting materials: # _____
04	Adoption	
4.01	Did you introduce new practices and technologies on your horticulture and agriculture training to the trainees?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain why.
05	Sustainability	
05.01	Would trainees be able to obtain updated information provided by MIAD in future years to sustain their operations?	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why.
06	Results	
06.01	Has participation in the MIAD projec training program increased household income? If yes, by how much?	<input type="checkbox"/> Yes <input type="checkbox"/> No , Total amount Afs:-
07	Challenges and Improvements	
7.01	Have there been problems or challenges with training activities that you would like to share?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

**MIAD MID-TERM EVALUATION
Livestock Beneficiary Questionnaire**

Office Use Only:	
Interviewer	
Location	
Date / Time	

		Survey Number
01	Contact and General Information	
1.01	Village / District:	
1.02	Province:	
1.03	# of Total livestock and fodder crops area	Cows___ Sheep___ Goats_____ Others_____ Fodder crops per Jerib:
1.04	Size of Household	Total # _____ # Male _____ # Female _____
02	FFS (Farmer Field School), PTD (Participatory Technology Development) Training and Awareness Campaign	
2.01	Did the training on FFS and PTD help to improve your farm livestock enterprise?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
2.02	How many times have you participated in the above mentioned training?	Once <input type="checkbox"/> twice <input type="checkbox"/> thrice <input type="checkbox"/> More than three times <input type="checkbox"/>
2.03	Can you please tell me the training topics?	Training topics covered: - - - -
2.04	Did you receive any printed training materials?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes: Brochure <input type="checkbox"/> poster <input type="checkbox"/> lecture notes <input type="checkbox"/> Other <input type="checkbox"/>
2.05	What was the level of expertise of the trainers?	Good <input type="checkbox"/> Fair <input type="checkbox"/> Not good <input type="checkbox"/> If not good, please explain _____
2.06	Did your animals receive vaccinations and treatments for disease control?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what were the results? Good <input type="checkbox"/> No effect <input type="checkbox"/> Please explain:
2.07	Did you receive any veterinary kit at the end of training?	Yes <input type="checkbox"/> No <input type="checkbox"/>

2.08	Is there any follow-up by DAIL or AKF extension agent after training at the sites?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, can you explain the kind of follow-up support you received and your level of satisfaction with it:
2.09	Has the livestock training made your livestock operation productive or sustainable?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not please explain:
2.10	Do you have access to LDC (a Livestock Development Center) and LDFUs?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, how are the veterinary services in the community? Good <input type="checkbox"/> _____ Not good <input type="checkbox"/> If not good, please explain:
2.11	Can you recall any awareness campaign focused on livestock, organized by MIAD?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what were those?
2.12	If there was an awareness campaign, did it help improved livestock production?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
03	Fodder Plots and Mineral blocks	
3.01	Did you receive seeds and fertilizer for the establishment of a fodder demo plot?	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.02	Did you sow those fodder seeds that were introduced through fodder demo plot for your livestock?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, what were the results? Please explain.
3.03	Have the fodder demo plots improved the feeding of your livestock?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
3.04	Has the mineral block improved the feeding and	Yes <input type="checkbox"/> No <input type="checkbox"/>

	production of your livestock?	If yes, please explain:
3.05	Were quality inputs (such as seeds and fertilizers) distributed to you at the appropriate times?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
04	Artificial Insemination	
4.01	Do you have access to AI units in your area?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
4.02	Did your cows get AI?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, how were the offspring of your cows? Good (hybrid) <input type="checkbox"/> Looks like local ones <input type="checkbox"/> Please explain:
4.03	Did the AI help the productivity of your livestock?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:
4.04	Are you using new practices and technologies on your livestock farm that were introduced by MIAD?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please explain:
05	Gender	
5.01	How many women benefitted from MIAD support to your operation?	Number ____
06	Adoption	
6.01	Are you using new practices and technologies on your livestock and farm that were introduced by MIAD?	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why?
07	Sustainability	
7.01	Would you be able to obtain the same inputs MIAD provided in future years to sustain your operations, without project support?	<input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why:
08	Results	
8.01	Has participating in MIAD project activities increased your household income? If yes, by how much?	<input type="checkbox"/> Yes <input type="checkbox"/> No Total amount Afs:-
8.02	Has MIAD created new employment /jobs on your farm? In your community?	<input type="checkbox"/> Yes <input type="checkbox"/> No Number of people on your farm: _____

	<p>6)</p> <hr/> <p>-</p>
2	Focus Group Questions
2.01	1. What kind of vocational training have you received from the MIAD-GDA project?
2.02	Besides training, were other forms of assistance provided, such as input supplies, one-on-one mentorship, follow-up support, or other?
2.03	When, by whom and how were you selected to participate in this program?
2.04	Did you formally register in order to be able to participate in the training program? Yes <input type="checkbox"/> No <input type="checkbox"/>

	If yes, what information were you asked to provide upon registration?
2.05	Can you tell me who the donor is to the training you attended?
2.06	Can you tell me who the provider or implementer of the training is?
2.07	How many women and how many men have participated in the training course you attended? # of men _____ # of women _____
2.08	As far as you know, did all those who started the program finish it? If not, do you know why?
2.09	Have you participated in other vocational training programs sponsored by this provider? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please tell me the topics of those trainings:
2.10	Did you find the content of the training relevant and useful for your personal vocational training goals? Why or why not?
2.11	Did you acquire the skills you needed to improve your livelihood and raise your income? Yes <input type="checkbox"/> No <input type="checkbox"/> Why or why not?

2.12	<p>In your view, was the trainer(s) appropriately skilled and qualified to teach this subject? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Why or why not?</p>
2.13	<p>Did the trainers' methods help you learn the content well? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Why or why not?</p>
2.14	<p>Did the trainer do live demos during the training, or was the emphasis on theory / lecture? Live demos were used: Yes <input type="checkbox"/> No <input type="checkbox"/> Theory was the main teaching method: Yes <input type="checkbox"/> No <input type="checkbox"/></p>
2.15	<p>Did the trainer use learning aides and/or visual materials like posters, slides or diagrams to help you learn the topic? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
2.16	<p>Did you have the opportunity for hands-on practice during the training? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
2.17	<p>Was the training facility equipped appropriately for teaching this topic? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please describe:</p>
2.18	<p>What impact did your participation in the program(s) have on you personally and on your economic conditions or your household livelihood or situation?</p>

2.19	What barriers do you face in finding income opportunities, such as finding a jobs or seeking buyers for your products?
2.20	Did the implementer assist you in any way with finding income opportunities after the training?

**MIAD MID-TERM EVALUATION
Vocational Training
Questionnaire for Trainees**

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information	
1.01	Name:	
1.02	Village / District:	
1.03	Institution and Department:	
1.04	Position / Title:	
1.05	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	
1.06	Telephone number(s):	
02	Interview Questions	
2.01	How well did you understand the instructor during the training?	<input type="checkbox"/> Very well <input type="checkbox"/> Somewhat well <input type="checkbox"/> Not well Comments: _____ _____ _____

2.02	How do you feel about the quality of the training?	<input type="checkbox"/> High Quality <input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Unacceptable Quality
2.03	What was the language of instruction for the training?	<input type="checkbox"/> Dari <input type="checkbox"/> Tajik <input type="checkbox"/> English
2.04	Were printed visual or written materials used in the trainings?	<input type="checkbox"/> No <input type="checkbox"/> Yes If yes please name the materials used by the instructor: _____ _____ _____
2.05	How knowledgeable did you think the instructor was on the topics he/she taught?	<input type="checkbox"/> Very knowledgeable <input type="checkbox"/> Somewhat knowledgeable <input type="checkbox"/> Not knowledgeable
2.06	Was there enough space for participants to sit comfortably in the training room?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.07	Did the training start on time every day?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.08	Before the training started or on the first day of the training, were you told what you would learn in the training?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.09	Did the trainers' methods help you learn the content well?	<input type="checkbox"/> No <input type="checkbox"/> Yes

2.10	Did the trainer do live demos during the training, or was the emphasis on theory / lecture?	<input type="checkbox"/> Live demos were used <input type="checkbox"/> The training was mostly theory and lecture
2.11	Did the trainer use learning aides and/or visual materials like posters, slides or diagrams to help you learn the topic?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.12	Did you have the opportunity for hands-on practice during the training?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.13	Did you acquire the skills you needed to improve your livelihood and raise your income?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.14	How much will you be able to use the skills presented in the training in your daily routine?	<input type="checkbox"/> None <input type="checkbox"/> Somewhat <input type="checkbox"/> Most of the skills <input type="checkbox"/> All of the skills Please explain your response:
2.15	Was the training comprehensive? Did it cover all your knowledge needs to fully adopt the skills taught?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.16	What is the main reason why you decided to participate in the course?	<input type="checkbox"/> Wanted to re-enter the workforce <input type="checkbox"/> Wanted to increase income <input type="checkbox"/> Wanted to increase independence <input type="checkbox"/> Felt compelled to participate to keep disability benefits <input type="checkbox"/> Other Specify)_____

2.17	After completion of the course, did you find regular employment or are you engaged in a livelihood where you earn money?	<input type="checkbox"/> No <input type="checkbox"/> Yes
2.18	How many months after the completion of the course did you find regular employment? Provide your best estimate.	<input type="text"/> <input type="text"/> # of Months
2.19	What is the highest level of education that you have completed?	<input type="checkbox"/> No formal education <input type="checkbox"/> Some elementary education <input type="checkbox"/> Elementary education completed <input type="checkbox"/> Some secondary education <input type="checkbox"/> Secondary school completed <input type="checkbox"/> Some post secondary education <input type="checkbox"/> Post secondary certificate/diploma other than university <input type="checkbox"/> University degree

VSLA

**MIAD MID-TERM EVALUATION
Village Savings & Loans Beneficiary Questionnaire**

Office Use Only:	
Interviewer	
Location	
Date / Time	
Survey Number	

01	Contact and General Information
1.01	Name:
1.02	Village / District:
1.03	Institution and Department:
1.04	Position / Title:
1.05	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>
1.06	Telephone number(s):

02	Interview Questions	
2.01	What is the management structure of the association?	<u>Type:</u> <input type="checkbox"/> Manager <input type="checkbox"/> Accountant <input type="checkbox"/> Chairperson <input type="checkbox"/> Other
2.02	What is the management breakdown by male and female employees?	Manager m # ___ f # ___ Accountant m # ___ f # ___ Chairperson m # ___ f # ___ Other m # ___ f # ___
2.03	How long has the association been operating?	# months: ___ # years: _____
2.04	How many members in the association?	# m _____ # f _____ Total: _____
2.05	What are the average savings contributions per member?	Per month: Afs _____ Per Year: Afs _____
2.06	What is the average amount of a loan per member?	Average loan amount per member: Afs _____ Range of loan amount: Lowest Afs _____ Highest Afs _____
2.07	Are some loans group loans?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.08	What is the average payback period?	# of months: _____
2.09	What are the loans being used for?	Agriculture – which crops _____ Social – weddings, funeral, other (explain): _____ Personal consumption (explain): _____ Emergencies: Others:

2.10	What is the default rate on loans?	Explain:
2.11	Do you believe that your VSLA will continue to be active after the MIAD project period is over?	Explain: Yes <input type="checkbox"/> No <input type="checkbox"/>

Sub-National Governance

Survey - DDA Questionnaire, Badakhshan, September 2015

MIAD MID-TERM EVALUATION Questionnaire for District Development Assembly Members	Office Use Only:	
	Interviewer	
	Location	
	Date / Time	
	Survey Number	
01	Contact and General Information	
1.01	Name:	
1.02	Village / District:	
1.03	Institution and Department:	
1.04	Position / Title:	
1.05	Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	
1.06	Telephone number(s):	
02	Interview Questions	
	Note: Surveyor should explain for each question where a scale is used 1-5 that 1 is the weakest response and 5 is the strongest.	
2.01	How many grants has your district received?	Number of grants: 1 ____ 2 ____ 3 ____ Type of activities: 1. 2. 3. MIAD GDA project grants: <input type="checkbox"/> Yes - # ____ No

		<input type="checkbox"/> Other project funded grants: <input type="checkbox"/> Yes: # ____ No <input type="checkbox"/>
2.02	Has there been coordination between your office and the community with regards to the implementation of the project activity?	Yes <input type="checkbox"/> No <input type="checkbox"/> Coordination sufficient? Scale: 1 2 3 4 5 Types of coordination: 1. 2. 3.
2.03	Have local District officials been involved in the planning of the project?	Yes <input type="checkbox"/> No <input type="checkbox"/> Has the DDA had a positive influence on the planning process? Scale: 1 2 3 4 5 Has the DDA been involved in the monitoring of the project activity? Yes <input type="checkbox"/> No <input type="checkbox"/>
2.04	Were projects supported by the grants selected collaboratively?	Yes <input type="checkbox"/> No <input type="checkbox"/> Who was involved: Government office <input type="checkbox"/> DDA <input type="checkbox"/> Village leaders <input type="checkbox"/> Villagers <input type="checkbox"/> Other <input type="checkbox"/> How many meetings held to discuss the project: # ____
2.05	Were the terms of the grant selection and implementation process clear to the community?	Yes <input type="checkbox"/> No <input type="checkbox"/> How clear were the explanations - Scale: 1 2 3 4 5 Were their questions answered: Yes <input type="checkbox"/> No <input type="checkbox"/>

		How would you estimate the level of community satisfaction for answers? Scale: 1 2 3 4 5
2.06	Who managed the contracting process?	AKF <input type="checkbox"/> Government <input type="checkbox"/> DDA <input type="checkbox"/> Community <input type="checkbox"/> Other <input type="checkbox"/> Would you say the community involvement was sufficient? Scale: 1 2 3 4 5
2.07	Was the contracting process transparent? <i>Note: Surveyor should explain this term to the respondent [shafafiyat]</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> Transparency? Scale: 1 2 3 4 5 Was the community satisfied with the contracting process? Scale: 1 2 3 4 5 Were there any problems with the process? Please explain.
2.08	Was the budgeting and expenditures process transparent? <i>Note: Surveyor should explain this term to the respondent.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> Transparency - Scale: 1 2 3 4 5 Is the community satisfied with the level of transparency? Scale: 1 2 3 4 5 Were there any cost or time overruns? Yes <input type="checkbox"/> No <input type="checkbox"/> Please describe.

2.09	Was there local monitoring of the contractors work?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Who was involved in monitoring:</p> <p>Government office <input type="checkbox"/></p> <p>Village leaders <input type="checkbox"/></p> <p>DDA <input type="checkbox"/></p> <p>Community <input type="checkbox"/></p> <p>Villagers <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
2.10	Are there measurable benefits from the grant project?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name benefits to community:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>Value of benefits from project? Scale: 1 2 3 4 5</p> <p>Will the activity benefits be sustainable: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Level of confidence in sustainability –Scale: 1 2 3 4 5</p>
2.11	Was the project completed on time and within budget?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Any issues, problems with the project?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Was community satisfied with results of project?</p>

		Scale: 1 2 3 4 5
2.12	Was there any community contribution to the project?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Value of contribution:</p> <p>Money ____</p> <p>In Kind ____</p> <p>Number of villagers contributing: # ____</p> <p>Amount of total project budget from community (Afs): ____</p>
2.13	Was this grant process more effective than other similar donor projects/activities?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>How:</p> <p>1. ____</p> <p>2. ____</p> <p>3. ____</p> <p>Reasons:</p> <p>1. ____</p> <p>2. ____</p> <p>3. ____</p>
2.14	Have district development plans been integrated into provincial and ministry plans?	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Which plans:</p> <p>1. ____</p> <p>2. ____</p> <p>3. ____</p> <p>4. ____</p> <p>Have any of the plans reached implementation stage?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Which plans have reached implementation stage?</p>

		1. ____ 2. ____ 3. ____ 4. ____
2.15	Have Operation & Maintenance (O&M) committees been established in grant communities?	Yes <input type="checkbox"/> No <input type="checkbox"/> Are they functioning well? Scale: 1 2 3 3 5 Who provides oversight and advice to committees? Government office <input type="checkbox"/> DDA <input type="checkbox"/> Other <input type="checkbox"/> Were any problems encountered? 1. ____ 2. ____ 3. ____ Are women involved in O&M committees? Yes <input type="checkbox"/> #____ No <input type="checkbox"/> Please describe how women are involved in the O&M committees:
2.16	Have women been involved in the project selection?	Yes <input type="checkbox"/> No <input type="checkbox"/> How many: # ____ Can you describe the role(s) of women in project selection?

ANNEX VI: ADDITIONAL TABLES CITED IN TEXT

Table 8: Honey Producers Data for Four Years

Name of Association	District Located	Year Established	Category	Years				
				2010	2011	2012	2013	2014
Baharastan	Baharak	2010	# of Members	40	46	52	54	54
			# of Boxes Produced	650	880	1335	900	741
			Weight of Products (in Kgs)	3750	1875	17329	3613	8151
			Expenses (in Afs)	700000	840000	713920	955586	941000
			Income (in Afs)	1500000	1230000	10584500	1486066	5375500
			Net Profits (in Afs)	800000	390000	9870580	530480	4434500
			% of Production in Coops	34.83%	32.67%	59.07%	20.65%	
Wardoj	Wardoj	2007	# of Members	20	30	35	35	44
			# of Boxes Produced	200	300	500	100	410
			Weight of Products (in Kgs)	1407	400	2846	200	2470
			Expenses (in Afs)	84420	100000	644759	80000	610000
			Income (in Afs)	422100	770000	3272900	750000	2535000
			Net Profits (in Afs)	337680	670000	2628141	670000	1925000
			% of Production in Coops	13.07%	6.09%	9.70%	1.14%	
Share Gulan	Jurm	2008	# of Members	42	45	49	52	52
			# of Boxes Produced	592	368	323	278	281

			Weight of Products (in Kgs)	2206	1006	3649	2728	1846
			Expenses (in Afs)	194160	223510	136097	197040	413000
			Income (in Afs)	661800	421200	2190500	1959000	1781000
			Net Profits (in Afs)	467640	197690	2059400	1761960	1368000
			% of Production in Coops	20.49%	17.53%	12.44%	15.59%	
Yaqoot	Khash	2008	# of Members	24	92	25	92	92
			# of Boxes Produced	179	125	74	63	96
			Weight of Products (in Kgs)	187	120	541	488	268
			Expenses (in Afs)	14976	67500	35696	72070	121000
			Income (in Afs)	74880	168000	366500	174350	296500
			Net Profits (in Afs)	59904	100500	330804	102280	175500
			% of Production in Coops	1.74%	2.09%	1.84%	2.87%	
Shuhada	Shuhada	2008	# of Members	55	55	40	40	40
			# of Boxes Produced	410	55	160	107	297
			Weight of Products (in Kgs)	680	363	1545	492	2560
			Expenses (in Afs)	40800	95000	178480	113608	351000
			Income (in Afs)	204000	145200	1252500	246000	1631000
			Net Profits (in Afs)	163200	50200	1074020	132391	10280000
			% of Production in Coops	6.32%	6.36%	5.27%	2.81%	
Wahdat	Mazar Baharak	2010	# of Members	26	33	28	36	34
			# of Boxes Produced	78	98	178	125	311

			Weight of Products (in Kgs)	285	290	958	1236	1995
			Expenses (in Afs)	17100	64440	100395	72580	432000
			Income (in Afs)	188300	136000	749000	570500	1784000
			Net Profits (in Afs)	68400	71560	648605	497920	1352000
			% of Production in Coops	2.65%	5.05%	3.25%	7.00%	
Rahan	Baharak	2010	# of Members	41	41	43	41	41
			# of Boxes Produced	450	550	609	905	800
			Weight of Products (in Kgs)	2250	840	724	7580	6400
			Expenses (in Afs)	135000	200000	403811	960894	1090000
			Income (in Afs)	787500	936000	1448000	3790500	5135000
			Net Profits (in Afs)	652500	736000	1044189	2829605	4045000
			% of Production in Coops	20.90%	14.64%	2.47%	43.33%	
Ghyasi	Jurm	2011	# of Members	0	57	53	57	30
			# of Boxes Produced	0	125	203	132	124
			Weight of Products (in Kgs)	0	842	1743	1154	825
			Expenses (in Afs)	0	76640	187404	112060	170000
			Income (in Afs)	0	378900	1375500	577000	711500
			Net Profits (in Afs)	0	302260	1188096	464940	541500
			% of Production in Coops	0.00%	14.67%	5.94%	6.52%	
TOTALS			# of Members	248	399	325	407	387
			# of Boxes Produced	2559	2501	3382	2610	3060
			Weight of Products (in Kgs)	10765	5736	29335	17491	24515

			Expenses (in Afs)	1186456	1667090	2400562	2563838	4128000
			Income (in Afs)	3838580	4185300	21239400	9553416	19249500
			Net Profits (in Afs)	2549324	2518210	18843835	6989576	24121500

Table 9: MIA GDA PMP Indicator Matrix and Results for the Rural Development Component

IMPACT STATEMENT		PERFORMANCE INDICATOR		BASELINE DATA		TARGET DATA						COMMENTS		
#	STATEMENT	NAME	DEFINITION	SOURCE	DATA	SOURCE	COLLECTION FREQUENCY	COLLECTION RESPNS.	Y1	Y2	Y3		Y4	Y5
3	Results 3: Rural livelihood systems in Badakhshan improved	% increase of household material asset levels in household economy	Measures the % increase of household material asset levels including agriculture-related, housing, and consumer durables	Quality of Life	Housing: 94% own a house; Agriculture assets: 57% own plough, 27% own push carts, 9% own grinder, water or electric mill; Consumer durables: 53% own TV, 75% own mobile phone, 52% own sewing machine, 90% own floor covering carpet, 48% own iron.	Baseline and End-line studies	Coincides with relevant studies	AKF-A, External Consultant						2% increase in housing ownership; 5% increase in agriculture assets and consumer durables ownership.

3.1	Outcome 3.1: Agricultural assets and their productivity improved	% increase in income of producers in selected value chains (self-reported)	Measures the % increase in supply volume from local sources of the selected commodity to regional and national markets (including cereal crops, leguminous crops, vegetables, potatoes, orchards, fodder crops)	Value chain assessment of the selected commodity	TBD	Baseline and End-line studies	Coincides with relevant studies	AKF-A, External Consultant	0				20%	
		% increase in household livestock assets in the target area	Measures the % increase in household livestock assets	Quality of Life/AA	81% own dairy cows; 63% own chicken and other poultry; 62% own donkeys; 47% own sheep	Baseline and End-line studies	Coincides with relevant studies	AKF-A, External Consultant					5% increase in each category of household livestock assets ownership	
3.1.1	Output 3.1.1: Demand-driven agriculture extension services available and accessed	# of farmers (F/M) in the target area accessing extension services supported by the project	Measures the # of farmers accessing extension services including FFs, PTDs, trainings, workshops, campaigns, potato banks, and fodder banks	Baseline study	219,697 estimated total # of farmers in target districts	1. Baseline and End-line studies 2. Progress and activity reports	1. Coincides with relevant studies 2. Quarterly	AKF-A, External Consultant					110,000	In Y3 this indicator will be formally adjusted from % to numbers at Checchi's recommendation and USAID's concurrence

3.1.2	Output 3.1.2: Private and community-based agricultural input supply systems developed	# of farmers (F/M) in the target area accessing input supply and business development services	Measures the # of farmers accessing inputs and business development services including fodder, seeds, fertilizers, plants, root stocks, tools, other equipment, animal medicine and vaccines, and supplementary feed for livestock	Input supplier records, Business Membership Organization records, and CDCs	219,697 estimated total # of farmers in target districts	1. Baseline and End-line studies 2. Progress and activity reports	1. Coincides with relevant studies 2. Quarterly	AKF-A, External Consultant					110,000	In Y3 this indicator will be formally adjusted from % to numbers at Checchi's recommendation and USAID's concurrence
3.1.3	Output 3.1.3: Farmers associations/groups established	# of farmers in the target area (F/M) belonging to associations	Measures the # of new farmers joining association groups including water user associations, pasture management committees, watershed committees, and natural resources management committees	NRM program reports/records NRM MIS Database	150 farmers	1. Baseline and End-line studies 2. Progress and activity reports	1. Coincides with relevant studies 2. Quarterly	AKF-A, External Consultant		3	8	15	23	In Y3 this indicator will be formally adjusted from % to numbers at Checchi's recommendation and USAID's concurrence

3.1.4	Output 3.1.4: Market promotion and linkages developed and implemented	# and type of market and input linkages provided to farmers	Tracks the # and type of events organized to train farmers (e.g. strategic planning, quality testing) and to link them to markets (stakeholder conferences, support for participation in national/international fairs)	Value Chain Assessment of the selected commodity	0	1. Baseline and End-line studies 2. Progress and activity reports	1. Coincides with relevant studies 2. Quarterly	AKF-A, External Consultant		SC: 1 F: 2 SP T: 1 QT T: 1	F: 2 SPT: 2 QTT: 1	F: 1	F: 1	SC = Stakeholder conferences F = Fairs (national or international) SPT = Strategic planning training QTT: Quality testing training
		# of farmers of the selected commodity (honey and vegetables) accessing improved marketing services	Measures the % of farmers accessing marketing services that have been improved under this grant	Value Chain Assessment of the selected commodity	0	1. Baseline and End-line studies 2. Progress and activity reports	1. Coincides with relevant studies 2. Quarterly	AKF-A, External Consultant					Honey: 80M, 70F; Vegetable: TBD	Vegetable baseline to be finalized in June 2015 after which Y5 target will be set
3.2	Outcome 3.2: Quality and access to skills training improved	% of trainees (F/M) who report change in income or employment status six months after the conclusion of training	Measures the % of trainees reporting change in their income or employment status six months after the conclusion of training	N/A	0	Alumnae survey	Annually	UCA,	n/a	10%	15%	20%	25%	Targets have been adjusted given the change in trainee profile - most are incumbent students at host institutions and will not immediately look for a job upon course completion; additionally, targets are cumulative across years

3.2.1	Output 3.2.1: Learning centers within local partner institutions established	# of learning centers established	Measures the # of learning centers established by UCA	UCA information	0	1. AKDN and UCA assessment ; 2. Data and records of local institutions ; 3. MOUs and agreements	Semi-annually	UCA		3				
		# of existing learning centers supported	Measures the number of existing learning centers supported by UCA	N/A	0	1. AKDN and UCA assessment ; 2. Data and records of local institutions ; 3. MOUs and agreements	Semi-annually	UCA		1	2			
3.2.2	Output 3.2.2: Curriculum and materials for market-driven courses developed	# of customized learning material developed in local language and utilized for course delivery	Measures the number of customized learning materials and curriculum developed for utilization in course delivery	N/A	0	Materials and curriculum	Semi-annually	UCA		12		TBD	TBD	If additional customized learning materials are required in Y4 or Y5, target will be adjusted at that time

3.2.3	Output 3.2.3: Instructors trained	# of instructors (F/M) trained	Measures the number of instructors trained under the grant	N/A	0	1. UCA professional development training registers; 2. Reports from ongoing UCA monitoring and quality control	Semi-annually	UCA	21	18	21	21	21	
3.2.4	Output 3.2.4: Market-driven skills training courses delivered to target populations	# of learners (F/M) trained	Measures the number of learners trained through the courses developed and delivered under the grant	N/A	0	1. Student service data, 2. Examination results, 3. M&E records, 4. Routine surveys	Semi-annually	UCA, AKF-A		1969 (UCA)	1000 (UCA)	1000 (UCA)	1000 (UCA)	UCA courses include English, IT, and Accounting; initial UCA targets were set based on number of course participants and have since been changed to reflect number of individual learners who may take multiple courses during project period
3.2.5	Output 3.2.5: Access to employment opportunities increased	% of trainees (F/M) who find employment within six months	Measures the percentage of trainees who find employment within six months after the completion of vocation training	Routine monitoring, MIS database	0	1. Survey of graduates, 2. Routine monitoring	Annually	AKF-A		50% (AKF-A)	50% (AKF-A)	50% (AKF-A)	50% (AKF-A)	

3.3	Outcome 3.3: Management of common property resources improved	# of hectares of rangeland in the target area preserved from degrading	Measures the number of hectares of rangeland in the target area that have been preserved from degrading due to AKF-A interventions	Field Progress Reports/Spatial Mapping	0	1. Spatial mapping, 2. Monitoring visits	Quarterly monitoring; annual spatial mapping	AKF-A					100 ha	Target reduced in Y3 from 150ha to 100ha to prevent double counting of preserved rangeland sites and high-value niche crop cultivation reported under Output 3.3.2
3.3.1	Output 3.3.1: Sustainable rangeland management plans in place	# of communities with developed participatory sustainable rangeland management plans	Measures the number of communities with participatory, sustainable rangeland management plans	Field Progress Reports	TBD	1. Monitoring visits, 2. Rangeland Mgmt Committee Records, 3. MRN MIS database	Annually	AKF-A		10	12	10	10	
3.3.2	Output 3.3.2: High-value niche commodities produced	Hectares of land under high-value niche crop cultivation through the MIAD grant	Measures the hectares of land under cultivation of different niche crops funded under MIAD	Field Progress Reports/Spatial Mapping	TBD	1. Monitoring visits, 2. Progress reports	Annually	AKF-A	15	30	45	60	75	Targets now set based on spatial mapping data and staff observation

3.4	Outcome 3.4: Access to microfinance improved	% of households in the VSLA MIAD target district that access saving and credit services	Measures the % of households that access credit and savings services through VSLAs in the selected VSLA district funded by MIAD	VSLA Assessment	0	Online Management Information System (mis.thesavix.org)	3-4 times per group, averaging once per three months	AKF-A			25%		Subject to VSLA Assessment; number of total participants and households to be reported in quarterly reports
3.4.1	Output 3.4.1: New (F/M) VSLAs operating	# of new VSLAs in operation	Measures the number of new VSLAs established under this grant	VSLA Assessment	0	Online Management Information System (mis.thesavix.org)	Real time report	AKF-A			120		Subject to VSLA Assessment

Table 10: Nusai VSLA Information as of August 2015

S. No	Village	CBSG Name	Date of Formation	CBSG code	Gender	# of Members	Cumulative Value of Savings	Cash in box	Outstanding Loan Number	Outstanding Loan Amount
1	Sardeh	Wahdat	19.9.2014	1	M	15	37800	22800	1	15000
2	Qoghaz	Etihad	26.9.2014	7	M	18	66550	44550	4	22000
3	Qoghaz	Adalat	8.10.2014	8	M	18	25500	15500	1	10000
4	Zeghar	Radooj	30.9.2014	5	M	20	19600	7650	1	11950
5	Saredeya	Ejtemaee	26.9.2014	2	F	12	24480	22480	1	2000
6	Saredeya	Aameen	26.9.2014	10	F	13	15010	15010	0	0
7	Baghreg	Wafadar	6.10.2014	9	F	14	23070	22070	1	1000
8	Saredeya	Lola	30.9.2014	6	F	14	25620	5620	1	20000
9	Zeghar	Arjumand	2.10.2014	4	F	19	17710	8610	3	9100
10	Qoghaz	Lola 2	26.9.2014	3	F	15	17100	15100	1	2000
11	Obghan	Sadaat	4/7/1393	14	F	12	17340	15840	2	1500
12	Bare Sayedan	Hamdast	#####	15	F	11	20750	20750	0	0
13	Bare Sayedan	Ramze Moafaqyat	16.10.2014	11	M	13	28150	5350	4	22800
14	Joganee	Zer Masjed	22.10.2014	12	M	11	25420	7920	4	17500
15	Bare Sayedan	Muthad	25.10.2014	16	M	14	47320	2520	9	44800
16	Dawj	Dowj	17.11.2014	17	M	12	12340	7490	4	4850
17	Dawj	Dowj2	17.11.2014	18	F	10	15240	12570	6	2670
18	Obghan	Golestan	29 .11.14	19	F	10	21080	12580	6	8500
19	Obghan	Shaheen	7.12.2014	20	M	10	11970	8470	2	3500
20	Paryad	Sakhraj	8.12.2014	21	M	14	18560	17540	3	1020
21	Paryad	Paryad	9.12.2014	22	M	20	28120	5620	3	22500

22	Obghan	Sadbarg	7.12.2014	23	F	13	14690	14690	0	0
23	Paryad	Zonoon	8.12.2014	24	F	10	8830	8130	2	700
24	Paryad	Hambastage e	9.12.2014	25	F	14	16750	16150	1	600
26	Naw Abad	Amyana	7.12.2014	28	F	13	10120	10120	0	0
27	Naw Abad	Gulbarg	8.12.2014	29	F	14	24260	12260	1	12000
28	Paryad	Sakhraj2	19.12.2014	27	F	10	9730	9730	0	0
29	Sardeh	Wahdate Sayedan	26.12.2014	30	M	16	35100	10100	1	25000
30	Qoghaz	Eqtesadi	29.12.2014	31	M	22	33180	16180	2	17000
31	Baghreg	Alaqamand	20.12.2014	32	F	14	18330	10330	3	8000
32	Obghan	Poonreg	27.1.2015	33	M	15	19620	14620	1	5000
33	Parkhekh	Wahdate Eslami	5.3.2015	34	M	16	10830	10830	0	0
34	Parkhekh	Parkhekh	5.3.2015	35	F	19	12070	12070	0	0
35	Rawand	Sadat	6.3.2015	36	M	19	12580	12580	0	0
36	Rawand	Langarah	6.3.2015	37	F	11	7470	7470	0	0
37	Rawand	Enkeshaf	8.3.2015	38	M	14	8900	4000	1	4900
38	Rawand	Aab bakhsh	8.3.2015	39	F	16	8640	8640	0	0
39	Rawand	Nazaree	9.3.2015	40	F	25	15470	15470	0	0
40	Rawand	Etimad	9.3.2015	41	M	14	7960	4960	1	3000
41	Rawand	Buland rah	10 .3.2015	42	F	14	8280	8280	0	0
42	Arwan	Nezarya	11.3.2015	43	M	14	4140	4140		
43	Arwan	Khaibar	11.3..2015	44	F	17	5300	5300		
44	Arwan	Sayar	12.3.15	45	M	12	3750	3750		
45	Arwan	Paandeh	12.3.2015	46	F	14	3790	3790		
46	Sadya e Payan	Tahawon	13.3.2015	47	M	20	6880	6880		
47	Sadya e Payan	Sadya e	13.3.2015	48	F	12	3320	3320		

		Payan								
48	Sadya e Bala	Khair Andesh	14.3.2015	49	M	19	4800	4800		
49	Sadya e Bala	Sarshar	14.3.2015	50	F	13	4010	4010		
50	Sadya e Bala	Shuhada	15.3.2015	51	F	12	3720	3720		
51	Bare Sayedan	Regbasha	17.3.2015	52	F	11	13130	13130	0	0
52	Bare Sayedan	Sharenaw	18.3.2015	53	F	15	14420	14420	0	0
53	Bare Sayedan	Mutahed	19.3.2015	54	F	11	12520	12520	0	0
54	Zeghar	Sadaqat	8.3.2015	55	M	14	4200	4200		
55	Zeghar	Saredasht	9.4.2015	56	M	22	6200	6200		
56	Zeghar	Sayer	8.3.2015	57	F	20	5000	5000	0	0
57	Zeghar	Jameat	9.3.2015	58	F	17	4250	4250	0	0
58	Zeghar	Etifaq	10.3.2015	59	F	17	4250	4250	0	0
59	Wojme Payan	Hamdast2	11.3.2015	60	F	15	8700	8700		
60	Wojme Payan	Gulcheen	12.3.2015	61	F	15	10560	10560		
61	Wojme Payan	Arezoo	13.3.2015	62	F	15	8800	8800		
62	Wojme Payan	Serwatmand	14.3.2015	63	F	15	12360	12360		
63	Wojme Payan	Gulzar	15.3.2015	64	F	15	8970	8970		
64	Wojme Balla	Asasee	16.3.2015	65	F	16	9400	9400		
65	Wojme Balla	Farhangee	17.3.2015	66	F	18	9520	9520		
66	Naw Abad	Gulbahar	8.3.2015	67	F	11	1380	1380	0	0
67	Sardeh	Kahkashan	19.3.2015	68	F	15	20250	20250		
68	Bare Ab	Bare Ab	24.3.2015	69	F	15	16010	16010	0	0
69	Wojme Payan	Mutahed2	11.3.2015	70	M	18	9740	9740		
70	Wojme Payan	B	10.3.2015	71	M	13	7080	7080		
71	Wojme Payan	A	12.3.2015	72	M	18	11660	11660		

72	Wojme Balla	Hambastage e 2	13.3.2015	73	M	20	11540	11540		
73	Qoghaz	Shujahat	29.3.2015	74	F	25	7200	7200	0	0
74	Zeghar	Nasle Jawan	26.3.2015	75	F	13	520	520	0	0
75	Wojme Payan	Bostan	11.4.2015	76	F					
Totals				2887		1101	1058910	760020	70	298890

Table 11: Block Grant Project Locations and Updates

District	Project	Status Update
Arghanjkhwah	N/A	It is currently being selected. DDA members are discussing which project to prioritize.
Ishkashim	Yakhdaru Bridge and Protection Wall	76%
Jurm	Building for Female High School	39% physical progress
Kufab	Pasfi Bridge	Design, estimation, and NOC are done. Will go for tendering early in the next quarter.
Kuran Wa Munjan	Paskuran Bridge	15% physical progress
Maimai	Fitraat High School	Construction underway
Nusai	Building for Jamarch-e- Payan High School in Nusai	Design, estimation, and NOC are done. Will go for tendering early in the next quarter.
Shughnan	Shewa Bridge in Sar-e- Hawz	0% physical progress (not progressed due to the weather constraints; blockage of road by snowfall)
Shuhada	1. Zagh Bridge 2. Nishar Bridge	100% construction completed. Both the bridges
Shukai	Shahre Sabz Girls High School	Construction underway
Wakhan	1. Alisoo Bridge in Big Pamir 2. Reg-e-Jurm Bridge 3. Rehabilitation of Sargaz Road, Sargaz Bridge and Ishmurgh Bridge	1. 95% physical progress 2. 99% physical progress 3. Only Sargaz bridge 49% physical progress
Yamgan	1. Basic Health Clinic in Oshnigan Valley 2. Bridge in Gharmi Valley	7% physical progress
Zebak	Farooq Bridge	28% physical progress
Baharak	Retaining wall	In design phase

ANNEX VII: DISCLOSURE OF ANY CONFLICTS OF INTEREST

[The Evaluation Policy requires that evaluation reports include a signed statement by each evaluation team member regarding any conflicts of interest. A suggested format is provided below.]

Name	Robert Resseguie
Title	Team Leader
Organization	Checchi & Co Consulting
Evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306-A-13-00002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> <i>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> <i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> <i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> <i>5. Current or previous work experience with an organization</i> 	

<p><i>that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p>	
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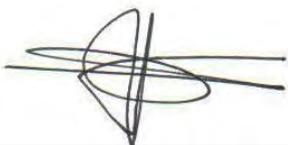
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

<p>Signature</p>	
<p>Date</p>	<p>September 20, 2015</p>

Name	Lauryn Oates
Title	Education Specialist
Organization	Checchi & Co Consulting Inc
Evaluation Position?	Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306-A-13-0002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>7. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>8. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>9. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>10. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>11. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>12. <i>Preconceived ideas toward</i></p>	

<i>individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	September 20, 2015

Name	Michael Lightfoot
Title	Technical Consultant - Financial and Business
Organization	Checchi & Co Consulting
Evaluation Position?	Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306-A-13-0002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	Yes No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>13. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>14. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>15. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>16. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>17. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>18. <i>Preconceived ideas toward</i></p>	

<i>individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i>	
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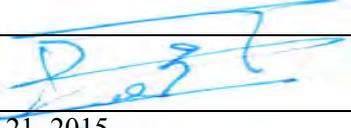
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Signature	
Date	Sept. 21, 2015

Name	Dr. Mohammad Asif Nazir
Title	Technical Consultant - Health
Organization	Checchi & Co Consulting
Evaluation Position?	Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306-A-13-0002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	Yes No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> 2. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> 3. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> 4. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> 5. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> 6. <i>Preconceived ideas toward</i> 	

<i>individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i>	
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Signature	
Date	Sept. 21, 2015

Name	Dr. Samadi
Title	Technical Consultant - Financial and Business
Organization	Checchi & Co Consulting
Evaluation Position?	Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306-A-13-0002
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	Yes No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>7. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>8. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>9. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>10. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>11. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>12. <i>Preconceived ideas toward</i></p>	

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Signature	
Date	Sept. 21, 2015

Cecchi and Company Consulting, Inc.
Afghanistan SUPPORT-II Project
Wazir Akbar Khan
Kabul, Afghanistan