

FOOD FOR THE HUNGRY INTERNATIONAL



P.L. 480 TITLE II INSTITUTIONAL SUPPORT AGREEMENT

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

MID-TERM REVIEW REPORT

IMPROVING FOOD SECURITY PROGRAMMING AND RESOURCE MANAGEMENT

Review Team:

Team Leader:

Phil Moses, External Consultant

Team Members:

Dave Evans, FHI ISA Manager

Keith Wright, FHI ISA Information Technical Assistant

Joyce Kago, FHI Kenya Agriculture Program Manager

Submitted to USAID/BHR/FFP/CTO on 02 July 2001

FHI Headquarters Office Contact:

David Evans

Director of Food Security Technical Support

2620 Low Dutch Road

Gettysburg, PA 17325

Tel: 717-337-2538 Fax: 717-337-3520

Email: devans@fhi.net

TABLE OF CONTENTS

LIST OF ACRONYMS

EXECUTIVE SUMMARY	3
INTRODUCTION	4
CHAPTER ONE: METHODOLOGY	6
CHAPTER TWO: PROGRESS ON PLANNED OBJECTIVES FOR FIRST-HALF OF THE ISA	9
CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF <u>ISA Objective 1: Development Program Design and Implementation</u> Monitoring and Evaluation Program Design Positive Deviance Educational Messages and Methods ISA Objective 2: Disaster Relief ISA Objective 4: Commodity Management	13
CHAPTER FOUR: ISA OBJECTIVE 3: FOOD SECURITY ASSESSMENTS ISA OBJECTIVE 5: COLLABORATION WITH COOPERATING SPONSORS, and ISA OBJECTIVE 6: FAM MENTORSHIP	34
CHAPTER FIVE: IMPACT ON FOOD SECURITY	39
CHAPTER SIX: ISA CONTRIBUTION TO FHI'S VISION OF COMMUNITY	41

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES REGARDING ISA SERVICES	44
---	----

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS	49
---	----

APPENDICES (Available Upon Request)

Appendix One: Review Questions	
Appendix Two: Approved Data Collection Proposal	
Appendix Three: Focus group guide for national level field staff	
Appendix Four: Focus group guide for regional level staff	
Appendix Five: Focus group guide for community level staff	
Appendix Six: Focus group guide for community members	
Appendix Seven: Post-post tests	
Appendix Eight: List of interviewees	
Appendix Nine: Bibliography	

LIST OF ACRONYMS

AD - Agricultural Development
CS - Title II Cooperating Sponsor
DIP - Detailed Implementation Plan
FAM - Food Aid Management
FFP - Food for Peace
FFW - Food for Work
FHI - Food for the Hungry International
ISA - Institutional Support Assistance
ISG - Institutional Support Grant
LOP - Life of Program
M&E - Monitoring and Evaluation
MCHN - Maternal-child Health and Nutrition
PRA - Participatory Rapid Appraisal
PVO - Private Voluntary Organization

Executive Summary

FHI is currently implementing a five-year ISA program that began in September 1998 and is scheduled to end in August 2003. The goal of the ISA activities is to increase the impact of FHI's Title II food security programs via the improvement of its technical, programmatic and managerial capability in six major headquarters' and field priority areas: 1) program design and implementation of development programs, 2) emergency and transition programs, 3) new country program initiation, 4) commodity management, 5) collaborative efforts in M&E, monetization and local partner facilitation, and 6) information systems.

A detailed mid-term review of the program was conducted in April-June 2001 in order to assess progress in meeting planned objectives in activities and outputs as well as trends in effects and impact. This review provides FHI with critical information in order to refine program activities and targets for the remainder of the agreement period.

A review of the program indicators and reports revealed that all of the planned outputs and activities have been achieved with the exception of a slight shortfall in attendance at disaster relief workshops (nine instead of ten), and a shortfall in the post test score average for participants in the workshop on Educational Messages and Methods. Based on this appraisal of indicators, the review team has every confidence that FHI should have no difficulty in completing the goals of the ISA in the out years.

With regards to changes in food security, it is too early in the life of the ISA to be able to document specific improvements in food security in the fields where the ISA is being conducted. Food security is a multi-faceted concept and is difficult to link staff-level training activities directly to household level food security impact. Nevertheless, the review team asked field staff for their perspectives on the impact of the ISA on food security to get **a qualitative and anecdotal sense of the extent to which field staff perceive that the ISA is having a positive impact on food security. Staff at all levels said that ISA activities had a very positive impact on their work.** National level and regional level staff point out more efficient use of resources and improvements in the quality of their programs that they attribute to ISA training. Community level staff and beneficiaries shared anecdotal evidence of improved food production, fewer cases of specific diseases and better management of diseases at the community level. They tended to attribute these improvements either to improved quality of their program in general, or to specific improvements that resulted from ISA training (such as use of an especially effective educational technique). This gave an indication to the review team that ISA activities were moving in the direction of making a positive impact on food security, although it is too early to document such impact.

A summary of the conclusion of the review suggests that the training offered under the ISA to the field staff is of high quality and is much appreciated by the field staff. When ISA workshops have responded to felt needs of the field staff leadership, the fields have shown an exceptional level of competence and dedication in implementing the tools and practices introduced in the workshops. That said, in spite of much progress in implementing many of the tools and practices presented by the ISA workshops under Objective One: Program Design and Implementation, and Objective Two: Disaster Relief, the reviewers found many cases in which implementation is still lacking in the fields visited. These instances of poor implementation are the consequence of three main weaknesses: 1) lack of buy-in from the national level leadership; 2) many ISA activities are not included in the fields' M&E plans and are thus not prioritized; and 3) in spite of the very high quality of training offered under the ISA, field staff sometimes lack the knowledge, skills, or confidence needed to implement properly the tools and practices covered. These main constraints will be addressed by FHI in the out years of the ISA.

Introduction

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

As a follow-on to the ISG, FHI is currently implementing a five-year ISA program that began in September 1998 and is scheduled to end in August 2003. The program is addressing six major headquarters' and field priority areas: 1) program design and implementation of development programs, 2) emergency and transition programs, 3) new country program initiation, 4) commodity management, 5) collaborative efforts in M&E, monetization and local partner facilitation, and 6) information systems.

The goal of the ISA activities is to increase the impact of FHI's Title II food security programs via the improvement of its technical, programmatic and managerial capability. This is being accomplished by way of the following objectives: 1) Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the former ISG program in M&E system standardization; 2) Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa; 3) Conduct needs assessments in Mali/Burkina Faso and Haiti to determine rationale for and feasibility of initiating activities in those countries; 4) Improve FHI's capacity to efficiently and effectively manage commodities; 5) Collectively improve a) program monitoring and evaluation, b) monetization activities and Bellmon analyses, and c) local capacity building via substantive collaborative efforts with other Title II cooperating sponsors; and 6) Via a mentoring agreement, contribute toward the improvement of FAM knowledge of and proficiency in using information technology to enhance communication and information flow between the PVO members of FAM.

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

FHI is now entering the third year of its ISA program having accomplished the great majority of its activity and output objectives for years one and two. That said, it is critical at this juncture to conduct a more detailed review of the program in order to more fully assess progress in meeting planned objectives in activities and outputs as well as trends in effects and impact. This review will provide us with critical information in order to refine program activities and targets for the remainder of the agreement period.

2. PURPOSE OF THE REVIEW

In keeping with USAID/BHR/FFP's stated purpose of mid-term reviews FHI's purpose in conducting this review is to assess progress in achieving planned results and refine program activities and targets accordingly. Specifically, mid-term data, including qualitative and quantitative information, was used to: determine progress towards achieving targets; refine targets as needed; review the appropriateness of the activity with respect to the problem analysis in the ISA and any subsequent amendments; identify constraints and difficulties as well as successes; and make recommendations to improve the performance for the out years of the ISA. In conducting the review the team gave careful consideration to the following points: status of all monitoring indicators (targets in terms of planned/achieved); status of impact indicators (those designed to be assessed at mid-term, and those whose effect should be discernible in terms of overall program results); realistic appraisal based on indicator review of likelihood of achieving all targets; concrete recommendations for modifications to ISA objectives and overall performance; any changes to the M&E plan with respect to targets and indicators; results from any assessments, surveys or other data collection procedures used in the course of the mid-term review; and inclusion of an updated Indicator Performance Tracking Table. For a complete list of review questions, please see "Review Questions" in the Appendices.

CHAPTER ONE: METHODOLOGY

Through participatory methods (see e.g., Participatory Program Evaluation: A manual for involving program stakeholders in the evaluation process, by Judi Aubel), a multi-disciplinary team composed of ISA team leader Dave Evans, Keith Wright, (Washington Liaison Officer), Joyce Kago (Agriculture Program Supervisor in FHI Kenya), and Phil Moses (external consultant and review team facilitator) examined FHI's ISA program approaches and results using both quantitative and qualitative methods. A visit to two Title II fields allowed field staff and beneficiaries to provide their inputs to the review process. Due to budgetary and time constraints, FHI conducted the field review in only two of the four fields—Ethiopia and Mozambique. The reasons for selecting these fields are: Ethiopia represents a long-term Title II field (began programming in 1985) while Mozambique represents a new program (began in 1997); ISA staff believed the change in effect (staff who changed the way they are implementing programs as a result of the ISA training) in Mozambique to be relatively good (especially the health staff), while staff believed it to be relatively poor in Ethiopia; the commodity management program in Ethiopia is large and challenging (compared to Bolivia's which had been relatively well run even prior to the ISA); and cost savings due to visits to one continent. Looking at these two fields will provide a good overview of the (expected) range of effect of the ISA across the two fields. Comparing what is presumed to be a stronger case and a weaker case can give the ISA team valuable insight in how to better implement the ISA in a variety of situations during the out years. In a letter dated November 2000, FFP approved FHI's plan to conduct a review on these two fields only. The team would spend a maximum of four days in each of these two fields collecting data.

All review team members except Ms. Kago met on March 27, 2001 for the initial planning of the review. Input on the review questions was collected via email from Country Directors (CD) and Title II Program Managers from all four Title II fields (Bolivia, Kenya, Ethiopia, and Mozambique). As a result, the review team decided to add one additional review question:

“To what degree did the program activities and outputs contribute to FHI's mission which is to achieve our Vision of Community? *“The community and its peoples are advancing towards their God-given potential by: being equipped to progress beyond the meeting of their basic needs, and having a growing group of Christians (loving God and one another, manifesting the fruit of the Spirit, and reaching out to serve others). Specifically: **churches** are reaching out, **leaders** are solving problems, and **families** are meeting each others' needs.”* (See “Review Questions” in the Appendices for a full list of review questions”)

The review team members in the US conducted an extensive document review (see Bibliography for a complete list of documents) and evaluated FAM

CHAPTER ONE: METHODOLOGY

mentoring activities and collaborative efforts with other Title II cooperating sponsors (CS). On April 25, 2001 stateside review team members and ISA team member Merry Fitzpatrick met again to create a field data collection plan (see “Field Data Collection Plan” in the Appendices). The team then conducted phone interview with other ISA team members and developed data collection instruments. Ms. Kago joined the review team in Ethiopia. Her role was to help collect data in the field and most importantly, to provide valuable perspective as a field staff member.

Field data collection

Field data collection took place in Ethiopia from May 18 to May 21, and in Mozambique from May 23 to May 26. Sources of data were responses from the following informants in Ethiopia and FHI Mozambique: all FHI Title II staff at the national level (including the Country Director), all FHI Title II program regional managers and coordinators (from all regions), all FHI Title II community level staff from one randomly selected region in each country, and community beneficiaries and community leaders from one randomly selected Title II program community in each country. Data sources also included scores from post-post tests, and program documents in each country. Data collection techniques included focus group interviews, semi-structured individual interviews, direct observation of two educational activities with community beneficiaries in Ethiopia and one in Mozambique, the re-application of posttests from relevant workshops (post-post testing), and document review.

Selection of Informants and Sites: At the level of Title II national and regional managers and coordinators, the number of individuals who have received training under the ISA and who are currently involved in Title II programs is relatively small, therefore random sampling was not necessary and all were interviewed. In order to collect data from community level staff and community beneficiaries/leaders, the review team took a stratified random sample as described below.

Informants interviewed and post-post tests administered in the field		
Total number of informants interviewed	Ethiopia	Mozambique
National level staff	6	6
Regional level staff	22	12
Community level staff	6	22
Community volunteers (Mozambique only)		19
Community beneficiaries (estimate)	80	
Total informants interviewed	114	59
Total post-post tests completed	10	19

A total of 173 informants were interviewed and a total of 29 post-post tests were administered in the review.

CHAPTER ONE: METHODOLOGY

FHI Ethiopia conducts community level programs in three regions (Lay Gayint, Tach Gayint, and Simada) that are all accessible from the town of Nefas Mawcha. The review team randomly selected the region of LayGayit for an in-depth community level review. The number of community level staff in each region who have received training under the ISA and who are currently working on Title II programs is again fairly small (possibly 6 – 12 people per region). Therefore random sampling was not necessary and all were interviewed from the selected region. Of the 13 communities in the selected region that were eligible for review, the review team randomly selected two and then conduct an in-depth review interview with beneficiaries from those two communities.

In Mozambique, FHI conducts community level programs in three regions (Marromeu, Nhamatanda, and Gorangosa) However, one region, Marromeu, is quite remote and was impractical as a review site because of travel expense and the time required for the review team to get there. Therefore, the review team randomly selected the region of Nhamatanda between the remaining two regions and followed the same selection process as described in the previous paragraph. In Mozambique, in addition to the activities described above, the review team was able to travel to the region of Gorangosa to interview region level staff and community level staff who had gathered for a workshop there.

After completing the data collection in each field the review team held debriefing meetings with the national level leadership in Ethiopia on May 22 and in Mozambique on May 26 to share preliminary findings and to receive their input.

Upon returning to the U.S., review team facilitator Phil Moses drafted a preliminary report with conclusions and recommendations. On June 27 the review team facilitator held a full-day meeting with review team members Dave Evans and Keith Wright, and with ISA team member Tom Davis to present findings and discuss lessons learned and recommendations. Ms. Kago provided input via email. Mssrs. Moses and Evans then incorporated written feedback into preparation of a final report.

**CHAPTER TWO:
PROGRESS ON PLANNED OBJECTIVES
FOR FIRST-HALF OF THE ISA**

REVIEW QUESTION ONE

Were the planned first-half objectives achieved for the program?
Specifically, were the annual monitoring indicators (activities and outputs) and mid-term evaluation indicators (effects and impacts) successfully reached?

**UPDATED INDICATOR PERFORMANCE TRACKING TABLE FOR THE
FIRST HALF OF THE ISA
(Period covering 01 September 1998 through 30 May 2001)**

ACTIVITY/OUTPUT INDICATORS <small>Black Font = Goal was met Blue Font = Goal was exceeded Red Font = Goal was not met</small>	PLANNED MID-TERM TARGETS	
	TOTAL Mid-term	Achieved
Objective 1: Program Design and Implementation		
Number of ISA team staff oriented to program	4	5
Number of surveys conducted to determine remaining M&E problems	1	1
Number of field practicums conducted on 3 most problematic M&E tools	4	4
Number of staff trained in remedial M&E	60	81
Number of reviews of tools for problem analysis and a review to identify the best practices in program design.	1	1
Number of training workshops conducted for Title II program managers from all fields in generic tools for problem identification, analysis and solving and review of best-practice program design.	1	1
Number of staff trained in problem analysis and program design.	12	17
Average post-test scores for problem analysis and program design workshop	80%	85%

CHAPTER TWO: PROGRESS ON PLANNED OBJECTIVES

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Blue Font = Goal was exceeded Red Font = Goal was not met	PLANNED MID-TERM TARGETS	
	TOTAL Mid-term	Achieved
Number of field assessments conducted in educational methods and messages being used in Title II programs.	4	4
Number of Epi-Info workshops conducted	1	1
Number of staff trained in Epi-Info	12	14
Average post-test scores for Epi-workshop	80%	87%
Number of field training exercises conducted in educational methods and messages.	4	4
Number of staff trained in educational methods and messages.	60	73
Average Post-test score for educational methods and messages workshop participants	80%	70% (avg) Kenya = 78% Ethiopia = 74% Bolivia = 73% Mozam = 58%
Number of training workshops and field exercises on the Hearth method in nutrition and positive deviance models for agriculture	4	4
Number of Title II staff trained on the Hearth method in nutrition and positive deviance models for agriculture	60	100
Average Post-test score for Hearth workshop participants (NB. Bolivia results unavailable at time of writing)	80%	Avg = 82% Ethiopia = 80% Mozambique = 80% Kenya = 87%
Objective 2: Disaster Relief		
Number of visits to review of two emergency/transition programs in SSA that have successfully transitioned from an emergency to development program in the quickest possible time	1	1
Core sets of tools selected for design and M&E of emergency and transition programs	1	1
Number of workshops conducted for IRO/Title II staff in how to prepare for an emergency	1	1

CHAPTER TWO: PROGRESS ON PLANNED OBJECTIVES

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Blue Font = Goal was exceeded Red Font = Goal was not met	PLANNED MID-TERM TARGETS	
	TOTAL Mid-term	Achieved
Number of IRO/Title II staff trained in how to adequately prepare for an emergency.	10	9
Number of training workshops conducted for IRO/Title II staff in how to conduct rapid disaster assessments	1	1
Number of IRO/Title II staff trained in how to conduct rapid disaster assessments	10	17
Average Post-test score for rapid disaster assessment workshop participants	80%	93%
Number of training workshops conducted for IRO/Title II staff in designing and implementing an emergency program	1	1
Number of IRO/Title II staff trained in designing and implementing an emergency program	10	9
Objective 3: Food security needs assessments		
Number of food security needs assessments conducted in the West African Sahel and in Haiti	2	2
Objective 4: Commodity Management		
Number of assessments of current commodity management system and FHI capacity	1	1
Number of reviews of commodity management methodologies, procedures, and tools in current use by other CSs and FFP	1	1
Number of training workshops conducted on standardized commodity management procedures.	2	2
Number of Title II commodity staff trained in standardized commodity management procedures.	20	30
Average Post-test score for commodity management procedures workshop participants	80%	80%
Objective 5: Collaboration with Cooperating Sponsors		
Number of FAM workshops conducted on statistical sampling	1	1
Collaborative efforts with other FAM members in M&E, monetization, and local capacity-building (ongoing, not quantified)	yes	yes

CHAPTER TWO: PROGRESS ON PLANNED OBJECTIVES

ACTIVITY/OUTPUT INDICATORS Black Font = Goal was met Blue Font = Goal was exceeded Red Font = Goal was not met	PLANNED MID-TERM TARGETS	
	TOTAL Mid-term	Achieved
Objective 6: FAM Mentorship		
Number of FAM information system mentoring outputs achieved.	3	4

CHAPTER TWO: PROGRESS ON PLANNED OBJECTIVES

Based on this appraisal of indicators, the review team has every confidence that FHI should have no difficulty in completing the goals of the ISA in the out years. All of the planned mid-term outputs have already been achieved with the exception of a slight shortfall in attendance at disaster relief workshops (nine instead of ten), and a shortfall in the post test score average for participants in the workshop on Educational Messages and Methods. Possible reasons for the lower-than-planned post-test scores in the educational messages workshops are:

- 1) the workshops covered a lot of topics and many participants wrote in their workshop evaluations that they would have benefited from another day or two to fully absorb the material;
- 2) one of the test questions was answered incorrectly by almost all the participants, which is generally a sign that the question was poorly worded. If that question were thrown out, then test scores would have been close to or greater than 80% for three of the four fields in question;
- 3) in the case of Mozambique (58% actual vs. 80% planned), the low scores were probably a result of the fact that the workshop was conducted by second-generation trainers due to the postponement of the original workshop due to the flooding in the program area in February 2000.

There were no impact indicators scheduled for assessment in the mid-term review. However comments from field staff do point to progress in impact. This is treated later in the report under CHAPTER SIX: IMPACT ON FOOD SECURITY.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Review Question Four.

Given that a large part of FHI's ISA focuses on capacity building of Title II staff, what has been the change in the related knowledge, skills and practices of those staff?

Introduction

This section looks at the changes in knowledge, skills, and practices among FHI staff resulting from workshops and other activities related to the following ISA program objectives:

- **Objective 1: Select, promote and train staff in the use of standard, high-quality tools for Title II program design and implementation as a follow up to the accomplishments achieved under the former ISG program in M&E system standardization.**
- **Objective 2: Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa.**
- **Objective 4: Improve FHI's capacity to efficiently and effectively manage commodities.**

This is the central chapter of the report in that the main thrust of the ISA is to improve knowledge, skills and practices of field staff in the areas of the design and implementation of Title II development programs, disaster relief, and commodity management. The other objectives of the ISA (Objective 3: food security needs assessments, Objective 5: collaboration with other CSs, and Objective 6: mentoring in information technology) while important, do not focus on improving the capacity of field staff. It is important to note that all of the data from this chapter came out of the field data collection for the mid-term review and, therefore, only reflect the experiences in these two fields. The experiences of FHI in Kenya and Bolivia are not reflected here.

Chapter Summary

Reviewers have seen ample evidence to conclude that ISA training efforts are having an observable effect in improving the institutional capacity of FHI in these two fields to conduct Title II food security programs. Indications that the tools

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

and practices presented in the ISA workshops have been implemented and are becoming institutionalized can be seen in Table 4 below which shows how -- as a result of the workshop on Educational Messages and Methods -- implementation of these methods has moved down in the organization through those originally trained. The Mozambique team has gone much farther in implementing the practices from workshops pertaining to Objective One (Program Design and Implementation) than has the Ethiopian team. In terms of Objective Two (Disaster Relief) The Ethiopian team has progressed much farther in planned effects of this objective than has Mozambique. The Ethiopian team has already begun to implement at both the regional and national levels many of the tools covered in the workshop on commodity management (Objective Four). Clearly, the most significant determinant of the level of program improvement resulting from the workshops was the amount of commitment on the part of the national leadership to implementing the practices covered. This was true across the two fields and across objectives.

Objective One: Program Design and Implementation: The workshops and technical assistance provided to the fields under this objective have had a marked effect on the quality of program design and implementation of Title II programs in both fields. The Mozambique team has gone farther than the Ethiopia team in implementing the tools covered in the workshops. The most significant determinant of the level of program improvement resulting from the workshops was the amount of commitment on the part of the national leadership to implementing the practices covered. Mozambique reported that two changes resulting at least in part from the workshop on Monitoring and Evaluation are the use of Quality Improvement Checklists for education and the use of Factor Analysis (or "Barrier Analysis"). None of the current FHI / Ethiopia staff attended this workshop so it was difficult to find concrete examples of how the tools introduced in this workshop were implemented. The Mozambique team members reported having used the tools introduced in the workshop on Problem Analysis and Program Design much more than did the Ethiopian team. Both teams reported some use of tools. Since only expatriate members of the Mozambique team attended the workshop, staff suggested that, to institutionalize the use of these tools, they would like to see the training offered to more of the middle management staff.

The workshop on Positive Deviance had only been completed in Mozambique at the time of the review. In that field the workshop resulted in concrete plans to implement a Hearth project in the health program (it is included in the DAP), and a strong interest on the part of agriculture staff to pioneer a positive deviance intervention in the future. The workshop on Educational Messages and Methods (EMM) has helped staff improve the quality of programs in both fields. The Mozambique team has gone much farther in implementing the practices from the workshop than has the Ethiopian team. This is due mostly to the fact that the national leadership in Mozambique was strongly committed to implementation while the Ethiopian leadership was less so. As a result of this commitment the

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Mozambique team they included the use of many of the tools presented at this workshop into their M&E system, thus institutionalizing their use. Individual staff members in both fields have done much to improve the educational activities conducted in their programs by applying what they have learned at the EMM workshop. However, they have been able to do more when backed by a strong organizational commitment. In both fields reviewers could see a positive effect on program design and implementation from the ISA activities.

Objective Two. Disaster Relief: The Ethiopian team has progressed much farther in planned effects of this objective than has Mozambique. This difference seems to be due mainly to a higher level of skill in disaster relief on the part of the Ethiopian staff, and a less than strong commitment to implementation on the part of national leadership in Mozambique. During the first half of the ISA team members conducted workshops on writing Disaster Preparedness and Response Plans (DPRP), on conducting Rapid Disaster Assessments, and on Emergency Program Design (NB this last workshop had not been conducted for Ethiopia at the time of the review so only comments pertaining to Mozambique are included here). Neither team completed their DPRP in a timely manner after the workshop (this was a required follow-up activity) thus neither team was able to use a DRPR when drought struck Ethiopia and flooding hit Mozambique. The Ethiopia team has since come along much farther in implementing the tools covered in the two workshops. The Mozambique team has had much difficulty implementing these tools since there seems to have been little organizational commitment in Mozambique to prioritize follow-up after the workshops. As a result, they were poorly prepared to respond to the flooding disasters in 2000 – 2001.

Objective Four. Commodity Management: The development of a draft commodity management manual based on standardized procedures, the initial training of field staff on these procedures, and improved capacity of the IO to support the field in commodity management all have moved the organization very far along in improving FHI's capacity to handle commodities. The manual and trainings have been very well received by field staff. The Ethiopian team has already begun to implement many of the tools covered in the workshop at both the regional and national levels. Field staff and the IO report improved technical support of commodity management from the IO. Anecdotal evidence suggests that these improvements have begun to have the anticipated impact of more resources getting to Title II beneficiaries at a lower cost.

Detailed Discussion of Objectives

Objective One (Program Design and Implementation): Introduction

The review focused on the extent to which the activities conducted under Objective 1 (see above) have resulted in the planned effects of this objective which are: “Improved Title II development program design and implementation which will yield better results”. The section mainly examines what changes in knowledge, skills, and practice have been implemented in the two fields selected for data collection (Ethiopia and Mozambique), as well as the commonalities and differences in implementation across fields.

The table below compares the average post-test scores taken upon completion of the workshop and post-post-test scores taken at the time of review to measure retention. (ISA trainers routinely use pre and post-tests to measure increases in knowledge resulting from a workshop. Each participant fills out an identical test before the workshop begins (pre-test) and at the close of the workshop (post-test). The scores are compared to measure changes. As a review activity, participants of previous workshops were asked to take the identical post-test again (post-post-test) to measure retention of knowledge.) These results are discussed in detail in the pertinent sections below.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Table 3 Summary of Post-test and Post-post-test Score Averages by Workshop and Field			
		Ethiopia	Mozambique
Monitoring and Evaluation	Workshop dates	May 1999	March 1999
	Note there were no pre and post tests from these workshops as per plan.	na	na
Problem Analysis and Program Design	Workshop dates	Sept. 1999	Sept. 1999
	Number of matched post and post-post-tests	2	2
	Average post-test score	93%	91%
	Average post-post test score	59%	77%
	Change in percentage points	-34	-14
Educational Messages and Methods	Workshop dates	Sept. 2000	June 2000
	Number of matched post and post-post-tests	8	8
	Average post-test score	72%	55%
	Average post-post test score	54%	62%
	Change in percentage points	-18	+7
Positive Deviance	Workshop dates	May 2001	Nov. 2000
	Number of matched post and post-post-tests	Initial workshop conducted at time of review	9
	Average post-test score	na	85%
	Average post-post test score	na	64%
	Change in percentage points	na	-21

Workshop on Monitoring and Evaluation

There were no pre- and post-tests given at this workshop. None of the current FHI / Ethiopia staff attended this workshop so it was difficult to find concrete examples of how the tools introduced in this workshop were implemented. Mozambique reported that two changes resulting at least in part from the workshop are the use of Quality Improvement Checklists for education and the use of Factor Analysis (or “Barrier Analysis”). The use of Quality Improvement Checklists (QICs) for education began intermittently after this workshop. After the workshop on Educational Messages and Methods the staff began to use the QICs much more systematically (see the section below on the Educational Messages and Methods workshop). Originally called “Factor Analysis”, this technique was renamed “Barrier Analysis” to avoid confusing it with a type of statistical analysis of the same name used in the social sciences. Barrier

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

analysis has been done only twice by the health staff since the workshop. A short paper has been written about breast-feeding for FA and another one on another topic. Although national level staff in Mozambique see Barrier analysis as an excellent tool to guide how they create key educational messages, their workload prevents them from doing BA more. Since the tools covered in the ISA workshops are not mandated or written into the program plan they become a lower priority. Staff suggested that in the future the ISA should pay more attention to follow-up. They also said that field staff could do more to ensure that useful things like the Barrier Analysis tool get used more regularly.

Workshop on Problem Analysis and Program Design

As Table 3 above shows, the average post-post-test score in Ethiopia at the time of the review was 34 percentage points lower than the average score for post-tests given at the close of the workshop. For the Mozambique team the average post-post test score was 14 percentage points lower than the post-test average. This marked difference in retention is probably due to the fact that the Mozambique team members reported having used the tools introduced in the workshop much more than did the Ethiopian team.

The Program Design Workshop covered a number of topics including: Using the Multiple Criteria Utility Assessment (MCUA) to decide which interventions to do; SWOT, Problem analysis, Program Hypotheses; Benchmarking, looking at what other organizations have done well and trying to replicate it; Partnering with other organizations to do research or other special tasks and disseminating results; and writing Objectives and Indicators. Two national level staff from Ethiopia and four national level staff members from Mozambique participated in this workshop.

One member of the Ethiopia team reported that he used the assessment and planning tools from the workshop to develop a new project. He found especially helpful the section on writing a good problem statement and analyzing problems and turning them into programs. Another team member suggested that the ISA workshops in general be more holistic. Members of the Mozambique team found the materials covered very helpful. They used the tools covered at the workshop for writing the concept paper for their most recent Detailed Assistance Plan (DAP). Staff found the section on SWOT, Problem analysis, and program hypotheses helpful in analyzing information coming in from the field. The section on Benchmarking was very helpful, "*The next best thing to visiting other projects*". They also report using the material on writing objectives and indicators in developing several relief proposals and for project proposals. Since only expatriate members of the Mozambique team attended the workshop staff suggested that to institutionalize the use of these tools they would like to see the training offered to more of the middle management staff. They pointed out that a barrier to offering the training to more staff is a skills gap between the senior managers in Mozambique and the junior managers.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Workshop on Educational Messages and Methods (EMM)

This section compares the extent to which each field implemented the practices introduced in this workshop as well as the quality of implementation in each field, and examines the differences between fields.

Summary of discussion of EMM: The workshop on Educational Messages and Methods (EMM) has helped staff improve the quality of programs in both fields. The Mozambique team has gone much farther in implementing the practices from the workshop than has the Ethiopian team. This is due mostly to the fact that the national leadership in Mozambique was strongly committed to implementation while the Ethiopian leadership was not. The most significant determinant of the level of improvement was the amount of commitment on the part of the national leadership to implementing the practices covered. The most significant points from the review are as follows. Both fields are using quality improvement checklists (QICs), lesson plans, and pre- and post-tests to some degree. Mozambique has implemented them systematically down to the community level while the implementation in Ethiopia was less systematic and occurred more at the regional level. The workshop helped to reinforce already existing uses of stories, songs/poems, and cultural proverbs as educational methods and introduced more participatory ways to use them. The Mozambique team is using holistic messages and DRBS at the community level. The Ethiopia team has not been able to institute holistic messages at the community level, but the national leadership is committed to creating and using development-related Bible studies (DRBS) internally. Individual staff members have done much to improve the educational activities conducted in their programs by applying what they have learned at the EMM workshop. They have been able to do more when backed by a strong organizational commitment.

Comparison of post-test and post-post-test results: As Table 3 above shows, average post-post-test scores in Ethiopia at the time of the review were 18 percentage points lower than the average score for post-tests given at the close of the workshop. This drop in retention for a time after a workshop is not unusual. What is unusual is that the average post-post-test scores in Mozambique increased by seven percentage points over the previous post-test average score. This is probably due to the fact that the national level staff in Mozambique have been systematically implementing many of the practices covered in the workshop and conducting regular follow-up sessions with the staff.

The Mozambique team made an organizational commitment to implement specific methods from the workshop and to institutionalize them all the way down to the community level. However, in Ethiopia, adoption was more a function of the initiative of a few individual staff members rather than an organization-wide effort. Consequently, the Mozambique team went much farther in implementing and institutionalizing the methods covered in the EMM training than did the Ethiopian team. The Mozambican team sent a few key staff members to the EMM Workshop in Kenya (the workshop scheduled to be held in Mozambique

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

was cancelled due to the flooding there). These staff members then went back to Mozambique and repeated the training for their national and regional level staff. Specific follow-up activities were put into work plans and subject to internal monitoring. In Ethiopia, the national level staff did not make implementing these methods a priority. They did not put it into their work plan and it was not subject to monitoring. After the EMM workshop ISA team members drafted a list of recommended follow-up activities and recommended a specific staff member to head up these activities. These recommendations were overruled by the national level staff due to time constraints. Thus, adoption of the techniques covered in the workshop has varied within the organization.

The organization wide commitment to implement educational methods in Mozambique has had the result that eleven of the twelve methods covered in the EMM workshop are being used to some degree at the community level. Staff seem to be fairly systematic in their use of these methods, and descriptions and observations of how staff use these methods seem to coincide fairly well with how workshop participants were trained in their use. However, some significant gaps still exist in the quality of how these methods are used. In spite of the fact that the national level staff in Ethiopia did not prioritize implementation of the methods taught in the EMM workshop, reviewers did find that two of the twelve methods from the workshop did filter down to the community level. (facilitation techniques and the use of pre- and post-tests) This diffusion of methodology from the regional level staff to the community level staff depended mainly on the initiatives of a few regional level staff who received the training and then took it upon themselves to orient the people they supervised (a few community level staff also attended the EMM workshop).

The table and narrative below examine some of the more important methods adopted and contrast how they are being implemented in the two fields visited by the review team.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Table 4
Training on and implementation of Educational Messages and Methods by organizational level and field.

Organizational Level	QIC	Lesson Plans	Key Educational messages	Facilitation techniques	Pre/post test	Stories	Songs & Poems	Cultural Proverbs	Guided testimonies	DRBS	Holistic Messages	Puppet Shows
Ethiopia												
National	T	T	T	T	T	T	T	T	T	T	T	T
Regional	T	T	T	T	T	T	T	T	T	T	T	T
Community Staff												
Community beneficiaries												
Mozambique												
National	T	T	T	T	T	T	T	T	T	T	T	T
Regional	T	T	T	T	T	T	T	T	T	T	T	T
Community Staff												
Community Volunteers												

Key: 'T'= staff level trained. Shaded cell=level of staff implementing method. (see next page for details)

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Table 4: Training on and adoption of Educational Messages and Methods by organizational level and field: Table 4 summarizes the extent to which ISA staff conducted formal training on the topic and the level to which the field staff have implemented specific methods. At the **head** of each column is a specific educational method that was covered at the Educational Messages and Methods workshop (EMM). At the beginning of each row is the organizational level examined in each field.

In Ethiopia:

- **“National”** refers to program managers and others who supervise activities across the three Title II regions;
- **“Regional”** refers to component heads and supervisors who work in the three regions;
- **“Community”** refers to Development Agents (DAs) and Community Health Workers (CHWs) who conduct training and promotion activities in the beneficiary communities. These report directly to a regional level supervisor.

In Mozambique:

- **“National”** refers to managers who oversee programs in the three Title II program regions;
- **“Regional”** refers to program coordinator and supervisors who work in one of the three regions;
- **“Community Staff”** refers to health promoters and agricultural extensionists who conduct training and promotion activities in the beneficiary communities;
- **“Community Volunteers”** refers to volunteer mothers and lead farmers who live in the beneficiary communities and, regularly are trained by community level staff to conduct specific educational activities with other community members.

Shading in a cell indicates implementation. A cell is shaded if reviewers found evidence that the **method** described at the head of the column was being **implemented** to some degree by individuals at the organizational level mentioned at the far left of the row (National level staff, regional or region level staff, community level staff, community volunteers or community beneficiaries).

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

The letter “T” in a cell indicates training, and appears in a cell when ISA training on Educational Messages and Methods (EMM) *primarily targeted* staff at the national and regional or region levels as the table shows.

The use of quality improvement checklists (QICs) in each field: The Mozambique team had already been using Quality Improvement Checklists (QICs) fairly widely as a result of the Management and Evaluation remedial workshop. The treatment of QICs in the Educational Messages and Methods workshop helped to enhance their use. The QICs are seen by the leadership as an important tool in getting region level supervisors to monitor the educational work of the extensionists and health promoters (community level staff) and to help them improve. Regional supervisors use QICs to monitor community level staff at least once a month. A supervisor evaluates each extensionist or promoter at least once a month using the QIC. Some regions and some supervisors do this more frequently and are better at it than others. The use of QICs has helped staff to improve their monitoring and supervision in general. One of their biggest challenges is raising the standards of staff in terms of monitoring. QICs have helped with this. In Ethiopia the Director of Monitoring and Evaluation asked for QIC scores from regional staff in preparation for our visit. While some supervisors seemed to be familiar with the QIC, supervisors are not systematically using QICs as a monitoring tool. It was clear to reviewers that supervisors were not conducting observations of trainings on a regular basis. There is evidence that supervisors have used the QICs as a teaching tool to orient DAs and CHWs to the “basic elements” of a good presentation. Many of the facilitation points specified on the QIC were being practiced by DA’s whom the team interviewed and observed.

The use and development of Lesson Plans: The Mozambique team has institutionalized the regular development and use of lesson plans down to the level of community staff, and this has improved the quality of training across the organization. Every two weeks supervisors train the extensionists and health promoters using a specific lesson plan. The supervisors then help the community level staff adapt the lesson plan for the lead farmers and volunteer mothers they will train. The national level staff have the supervisors develop lesson plans for these fortnightly trainings and work on them in the time between training. At the bi-weekly trainings the national level staff work with the supervisors to help them develop good lesson plans. The workshop materials on how to write lesson plans has been used by the team to improve the quality of the training that staff give internally and in the communities. They have been especially useful in helping community level staff adopt participatory methods in their educational sessions. The Ethiopian team has institutionalized the regular use of lesson plans at the level of regional supervisors. Before conducting workshops in the community supervisors prepare a lesson plan and propose it to the regional component head for approval. Regional level staff report that they make more detailed and intentional use of lesson plans as a result of the workshop. Some supervisors have adapted the lesson plan into an outline

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

format for community level staff to use in preparing their regular training sessions (these are different from the workshops described above), but it is not clear how standard this practice is across regions. Several regional level staff members reported developing new lesson plans since the EMM workshop. Developing new lesson plans seems to be at the initiative of individual staff members and not an organizational policy.

Both fields are implementing pre and post-tests all the way down to the community level to evaluate how participants have learned in a workshop or training session. Regional level / region level staff in both countries regularly use written pre and post-tests when they train community level staff. Supervisors in both fields have oriented community level staff in the use of pre and post-tests. Community level staff in both fields regularly give oral pre and post-tests to the groups that they teach (since many in the communities are illiterate).

Quality improvement checklists, lesson plans, and the use of pre and post-tests are being used in both fields to some degree. In Mozambique the implementation is more systematic and goes all the way down to the community level. In Ethiopia the implementation is less systematic and does not go as far down in the organizational structure. However, in spite of the absence of an organizational mandate, many regional staff (and some community level staff) in Ethiopia who attended the EMM workshop have made an observable impact on the quality of training at the regional and community levels. The topics in which reviewers observed the most progress in Ethiopia (lesson plan use, use of pre and post-tests, some facilitation techniques – based on the QIC) are closely related to the use of the QIC and the lesson plan form covered at the workshop. It may have been easier for personnel to make progress on the use of these specific tools because the tools themselves are concrete, simple, and their use is easy to monitor.

The use of stories, songs/poems, and cultural proverbs: The workshop helped to reinforce already existing uses of these methods, and introduced new ways to use them in the communities. In both fields reviewers say that these methods were being used in some manner all the way down to the level of community staff prior to the workshop. However, the workshop taught a process for using these methods in a participatory way. For example, if a trainer is going to use a story to help participants understand when a mother should seek medical help for a sick child. The more common practice is to tell a closed ended story as an illustration of the point the facilitator is trying to make with little or no discussion afterward. The EMM workshop taught staff how to use a close-ended or open-ended story and to facilitate a process in which participants discuss and analyze what they heard in the story and critically apply it to their own situation. In both fields staff report that they are using these methods more and more intentionally since the workshop. The Ethiopia team does not seem to be using methods with the participatory process taught in the workshop. In Mozambique reviewers saw more movement in this direction. Their staff conducted studies to

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

find out what cultural proverbs were being used in the community. Some staff seem to be using a more participatory process as a result of the workshop.

It is not surprising to the reviewers that the fields have not gone farther than they have at this point in implementing participatory processes for using these teaching methods. To implement such a methodology on an organizational scale is challenging. This may require changing established attitudes and increasing the skill levels of both community level staff and their supervisors. (Facilitating a process in which participants discuss and critically analyze a story requires a much higher level of skill than simply telling a story to illustrate a point.) The methodology is also harder to monitor than more concrete practices, such as having participants sit in a circle (although the workshop did introduce some good specialized QICs for this purpose). The fact that the Mozambique regional and community level staff have been able to make as much progress as they have in this area in this short time speaks well for their skill and dedication.

Development related bible studies (DRBSs) and holistic messages: The Mozambique team is beginning to use holistic messages and DRBSs systematically at the community level. The Ethiopia team has not been able to institute holistic messages and DRBSs at the community level, but the national leadership is committed to creating and using DRBSs internally. The national leadership is interested in creating a series of development related bible studies for use internally by staff, but has not done so yet. National and regional level staff members show a strong commitment to using DRBSs internally. The community level staff do not use DRBSs in the communities due to perceived opposition on the part of community members. Regional level staff are beginning in a small way to use holistic messages internally when training their staff. In Mozambique supervisors report using DRBSs routinely during their bi-monthly training of health promoters and agricultural extensionists. They have tried to include bible studies in their normal lesson plans. Community level staff work from these lesson plans. Each one has his or her own bible and are encouraged to share the biblical message from the lesson plan when they teach in the communities. Supervisors point out that some community level staff know the bible better than others, so some may not be as good at using DRBSs.

Key educational messages: Mozambique has made a lot of progress in the use of key educational messages. At the national level a consultant was hired to develop a series of key educational messages for the health program. Staff at all levels report using key educational messages as a basis for their lesson plans. The health program is more advanced in this area than the agriculture. It was not clear if individual staff members in Ethiopia were using a standard set of key educational messages in their work.

Use of small group discussion and flipcharts: These are things that the Mozambique team have implemented and institutionalized independent of the workshop. This shows lots of initiative and dedication. The team has used QICs

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

and lesson plans covered in the EMM workshop to improve their supervision of these activities. They have also introduced into these activities some of the participatory methods and facilitation techniques from the workshop.

Conclusion: EMM

The workshop on Educational Messages and Methods has had a positive effect on the quality of programs in both fields. The biggest determinant of the workshop's effect was the level of commitment on the part of the national leadership to implementing the practices covered. In Mozambique there is a very strong institutional commitment to implement these practices all the way down to the community level. They have implemented the participatory methods and supervision tools systematically and with high quality, and they have made progress in adopting some of the more challenging methods (participatory facilitation). Mozambique has also institutionalized other methods not covered in the workshop. In Ethiopia implementation "trickled down" to the community level unevenly. However, easy to use tools like QICs, lesson plans, and pre post-tests have had a very positive effect on the program in Ethiopia even in the absence of an organizational commitment to their use. The Mozambique team has made lots of progress in using development related Bible studies and holistic messages at the community level. Ethiopia showed more progress with the use of these methods among the staff. There is, however much resistance in the communities against the use of DRBSs.

After ISA workshops the field leadership often has not conducted the agreed-upon follow-up activities. This was seen in Ethiopia when the field did not conduct specific activities recommended after the Educational Methods workshop which were intended to improve the level of education conducted in the communities. In Mozambique the Relief Program Point person was not given the time and support needed to complete the Disaster Preparedness and Response Plan as requested at the close of the workshop on this topic. A possible factor in the is the fact that national level staff have expressed that it was often unclear to national level leadership how specific ISA workshops were intended by the IO to fit into their programs, and that topics covered in the workshops sometimes did not respond to the felt needs of the field staff.

By and large, individual participants of the EMM workshop have used that training to improve their program. Improvements have gone much farther however, when backed by a strong organizational commitment by the national leadership.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Workshop on Positive Deviance and Hearth Methodology for Health

This review only looked at this workshop in Mozambique since the workshop in Ethiopia was conducted at the same time that the review team was collecting data there.

As Table 3 above shows, the average post-post-test score at the time of the review was 21 percentage points lower than the average score for post-tests given at the close of the workshop six months previously. This drop in retention is not surprising since the staff have not yet had the opportunity to implement the tools covered in the workshop.

This workshop has resulted in concrete plans to implement a Hearth project in the health program and a strong interest on the part of agriculture staff to pioneer a positive deviance intervention in the future. Many staff members talked about how the workshop helped to change their attitude from one of looking at communities from a “deficit model” to more of a “benefit” model. The team has put the Hearth intervention into their DAP for health and are planning to visit another PVO project in Mozambique to see how they conduct Hearth interventions. Staff members report that as a result of the workshop they are looking for ways to apply a positive deviance philosophy in their program. In one region staff say that the health and agriculture programs are working more closely together since the workshop. The methodology for applying a positive deviance model was very developed for health but is still in an experimental stage for agriculture. While very interested in pioneering this approach, the agriculture staff are waiting to hear from the experiences of agriculture staff at the Positive Deviance workshops in the other Title II fields to see how they can apply positive deviance methodology to agricultural programs.

Conclusion: Objective One: Program Design and Implementation

The workshops and technical assistance provided to the fields under this objective have had a marked effect on the quality of program design and implementation of Title II programs. The most significant determinant of the level of program improvement resulting from the workshops was the amount of commitment on the part of the national leadership to implementing the practices covered. The Mozambique team has gone farther than the Ethiopia team in implementing the tools covered in the workshops. Mozambique reported that two changes resulting at least in part from the workshop on Monitoring and Evaluation are the use of Quality Improvement Checklists for education and the use of Factor Analysis (or “Barrier Analysis”). None of the current FHI / Ethiopia staff attended this workshop so it was difficult to find concrete examples of how the tools introduced in this workshop were implemented. The Mozambique team members reported having used the tools introduced in the workshop on Problem Analysis and Program Design much more than did the Ethiopian team. Both teams reported some use of tools. Since only expatriate members of the Mozambique team attended the workshop, staff suggested that, to institutionalize

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

the use of these tools, they would like to see the training offered to more of the middle management staff. The workshop on Positive Deviance had only been completed in Mozambique at the time of the review. In that field, the workshop resulted in concrete plans to implement a Hearth project in the health program (it is included in the DAP), and a strong interest on the part of agriculture staff to pioneer a positive deviance intervention in the future. The workshop on Educational Messages and Methods (EMM) has helped staff improve the quality of programs in both fields. The Mozambique team has gone much farther in implementing the practices from the workshop than has the Ethiopian team. This is due mostly to the fact that the national leadership in Mozambique was strongly committed to implementation while the Ethiopian leadership was not. Individual staff members in both fields have done much to improve the educational activities conducted in their programs by applying what they have learned at the EMM workshop. However, they have been able to do more when backed by a strong organizational commitment. In both fields reviewers could see a positive effect on program design and implementation from the ISA activities.

Objective 2. Disaster Relief

The review focused on the extent to which the activities conducted under Objective 2 (“Improve FHI's capacity to respond to emergencies and facilitate a rapid transition to development activities in Sub-Saharan Africa”) have resulted in the planned effects of this objective which are: “Increased capacity to respond efficiently and effectively to emergencies and transitional situations and to successfully monitor and evaluate the results of our assistance which will lead to more lives saved and an increase in the number of regions that are equipped to transition to development activities” The section examines the differences in how each field has implemented the tools covered in these workshops.

The Ethiopia team wrote their DPRP too late to use it to respond to the drought. They have since used the DPRP for funding proposals for disaster relief programs. The Relief Project Manager used the skills and tools covered in the RDA workshop to conduct three RDAs in South Gonder and other areas. Mozambique's DPRP was designed for slow onset disasters (such as droughts). The team did not use the DPRP when responding to the flooding in 2000-2001 the plan was not appropriate for a rapid onset disaster. The RDA tool that Mozambique personnel developed from the workshop was superceded by the government's requirement that FHI use the government's and United Nations assessment tools. The **Emergency Program Design** workshop took place when the Mozambique team was in the midst of responding to the flooding disaster. Due to that, no progress has been made in designing emergency programs because of the demands on staff to respond to the flooding. At the time of this writing ISA team member Merry Fitzpatrick has returned from Mozambique where she helped the staff develop a good DPRP.

The main reasons why Ethiopia had gone farther in this area than has Mozambique seems to be a higher level of skill in disaster relief on the part of the

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Ethiopian staff, and a less than strong commitment to implementation on the part of national leadership in Mozambique. FHI Ethiopia is very experienced in responding to disasters. Disaster relief activities are fairly institutionalized within the team, and the government of Ethiopia (GOE) has established fairly standardized procedures for disaster response that NGO's and PVO's are required to use. In fact, some team members felt that the ISA Disaster Relief workshops were too basic for their situation and would like for the ISA team to consult with them more closely to find ways to make future Disaster Relief workshops more appropriate for their reality. The Mozambique team expressed frustration that they have not been able to implement the tools covered in the workshops. The logistics director was sent to the workshops but he was not given the time and supervision that he needed in order to implement what he learned. The current national level staff are not clear on why these things were not implemented. They mention as a possible factor that it was often unclear to national level leadership how specific ISA workshops were intended by the IO to fit into their programs. They suggested that in the future ISA staff should task the country director with specific follow-up activities after the workshops in order to make sure that things get implemented.

ISA activities have contributed to "Increased capacity to respond efficiently and effectively to emergencies and transitional situations" in Ethiopia. More work needs to be done before such a contribution can be measured in Mozambique.

Objective 4. Commodity Management

The review focused on the extent to which the activities conducted under Objective 4 ("Improve FHI's capacity to efficiently and effectively manage commodities") have resulted in the planned effects of this objective which are: "Improved commodity management resulting in more resources getting to the beneficiaries at a lower cost". The ISA proposal mentions four sub-objectives:

- a) improve and standardize FHI's Title II commodity management system based on best-practice models;
- b) train and provide technical assistance to FHI Title II staff in all aspects of the standardized procedures; and
- c) improve the capacity of FHI headquarters commodity management staff to successfully move toward best-practice commodity management. This section will focus on improvements at the IO and in Ethiopia; and
- d) improve and standardize FHI's Title II commodity management system based on best-practice models, and train and provide technical assistance to FHI Title II staff in all aspects of the standardized procedures.

Since the draft manual that was developed under sub-objective is the basis of the training given in the fields, this section will look at the effects of the manual and the training together.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

The Ethiopia team has progressed very rapidly in implementing the practices covered in the workshop. The major changes that staff attribute to the first commodity management workshop are:

- knowledge of the entire commodity chain,
- use of the commodity management manual,
- improved collaboration among staff,
- improved use of commodity survey reports,
- new auditing guidelines for commodity management activities,
- better use of commodity management documents, and improved warehouse maintenance.

The workshop was based on a needs assessment done in country by FHI's Title II Officer, Maria McCulley and was extremely well-received by the staff. Since the workshop, staff have done a number of follow-up activities using what they learned to improve commodity management. All commodity management staff access to the draft manual in the workshop. Staff are preparing FHI/Ethiopia's own version of the manual for use country-wide. The manual has served to clarify procedures to staff who are now better able to track shipments thanks to the procedures laid out in the manual. Staff report that the workshop promoted better collaboration between finance and program design staff in preparing AERs. Staff are now requesting commodity survey reports from the surveyor who works for USAID. Based on what he learned at the workshop, the internal auditor drafted auditing guidelines and implemented an audit system for commodity activities. Staff are now doing a better job of filling out commodity management documents (such as Call Forwards). Warehouse staff have improved how they are handling commodities and managing the warehouses. Both national level staff and warehouse staff themselves report a huge improvement in the management of warehouses due to the training given at the workshop and to the use of the Storage Inspection Checklist from the manual. A visit to a regional level warehouse by the review team verified that the checklist is being used and followed to a large degree. The Relief Program Manager is planning conducting inspections of all the warehouses using the Storage Inspection Checklist and reporting results and recommendations to the national office twice yearly. Ms. McCulley also commented that the Bolivia team reports similar improvements in their management of commodities since the workshop.

The manual and the training given in the fields has done much to improve commodity management.

CHAPTER THREE: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF

Improve the capacity of FHI headquarters commodity management staff to successfully move toward best-practice commodity management:

The capacity of FHI headquarters staff has increased greatly in the first half of the ISA. Project documents show an increase in the Title II officer's knowledge through the review of best practices, development of the commodity manual which includes the entire food aid cycle, and developing and implementing workshops based on those first two steps. Ms. McCulley, the Title II officer, commented that as a result of her research and some training, her own capacity to support the fields in commodity management has greatly increased. This is corroborated by feedback from the Ethiopia staff to the reviewers. All staff members interviewed in Ethiopia who participated in the commodities workshop unanimously said that it was the best of the ISA workshops. Staff members noted that, because Maria came and did a specific training needs assessment before designing the workshop, the workshop responded very closely to their needs. The workshop was very participatory, very well organized, and participants valued the practical exercises. Staff were very satisfied with her technical support and follow up. All staff reported that Ms. McCulley is a very gifted trainer.

"She is incredible. Every participant could tell you. It [the workshop] was 3 days long but it only seemed like half a day."

Other improvements cited by Ms. McCulley are improved communications between FHI's International Office and donors, and improved technical support of the fields. Due to these improvements the IO has seen fewer delays in shipments and in reimbursements from USAID. The IO is better able to provide better support of the field commodity management process. Thus the fields are more able to meet USAID requirements (record keeping, process) and have improved their efficiency. As a result, the fields seem to be experiencing fewer delays in commodity shipments and reimbursements (it is too early to state this conclusively). In some cases these improvements have made commodities and funding available to programs in a more timely manner.

Conclusion: Commodity Management

Reviewers have seen ample evidence to conclude that the development of the commodity management manual, subsequent training of field staff on standardized procedures, and improved technical support from the IO have improved the capacity of the fields and of the organization as a whole to manage commodities. Anecdotal evidence in the field and at the IO gives a strong impression that these improvements have already resulted in more resources getting to Title II beneficiaries at a lower cost.

Chapter Conclusion

Data from the review indicates that the ISA has had a strong effect on improving the capacity of FHI's fields to conduct Title II food security programs. The workshops and technical assistance provided to the fields under Objective One (Program Design and Implementation) have had a marked effect on the quality of program design and implementation of Title II programs. The most significant determinant of the level of program improvement resulting from the workshops was the amount of commitment on the part of the national leadership to implementing the practices covered. The Mozambique team has gone farther than the Ethiopia team in implementing the tools covered in these workshops. ISA activities under Objective Two (Disaster Relief) have contributed to "Increased capacity to respond efficiently and effectively to emergencies and transitional situations" in Ethiopia. More work needs to be done before such a contribution can be measured in Mozambique. Under Objective Four (Commodity Management) the development of the commodity management manual, subsequent training of field staff on standardized procedures, and improved technical support from the IO have improved the capacity of the fields and of the organization as a whole to manage commodities.

CHAPTER FOUR: FOOD SECURITY ASSESSMENTS, COLLABORATION, AND FAM MENTORSHIP

ISA OBJECTIVE 3: FOOD SECURITY ASSESSMENTS

Conduct needs assessments in the West African Sahel and Haiti to determine rationale for and feasibility of initiating activities in those countries

ISA OBJECTIVE 5: COLLABORATION WITH COOPERATING SPONSORS

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

Review Question Eight

How did the best practices identified in the CS collaborative efforts in M&E, monetization and local capacity building effect FHI's ISA program?

ISA OBJECTIVE 6: FAM MENTORSHIP

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

Anticipated effect: Improved and increased communication and information flow among the FAM consortium members.

This report examines the above objectives in one chapter since the activities pertaining to them are less directly related to the work currently underway in FHI's fields. The data for reviewing these objectives came primarily from document review and interviews with FAM and FHI staff members in the US.

Food Security Assessments

Two assessments were conducted in FY 99, one in West Africa and one in Haiti (see Mali Food Security Needs Assessment, Burkina Faso Food Security Needs Assessment, and Haiti Food Security Needs Assessment -- copies available on FHI's Food Security Extranet www.fhi.net/gme/fse) The reports concluded that it would not be opportune for FHI to initiate Title II programs in these countries in the near future. To the extent that these assessments provided recommendations and data to support clear and informed decision-making, they had the anticipate effect of improving FHI's capacity to effectively initiate Title II programs.

Collaboration with Cooperating Sponsors

Document review, interviews with ISA staff members and with the FAM Coordinator and FAM Deputy Coordinator indicate that **FHI staff had more effect on CS collaborative efforts in M&E, monetization and local capacity building than did these efforts effect FHI's ISA program.** One exception was in the area of commodity management. FHI staff developed FHI's commodity management draft manual using the CARE's manual as a main source (this was downloaded off of FAM's website) and using part of the monetization manual developed by the monetization working group. The material taken from these sources have had a strong impact on improving the quality of the commodity management program in Ethiopia (see "ISA Objective 4: Commodity Management " in CHAPTER FOUR: CHANGES IN KNOWLEDGE, SKILLS, AND PRACTICES OF STAFF)

FHI's collaboration primarily has been through Dave Evans and Keith Wright. FAM staff report that both Dave and Keith have contributed substantially to the Cooperating Sponsors' collaboration efforts. They especially pointed out Dave's leading the Monitoring and Evaluation Working Group during FY 99 and part of FY00, chairing the FAM Steering Committee, and his two presentations at quarterly ISA manager meetings. FAM staff indicated that Keith's main contribution was his assistance in Information Technology (See below under CHAPTER SEVEN: ISA OBJECTIVE 6: FAM MENTORSHIP for a detailed treatment of Keith's contributions in Information Technology).

The FAM staff stressed that both Dave and Keith are good "team players". They are both very active, make good comments, present excellent ideas, and tend to act as catalysts during meetings to help move things along in the right direction. Their strong commitment to FAM's work, their very strong leadership, and facilitating skills contribute to the whole spirit of collaboration within FAM. FAM staff felt that these less tangible contributions run through all areas of Dave's and Keith's involvement in FAM, and are as significant a contribution to FAM's work as are their more specific areas of collaboration mentioned above.

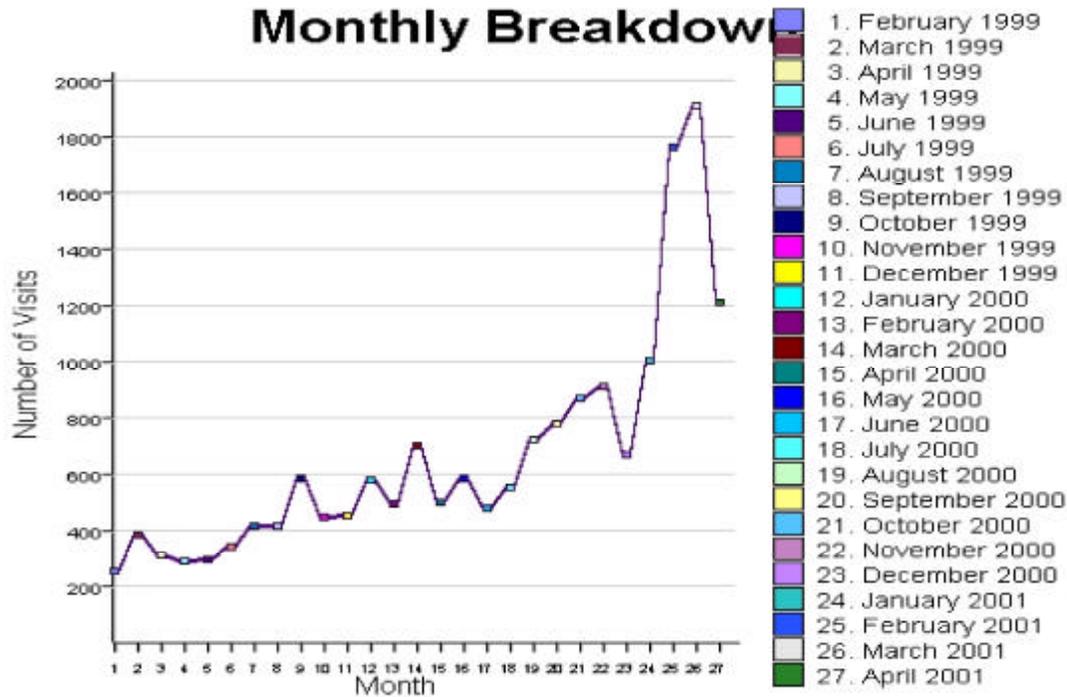
FAM Mentorship

Under the ISA, FAM and FHI agreed to pursue a mentoring partnership to improve the information technology capabilities of FAM. FHI serves in the role of mentor and FAM in the role of mentored. For all components of the mentorship the objectives have been achieved in that FHI and FAM are moving past the original activities to include new ones. Comments from FAM staff and members as well as data on user ship of FAM's website and on the membership of FAM's listservs demonstrate that FHI's mentorship with FAM has helped to bring about the anticipated effects of the mentorship (i.e. improved and increased communication and information flow among the FAM consortium members).

The mentorship has resulted in improved knowledge, skills and practices on the part of FAM staff. FHI staffers trained the Technical Information Specialist on how to manage FAM's website. A major effect of their mentorship has been the institutionalization of knowledge and skills with FAM. When this TIS left FAM she was able to pass on much of the skills and knowledge she had learned from FHI staff to her successor. FHI's input was very sustainable in that it was easily transferred from one person to the other. In addition to providing FAM with technical assistance in website design and maintenance, FHI also hosts the FAM website and listservs on its server free of charge. FAM's website and listservs have seen a dramatic increase in user ship since the beginning of the mentorship with FHI. This is due to a number of factors, many of which are independent of FHI's help. However, it is clear that the help FHI staff members Dave Evans, Keith Wright, and Ted Okada have offered has played a pivotal role in the expansive use of these services by FAM members and others. See the graph below for a monthly breakdown of visitors to the website.¹

¹ Emerging Trends in Usage of the FAM Web Site: Addendum to the 2000 Web Site Report *April 2001*.

CHAPTER FOUR: FOOD SECURITY ASSESSMENTS, COLLABORATION, AND
FAM MENTORSHIP



In February 1999 the site had 254 visitors. In February 2001 the site had about 1,713 visits representing an increase of over 500% in two years. This past March 2001 saw almost 2000 visitors to the website. This represents a very large increase in the raw number of visits as well as the number of different users. Of the recognizable organizations who are FAM members or affiliates (such as USAID or AED), the ones who visited the site most often in 2000² (in no particular order) are: CARE, Catholic Relief Services, USAID, CARE Kenya, USDA, Counterpart International, FAO, American Red Cross, American Red Cross Macedonia, ADRA, World Vision, World Vision Canada, and AED. Since FAM's site is much smaller than USAID's site, and FAM offers a number of links to pages on the USAID site, FAM staff think USAID staff are using FAM's website to find things on their own website more quickly. There has been an increase in the number of visits from field staff over the last few months.

Staff reports a large increase in listserv membership. FAM working group members are the primary users of list serves. A number of users are people who aren't on the list serves but want to stay in touch. People have used it for technical assistance.

² FAM Web Site Yearly Report 2000

CHAPTER FOUR: FOOD SECURITY ASSESSMENTS, COLLABORATION, AND
FAM MENTORSHIP

FAM Listserv membership breakdown as of April 2001				
Working Group	Total subscribers	Total FAM members	Total Non-FAM members	Total FAM member field staff (estimated)
Commodity Management	18	15	3	3
Environmental	43	33	10	5
Local Capacity Building	44	34	10	8
Monitoring and Evaluation	67	49	18	15
Monetization	50	42	8	16
Grand Total	222	173	49	47

Listsrv members are asking for and receiving technical assistance over the listsrv.

After FHI staff helped to review Chat room technology, FAM staff have decided that the Chat technology currently available does not lend itself to the needs of the membership. (Originally it was hoped to conduct working group meetings via internet chat, but this is not feasible at the moment).

Some of the areas in which FAM would like to get more help from FHI in the out years and possibly beyond are: continuing to host the website and to help make innovations, help in making the library available online, help in extending interactive web-based learning, and help with any sort of new technology for voice chat.

CHAPTER FIVE: IMPACT ON FOOD SECURITY

Review Question Five:

In what ways has the ISA program made a positive impact on FHI's ability to increase food security at the field level?

It is too early in the life of the ISA to be able to document specific improvements in food security in the fields where the ISA is being conducted. Food security is a multi-faceted concept and is difficult to link staff-level training activities directly to household level food security impact. Nevertheless, the review team asked field staff for their perspectives on the impact of the ISA on food security to get **a qualitative and anecdotal sense of the extent to which field staff perceive that the ISA is having a positive impact on food security.** If field staff were to give strong opinions that the ISA is not having a positive impact, then a serious re-examination of the program would be in order. However, that is not the case. **Staff at all levels said that ISA activities had a very positive impact on their work.** National level and regional level staff point out more efficient use of resources and improvements in the quality of their programs that they attribute to ISA training. Community level staff and beneficiaries shared anecdotal evidence of improved food production, fewer cases of specific diseases and better management of diseases at the community level. They tended to attribute these improvements either to improved quality of their program in general, or to specific improvements that resulted from ISA training (such as use of an especially effective educational technique). This gave an indication to the review team that ISA activities were moving in the direction of making a positive impact on food security, although it is too early to document such impact.

An example of positive impact from the ISA is the improvements in Commodity Management in Ethiopia resulting from the Commodity Management training needs assessment and workshop. The field staff took the tools that this workshop provided and have skillfully applied them at the national, regional, and local levels of the commodity management program. While it will take one or two more years to document the extent of the impact, staff were of the opinion that the use of these tools and standard procedures have begun to result in fewer losses of commodities during shipment from the port in Djibouti to the local warehouses, and fewer losses due to spoilage in the warehouses. This translates into more food available for distribution at the community level.

An example of positive impact in Mozambique is the implementation of QICs, lesson plans, and participatory educational methods as a result of the workshop on Educational Methods and Messages. The field staff has institutionalized

CHAPTER FIVE: IMPACT ON FOOD SECURITY

these at the regional and community levels. Staff reported several anecdotes of farmers adopting better production or marketing practices and mothers improving the way they manage illnesses with their children in response to the use of specific educational methods that came out of the workshop.

It is clear that the ISA activities are helping to improve the quality of food security programs carried out under Title II in FHI's. An evaluation of the efficacy of the programs themselves, however, is far beyond the scope of this review.

CHAPTER SIX: ISA CONTRIBUTION TO FHI'S VISION OF COMMUNITY

Review Question Two

To what degree did the program activities and outputs contribute to FHI's mission, which is to achieve Vision of Community?

"The community and its peoples are advancing towards their God-given potential via the equipping of churches to reach out to meet needs, leaders to solve problems, and families to meet each others' needs."

Introduction

FHI has learned that sustained transformational development requires active participation of community members and a positive change in the worldview of beneficiaries. The Vision of Community is FHI's strategy of achieving this. Churches, leaders, and families are the pivotal catalysts for this change and therefore the focus of the VOC.

To get at this in the evaluation the review team asked the following question: *"To what degree did the training you or your staff received in any of the ISA workshops help you or your staff to assist and empower: churches to reach out to meet the food security needs of their community?; community and/or governmental leaders to solve food security problems; or families to meet each other's food security needs?"* This chapter attempts to answer this question by categorizing information gathered during the evaluation according to the three VOC objectives

Summary

Indications that the ISA has contributed to accomplishment of the VOC are evident. However, this evidence points to the fact that this contribution has been haphazard in most cases rather than deliberate. To some degree this is due to a lack of clarity from some staff members as to what the VOC is and how it is to be achieved in the field. A systematic addressing of workshop implications for the VOC has been begun to better inform staff members how the technical information they are given through the ISA can contribute to achievement of the VOC.

CHAPTER SIX: ISA CONTRIBUTION TO FHI'S VISION OF COMMUNITY

A constraint to the ISA's contribution to the VOC being readily evident is a misunderstanding as to what the VOC is and, more specifically, how the VOC is accomplished. This misunderstanding is more prevalent among regional and community level staff. An important point of misunderstanding (especially among community level staff) is that some staff members do not fully realize that the VOC is a facilitative model: *empowering* churches, leaders, and families to assume active and appropriate roles in the development of their communities, rather than simply working with these three target groups. Staff and volunteers had a hard time distinguishing between servicing the needs of the three target groups or involving them in program activities on the one hand, and helping churches to reach out, leaders to solve problems and families to meet each others needs.

VOC Objective 1: Churches are reaching out to meet food security needs:

For this VOC objective to be achieved churches would need to be engaged in a manner that would increase their awareness of the role they have to play in the development of food security within the community. The VOC intends for churches to be catalysts for positive change in the community rather than primarily recipients of assistance themselves.

To date the ISA has not had much impact on enabling staff to achieve this objective. However, some positive steps have resulted from the ISA. Church leaders have been invited and have participated in regular trainings in both Mozambique and Ethiopia. Examples of this include Disaster Response Workshops and Educational Messages and Methods. By participating in these workshops churches are better equipped to reach out to their communities to help meet food security needs. Specifically, churches can give health and agricultural messages and achieve conflict resolution within their congregations. Mozambique staff members said that people will often take health advice from church leaders. Local churches in Mozambique have also reached out to Internally Displaced Persons (IDPs) in the camps served by FHI's flood relief program.

VOC Objective 2: Leaders are solving food security problems: The ISA has made some contribution to empowering leaders to solve food security problems in their communities. Community leaders have been Included in some regular trainings. Specifically, involvement with Educational Messages and Methods has enabled leaders to give health and agricultural messages at meetings using participatory methodology. Staff's modeling of biblical principles have helped teach leaders to resolve conflicts in the community. Community leaders have also been engaged by having them organize and register beneficiaries of relief programs. Staff shared examples of community leaders intervening to convince parents to seek medical help for a sick child. With the lead farmer model in Mozambique lead farmers sacrificially help other community members to improve their agricultural production. Other farmers are able to solve their problems by emulating the practices and following the advice of these leaders.

VOC Objective 3: Families are meeting each other's food security needs:

District level staff in Mozambique report that they are seeing families help each other more than before. For example, by fetching water and doing chores for a family when someone is sick, or by trying to convince parents to seek medical help for a sick child. One staff member reported giving a biblically based training on why you should be honest when you use scales to weigh the products you are selling. This helped farmers to relate better to each other and to be more accurate when they weigh their grain for sale. Volunteer mothers and Lead farmers in Mozambique observed that the nature of their intervention was to help families to help each other. They gave examples of how families are helping each other to resolve health problems and to improve agricultural production. They point to improved health and increased food production as an indicator that families are increasingly meeting each others' needs.

Conclusion

The ISA has made contributions to achievement of the VOC in the communities where FHI is working. However, this contribution has been limited by a lack of comprehensive understanding of application of the VOC and uncertainty as to how to link the knowledge gained through the ISA and its achievement. Accomplishment has been most apparent through the development of holistic messages, participatory methodology, Development Related Bible Studies and involving churches and leaders in regular ISA trainings.

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES REGARDING ISA SERVICES

Review Question Five

What is the perspective of FHI Title II field staff with regards to the services provided under the ISA?

Field staff in general reported very positive perceptions of ISA activities. Many field staff shared similar perspectives across organizational levels within the same field, and across fields on specific aspects of the services provided under the ISA. They find the tools and practices taught in the workshops very useful, the workshops are conducted well, and workshop materials are seen as very practical. Staff also viewed the practical exercises in the workshops as very helpful to them. The negative perceptions reported by staff revolved around problems with follow-up after the workshops, the lack of clear monitoring mechanisms for ISA activities to be carried out by field staff, and insufficient consultation with field staff in the selection of workshop topics. The most widely made recommendations included more consultation with field staff in planning and designing workshops, and refresher and follow-on trainings at the field level.

The table below summarizes the main perspectives expressed through the process of the review and lays them out by field and by organizational levels including National level staff, regional or regional level staff, community level staff, and beneficiaries. Comments in the left column are from the Ethiopia team, those in the right column are from the Mozambique team. Underlined comments are mentioned by staff in two or more organizational levels within the same field. *Comments in italics* are mentioned by staff in both fields. *Italicized and underlined comments* are from two or more levels **and** both fields.

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES
REGARDING ISA SERVICES

Table X Perspectives on ISA Services		
	Ethiopia	Mozambique
National Level Staff	<p>Most useful activities / aspects</p> <ul style="list-style-type: none"> - Workshops on Commodity Management and <u>Educational Messages</u> - The pre-workshop assessment for commodity management. - <u>Practical exercises used in workshops</u> - Technical assistance from ISA staff. <p>Less useful activities / aspects</p> <ul style="list-style-type: none"> - Disaster Response Workshops - <u>Workshop topics selected without adequate consultation with field staff.</u> Consequently there is little buy-in from the field staff. - Topics not always relevant to felt needs of staff - <i>Workshops taught at too high an academic level for some staff</i> - <u>Sometimes it is unclear which staff should participate in the workshops</u> - <u>No clear follow-up and monitoring mechanisms make it hard to implement what is taught in the workshops.</u> - No clear mandate from the IO to adopt the practices covered in the workshops, thus they are not included in work plans or monitoring. - <u>Workshops are too short to cover the material presented.</u> 	<p>Most useful activities / aspects</p> <ul style="list-style-type: none"> - Workshops on Monitoring & Evaluation, <u>Educational Messages</u>, & Program Design - <u>Quality improvement checklists (QICs)</u> - <u>Materials</u> on how to write lesson plans - <u>Practical exercises used in workshops.</u> <p>Less useful activities / aspects</p> <ul style="list-style-type: none"> - <i>Workshops taught at too high an academic level for some staff.</i> - <i>No clear follow-up and monitoring mechanisms makes it hard to implement what is taught in the workshops.</i>

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES
REGARDING ISA SERVICES

Table X Perspectives on ISA Services (Continued)		
	Ethiopia	Mozambique
Regional Level Staff	<p>Most useful activities / aspects</p> <ul style="list-style-type: none"> - Workshops on <u>Educational Messages</u>, Disaster Response, and <u>Positive Deviance</u>. Commodity Management -Workshops update staff on current concepts. - <u>Practical exercises used in workshops</u>. -Facilitators encourage participation - <u>Materials</u> are easy to understand - Use of Pre / Post tests helps them to learn. <p>Less useful activities / aspects</p> <ul style="list-style-type: none"> - <u>Workshop topics selected without adequate consultation with field staff</u>. - <u>Sometimes it is unclear which staff should participate in the workshops</u>. - <u>No clear follow-up and monitoring mechanisms makes it hard to implement what is taught in the workshops</u>. - No clear mandate from the national level staff to adopt the practices covered in the workshops, thus they are not included in work plans or monitoring. - <u>Workshops are too short to cover the material presented</u>. - <u>Staff turnover without retraining is a problem</u>. Many people trained under ISA have left the organization. 	<p>Most useful activities / aspects</p> <ul style="list-style-type: none"> - Workshop on <u>Educational Messages</u> and <u>Positive Deviance</u> - From Educational Messages: <u>lesson plans</u>, adult education theory, <u>participatory educational methods</u>, and the <u>materials</u> given out. - The positive deviance philosophy <p>Less useful activities / aspects</p> <ul style="list-style-type: none"> - <u>Workshops are too short to cover the material presented</u>. - Second generation Educational Messages workshop was shorter than the one in Kenya. - <u>Follow-up</u> planned for Agriculture program was not carried out. - Positive Deviance methodology presented for agriculture was not as developed as that for health.
Community	<p><u>Staff turnover at supervisory level is a problem</u>.</p>	<p>Most useful activities / aspects</p> <ul style="list-style-type: none"> - Getting feedback from supervisors using <u>Quality improvement checklists</u>. -<u>Participatory educational methods are very effective</u>.
Beneficiaries	<p>NB. In Ethiopia, since practices from the Educational Messages and Methods workshop were not adopted at the community level, the team did not ask the perspectives of the beneficiaries on this topic.</p>	<ul style="list-style-type: none"> - <u>Use of participatory educational methods by staff who train them</u>.

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES REGARDING ISA SERVICES

Positive Perceptions on ISA Services

- **The workshop on Educational Messages and Methods the broadest positive rating across organizational levels and across fields.** In Mozambique where practices from this workshop have been fairly institutionalized down to the community level, staff at all levels and community beneficiaries all report a favorable view of these practices.
- **Quality improvement checklists** were seen as useful by National and community level staff in Mozambique.
- The **Commodities Management Workshop** was widely praised in Ethiopia by national and regional level staff members.
- Across workshops, **practical exercises in workshops** were seen as helpful by National and regional staff in Ethiopia and national level staff in Mozambique.
- **Workshop materials** were mentioned as most useful by regional staff in Ethiopia and by National-level and region level staff in Mozambique.

Negative Perceptions

- **Problems with follow up after workshops** were mentioned by national and regional staff in both Ethiopia and Mozambique.
- **The lack of clear monitoring mechanisms for ISA activities to be carried out by field staff** was mentioned as a problem by national and regional level staff in Ethiopia and by national staff in Mozambique.
- **Workshops too short for the material covered** was cited by national and regional staff in Ethiopia and in Mozambique.
- **Workshops taught at too high an academic level for some staff** was mentioned by national level staff in both fields.
- **Staff turnover without retraining** (many people that have been trained under the ISA have left) was mentioned by regional and community level staff in Ethiopia.
- Both national and regional staff in Ethiopia mentioned that **ISA workshop topics were selected without consulting them.**
- These two groups also found it confusing that there was **no clear mandate on the part of the IO to adopt the practices covered in the**

CHAPTER SEVEN: PERSPECTIVES OF FIELD STAFF AND BENEFICIAIRES REGARDING ISA SERVICES

ISA workshops, thus they are not included in work plans or monitoring plans.

Summary of Recommendations from the Field

- National and regional level staff in both fields suggest that **ISA staff consult with them more closely and in a more timely manner on the details of future workshops.**
- National and regional level staff in Ethiopia and national staff in Mozambique asked for help from ISA staff in determining **what staff members should attend what workshops.**
- National and regional staff in both fields as well as community level staff in Mozambique recommend that **workshops be longer to allow time for them to more thoroughly learn the material.**
- Regional staff in Ethiopia and national and community level staff in Mozambique suggest that the ISA help make possible **refresher courses and follow-on training to staff on a regular basis.**
- Regional level staff in Ethiopia and national and community level staff in Mozambique suggest arranging **opportunities to exchange ideas and experiences among the different fields.**

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

The data collected previous to and during the visits to the two fields have demonstrated to the review team that FHI's ISA program is very strong. The training offered under the ISA to the field staff is of high quality and is much appreciated by the field staff. When ISA workshops have responded to felt needs of the field staff leadership, the fields have shown an exceptional level of competence and dedication in implementing the tools and practices introduced in the workshops. In spite of much progress in implementing many of the tools and practices presented by the ISA workshops under Objective One: Program Design and Implementation, and Objective Two: Disaster Relief, the reviewers found many cases in which implementation is still lacking in the fields visited. These instances of poor implementation are the consequence of three main weaknesses: 1) lack of buy-in from the national level leadership; 2) many ISA activities are not included in the fields' M&E plans and are thus not prioritized; and 3) in spite of the very high quality of training offered under the ISA, field staff sometimes lack the knowledge, skills, or confidence needed to implement properly the tools and practices covered. This chapter examines these lessons and the recommendations from the review team.

Lesson one: Current training is of very high quality.

It is apparent to the reviewers that the training offered under the ISA to the field staff is of high quality. This is reflected in comments from staff at all levels in both fields visited. The ISA team has done a good job of introducing new concepts to the field. When the workshops include training in tools that are concrete and easy to use, workshop participants have been able to make quick progress in disseminating improved practices through the organization. A good example of this is how participants in the EMM workshop in Ethiopia were able to improve facilitation methods of community level staff by use of the QICs even in the absence of an organizational commitment on the part of the leadership. The ISA team has done an excellent job of reviewing and selecting appropriate tools, instruments, and training materials used by other organizations and adapting them for use by FHI. A good example of this is the materials for the workshop on Problem Analysis and Program Design that were adapted from a manual produced by another PVO.

Recommendations:

1. The ISA team should continue to provide quality training as they have done so far.

2. The ISA team should continue the practice of developing and using concrete and simple tools as part of their workshops to the extent possible.
3. The ISA team should continue to review and select appropriate tools, instruments, and training materials used by other organizations and adapt them for use by FHI as it has in the past. The ISA team should review the written, video, and computer-based learning materials that other PVO's have put out and see what FHI can borrow or adapt for distribution to the fields. Ideally, these kinds of materials should support follow-up by making what was taught in the workshops available from day to day to field staff. They could also be useful to train other staff and to institutionalize ISA practices.

Lesson two: A strong link exists between felt needs and field staff's implementation of ISA activities:

When ISA workshops have responded to **felt needs of the field staff leadership**, the fields have shown an exceptional level of competence and dedication in implementing the tools and practices introduced in the workshops. Two very good examples of this are the Commodity Management Workshop in Ethiopia and the Educational Messages and Methods workshop with the Mozambique team. When ISA workshops have not responded to felt needs of the field staff leadership, implementation has been weak and has often been the result of the initiatives of a few individuals here and there. (pertinent recommendations appear in the section below).

Lesson three: Implementation is incomplete in both fields visited.

While the reviewers have seen much progress in implementing many of the tools and practices presented by the ISA workshops under Objective One: Program Design and Implementation, and Objective Two: Disaster Relief, in many cases implementation is still lacking in the fields visited. The data collected from the field during the review indicate that this poor implementation is a consequence of three main weaknesses: 1) lack of buy-in from the national level leadership; 2) many ISA activities are not included in the fields' M&E plans and are thus not prioritized; and 3) In spite of the very high quality of training offered under the ISA, field staff sometimes lack the knowledge, skills, or confidence needed to implement properly the tools and practices covered. These are listed again below along with an outline of their underlying causes as seen by the review team.

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

1. Lack of buy-in from national level leadership.
 - a. Underlying Causes
 - i. The topics covered in the workshops sometimes do not respond to the felt needs of the national level leadership.
 - ii. National level leadership staff sometimes do not feel that they are consulted enough in the choice of workshop topics and in the specific content of the workshops.
2. Many ISA activities are not included in the fields' M&E plans and are thus not prioritized.
 - a. Underlying Causes
 - i. Lack of buy-in from national level leadership (see above)
 - ii. Weak monitoring of ISA activities conducted by the field staff.
3. In spite of the very high quality of training offered under the ISA, field staff sometimes lack the knowledge, skills, or confidence needed to implement properly the tools and practices covered.
 - a. Underlying causes
 - i. Staff members trained at ISA workshops do not always pass this training on to other staff members nor do they always orient new staff members on the appropriate ISA tools and practices. (This is sometimes related to “1” above)
 - ii. At times workshops have covered too much material for staff to be able to adequately implement the tools and practices given the short length of the workshops and the academic level of some staff members.

Discussion of weaknesses and underlying causes

1. Lack of buy-in from national level leadership. The purpose of the ISA is one of building capacity among the field staff. The ISA team feels that this capacity building is best accomplished when the leadership of each field is free to decide which specific tools and practices they will implement. This buy-in from the national level leadership is central to implementation.

Underlying causes

The topics covered in the workshops often did not respond to the felt needs of the national level leadership. Although the training topics do reflect the results of

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

a training needs assessment conducted with the country directors of the four fields several years ago, no one currently working in the two fields visited participated in that assessment. Consequently, the national leadership sometimes is not invested in the topics selected.

National level leadership staff sometimes do not feel that they are consulted enough in the choice of workshop topics and in the specific content of the workshops. National and regional level staff from both fields suggest that ISA staff consult with them more closely and in a more timely manner on the details of future workshops.

2. Many ISA activities are not included in the fields' M&E plans and are thus not prioritized by field staff. Monitoring and indicators tend to drive the work done in any organization. When activities are not included in the field's monitoring system, then staff members tend to give them a lower priority than those activities upon which they will be monitored and evaluated. When implementation of ISA tools and practices are not included in the M&E plan, their use is often spotty or non-existent.

Underlying Causes

Lack of buy-in from national level leadership (see above)

Weak monitoring of ISA activities conducted by the field staff. It is not clear even to many in field staff leadership how the ISA activities are intended to fit into their programs. As a consequence, after each workshop the field leadership team chooses what, if anything, from the workshop they will implement on a national level. This seems to be the same for regional and community level staff members who participate in ISA trainings. **There is no system of monitoring field implementation of ISA activities.** Even when the workshop topic corresponds to the felt needs of the staff, **in the absence of a monitoring system or of clear expectations, staff end up prioritizing the activities that are already in their work plans and subject to monitoring rather than implement things from the workshop.** The follow-up that the ISA staff has been able to give has tended to be fairly bounded and demand-driven from the field.

3. In spite of the very high quality of training offered under the ISA, field staff sometimes lack the knowledge, skills, or confidence needed to implement properly implement the tools and practices. The review team sees this as both a managerial and a training issue.

Underlying causes

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

Staff members trained at ISA workshops do not always pass this training on to other staff members nor do they always orient new staff members on the appropriate ISA tools and practices. This is related to problems 1 and 2 above.

At times workshops have covered too much material for staff to be able to adequately implement the tools and practices given the short length of the workshops and the academic level of some staff members.

In order to build capacity across the fields, reviewers see that the ISA needs to have three basic components: 1) strong preparation for each training event marked by clear and ongoing dialogue between ISA staff and field staff, 2) high quality training, and 3) good follow-up, monitoring and evaluation after each training. These three components can be seen as the three stones that hold the cooking pot over the fire. It is clear from comments in the field that the training events offered by the ISA are very high quality and appropriate. However, the review team sees that the ISA is weak in the areas of preparation before training, and follow-up after the training event.

The primary recommendation of the review team is that the ISA team conduct discussions with the leadership of each field over the next six months to determine:

- 1. how they will strengthen preparation and dialogue before each future ISA workshop is held, and**
- 2. how they will strengthen the follow-up, monitoring and evaluation of the implementation of ISA activities by field staff after each workshop.**

The review team presents the following recommendations as options for consideration by the ISA team and the field leadership. (These recommendations are offered as a first step and are neither considered in any way mandatory nor exhaustive. Over the course of the recommended discussion other options will certainly come up.)

To strengthening the dialogue and preparation before each ISA workshop, consider the following options.

- 1. Conduct a training needs assessment to determine what topics are most appropriate for ISA training in FY2003.** The training activities and topics for FY01 and FY02 are set contractually and cannot be changed. However, those for FY03 are still flexible under the contract. Therefore, in lieu of conducting workshops on Census-based, Impact Oriented methodology (CBIO) as was originally set forth in the proposal, the ISA team should select a topic or topics that best address the results of the above mentioned needs assessment. The review team in no way

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

suggests that training topics should be based **solely** on the requests from the field. People rarely request training on a topic that they are not familiar with, and one of the roles that the ISA team has played very well is to introduce innovations to the field. Topics should, however respond to changing needs discovered in the fields as was the case with the initial training needs assessment conducted in preparation for the ISA.

2. While ISA training topics for FY01 and FY02 cannot be changed, the details of the training are flexible. Therefore, ISA staff should consult with the fields well in advance of each scheduled training to assess the priorities of the fields and to get input from field staff. Suggested mechanisms for this include:
 - IO staff could email the training objectives, schedule, and even the training notes and solicit input from field. This would help to ensure that the content is relevant to the felt needs of the field staff and would also contribute to the motivation of the field staff. While it is clear that each workshop given needs to be standard across the fields, input from the fields would help ISA trainers to better address those issues that are common in all the fields.
 - Effective training needs assessments need to go beyond the top level management in the field. They should include the people for whom the training is being designed. One way to ensure such inclusion would be that one or two months prior to a training, ISA staff email to the CD a survey instrument with at minimum the 10 main objectives of the training. Task the CD to distribute the instrument to all potential participants (translated if necessary) and have them prioritize the objectives. The CD should then summarize the results and send them to the ISA staff to use for adapting the training as needed.
 - At each workshop dedicate time at the end to discuss the coming workshop topics, solicit input on priority areas for that field.

To strengthen follow-up, monitoring and evaluation after each training, consider the following options.

1. ISA trainers could conduct a short training of trainers in each field connected with each ISA workshop. This would ensure that the fields have the capacity to pass on the ISA trainings to other staff both “laterally” (e.g. a regional level staff member teaching other regional level staff members) and “vertically” (e.g. regional level staff members teaching community level staff members). This could be done by reducing the amount of material on the topic to be covered in the workshop. Trainers could focus on one or two specific tools or practices which are to be

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

disseminated throughout the field. Trainers could then dedicate a significant portion of workshop time preparing selected staff members to repeat the training (or a portion of it) with other staff members in the weeks or months after the workshop. For example, instead of conducting a five-day workshop on a variety of educational methods, trainers could focus on a narrower topic such as “how to develop a lesson plan”. Trainers could spend three days training the participants in the topic and spend two days conducting a training of trainers who will conduct a second generation training with the field staff who did not participate in the initial workshop.

2. Trainers could design the training so that follow-up activities on the part of the participants are specific and concrete. For example, trainers could task participants with developing certain products from the training (such as creating a lesson plan) and then sending the product to the person in charge of ISA activities. Follow-up is more likely to be done when participants are expected to hand in a product by a certain date.
3. Each field should designate a member of the national leadership as the ISA support person for the field. These responsibilities should be made part of the designated person's job description and made subject to monitoring by the country director or someone else with authority.
4. Before finalizing the design of a workshop, the ISA staff should plan ahead of time with the CD of each field what field level organizational objectives the training will address, specific expected outcomes of the training, and a framework for an action plan which will be developed by the training participants upon completing the training. To make this process more efficient, the ISA staff should develop a standardized procedure for this planning with instruments and standard timelines.
5. Dedicate some time at the end of each workshop during in which participants will develop a clear action plan for implementing the skills taught at the workshop. Share this plan with the country director and include it in the M&E system.
6. Task one of the ISA team members to monitor the fields' progress toward completion of the action plans and other relevant ISA objectives. (As a suggestion, a simple instrument could be used such as a one-page checklist for things that the CD should review with the field staff on a regular basis.)
7. The ISA team should conduct a monitoring exercise six months after each workshop by way of sending a simple form to each participant asking questions such as "What did you learn at the workshop? What have you implemented up to now? What do you plan to implement over the next six

CHAPTER EIGHT: LESSONS LEARNED AND RECOMMENDATIONS

months? What constraints have you encountered?" Task the CD with ensuring that all workshop participants complete the form and with summarizing the results and sending them back to the IO.

8. Use the last year of this ISA to come up with a handbook outlining the technical and worldview topics covered in the ISA workshops. This handbook would be intended as a reference for current staff and as an orientation tool for new staff. This should include a plan for continuous updating of the document.

Other recommendations

1. Enter training and follow-up activities into the M&E system and get them into funded programs.
2. Task the designated ISA point person to have regional level supervisors go and observe each community level staff member giving a training in the community and give feedback using the QICs where this is not being done already.
3. As soon as possible, translate the training notes from past ISA workshops into all appropriate local languages and distribute copies to all appropriate regional level staff and to all community level staff.
4. The staff who attend any ISA workshop should be required to conduct a second generation training for other staff in the field.
5. The CD should identify co-trainers on the national level to conduct some of the future ISA training in-country. These co-trainers could also provide on-going technical support.
7. FSE (Food security extranet) has materials for delivering holistic messages in agriculture and health. Field staff should consult these materials on the FSE for help in developing their own holistic messages. The national staff should explore the possibility of using holistic messages with field staff on a regular basis. (Another suggested resource is the series of Development Related Bible Studies FHI/Ethiopia is in the process of developing for use in their staff devotions.)
8. Each field should develop an orientation checklist for new hires that covers topics addressed in previous ISA workshops.