

Mid-Term Evaluation (MTE) of the Nuyok Program

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Methodology Report (MTE Report, Volume II)

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ACRONYMS AND ABBREVIATIONS

AgSP	Agricultural Service Provider
ARR	Annual Results Report
ASPIRE	ASk-Probe-Inform-Request-Examine
BEO	Bureau Environmental Officer
C&D	Institute for International Cooperation and Development
CAHW	Community Animal Health Worker
CAO	Chief Administrative Officer
CAP	Community Action Plan
CAV	Community Agriculture Volunteer
CBM	Community-Based Monitor
CCA	Climate Change Adaptation
CDF	Community Development Funds
CDFU	Community Development Foundation in Uganda
CDO	Community Development Officer
CFW	Cash for Work
CG	Community Group
CHAST	Children Hygiene and Sanitation Training
CHC	Communication for Healthy Communities
CHV	Community Health Volunteer
CLA	Collaboration, Learning and Adapting
CLDRMP	Community-Led Disaster Risk Management Plan
CLTS	Community-led Total Sanitation
CMM	Conflict Mitigation and Management
CMMC	Conflict Mitigation and Management Committee
CoP	Chief of Party
CRS	Catholic Relief Services
CSC	Community Score Card
CSG	Community Support Group
CU5 or C<5	Children Under Five
DAC	Direction, Alignment and Commitment
DCRM	Disaster and Climate Risk Management
DFSA	Development Food Security Activity
DHT	District Health Team
DiNER	Diversity and Nutrition for Enhanced Resilience
DIP	Detailed Implementation Plan
DRC	Democratic Republic of the Congo
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EMMP	Environmental Mitigation and Monitoring Plan
ERF	Environmental Review Form
FA	Field Agent
FAL	Functional Adult Literacy
FANTA	Food and Nutrition Technical Assistance
FFP	Food for Peace

FGD	Focus Group Discussion
FSP	Financial Service Provider
FY	Fiscal Year
GIS	Geographic Information System
GMP	Growth Monitoring and Promotion
GoU	Government of Uganda
HH	Household
HIC	Home Improvement Campaign
HPM	Hand Pump Mechanic
HTP	Harmful Traditional Practices
HUMC	Health Unit Management Committee
HW	Health Worker
ICT4D	Information, Communication and Technology for Development
IEC	Information, Education and Communication
IEE	Initial Environmental Examination
IGA	Income-Generating Activity
IMCI	Integrated Management of Childhood Illness
IP	Implementing Partner
IPTT	Indicator Performance Tracking Table
IWM	Integrated Watershed Management
IYCF	Infant and Young Child Feeding
KII	Key Informant Interview
KML	Knowledge Management and Learning
LAD	Learning to Action Discussions
LC	Local Council
LDPG	Local Development Partners Group
LG	Livestock Group
LM	Lead Mother
LoA	Life of Activity or Life of Award
M&E	Monitoring and Evaluation
MCA	Male Change Agent
MCG	Mother Care Group
MCHN	Maternal and Child Health and Nutrition
MEAL	Monitoring, Evaluation, Accountability and Learning
MIS	Management Information System
MoAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MoGLSD	Ministry of Gender, Labour and Social Development
MoH	Ministry of Health
MTE	Mid-Term Evaluation
MUS	Multiple Uses of Water
NFP	Natural Family Planning
NGO	Non-Governmental Organization
NRM	Natural Resource Management
ODF	Open Defecation Free
PHAST	Participatory Hygiene and Sanitation Transformation
PLW	Pregnant or Lactating Women

PMG	Producer Marketing Group
PMP	Performance Monitoring Plan
PO&M	Pump Operation & Maintenance
PREP	Pipeline and Resource Estimate Proposal
PSP	Private Service Provider
PRA	Participatory Rural Appraisal
PTA	Parent Teachers Organization
PW	Public Works
REAP	Rural Entrepreneur Access Project
RED	Reach Every District
SAM	Severe and Acute Malnutrition
SBCC	Social and Behavioral Change Communications
SCOPE	WFP's Digital Beneficiary and Transfer Management Platform
SDMC	Sub-County Disaster Management Committee
SILC	Savings and Internal Lending Communities
SMART	Skills for Marketing and Rural Transformation
SMC	School Management Committee
SMILER	Simple Monitoring of Indicators for Learning & Evidence-Based Reporting
SoW	Scope of Work
SUAP	Safer Uses Action Plan
TFH	The Faithful House
ToC	Theory of Change
TOPS	Technical and Operational Performance Support
ToR	Terms of Reference
ToT	Training of Trainers
TWG	Technical Working Group
U-NIEWS	Uganda National Integrated Early Warning Systems
UGX	Uganda Shilling
UN	United Nations
USAID	United States Agency for International Development
USD	United States Dollar
VDC	Village Development Committee
VDMC	Village Disaster Management Committee
VDMP	Village Disaster Management Plan
VHSC	Village Hygiene and Sanitation Cluster
VSLA	Village Savings and Loans Associations
VTI	Vocational Training Institute
WASH	Water, Sanitation and Hygiene
WE	Women's Empowerment
WFP	World Food Program
WUC	Water User Committee
YBI	Youth Build International
YFS	Youth Friendly Services
YLTS	Youth-Led Total Sanitation

Nuyok Mid-Term Evaluation METHODOLOGY REPORT

I. REPORT LAYOUT

This Volume II of the report for the Mid-Term Evaluation (MTE) of the Nuyok Program implemented in Uganda by a consortium led by Catholic Relief Services (CRS) summarizes the methodology that was used to conduct the MTE over the period from mid-November, 2019, through April, 2020. This resource document is being provided as a separate document from the MTE Summary Report (Volume I) which summarizes the priority recommendations that emerged from the MTE Process.

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

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

The third section lists the actual interviews and focus group discussions held by the MTE team members while conducting primary data collection in Uganda from January 27 through February 26, 2020.

II. INITIAL SCOPE OF WORK FOR THE NUYOK MTE



Scope of Work for Mid Term Evaluation

CRS Uganda DFSA

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Revised November 2019



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DISCLAIMER

The authors’ views expressed in this scope of work do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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LIST OF ACRONYMS

CRS	Catholic Relief Services
CU5	Children under Five
DFSA	Development Food Security Activity
DiNER	Diversification for Nutrition and Enhanced Resilience
DIP	Detailed Implementation Plan
FA	Field Agent
FANTA	Food and Nutrition Technical Assistance
FFP	Food for Peace
FSP	Financial Service Provider
FY	Fiscal Year
GoU	Government of Uganda
HH	Household
IP	Implementing Partner
IPTT	Indicator Performance Tracking Table
IWM	Integrated Watershed Management
IYCF	Infant Young Child Feeding
LoA	Life of Activity
MCHN	Maternal Child Health and Nutrition
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation, Accountability and Learning
MIS	Management Information System
NGO	Non-Governmental Organization
PLW	Pregnant Lactating Women
PREP	Pipeline and Resource Estimate Proposal
PSP	Private Service Provider
PW	Public Work
SILC	Saving and Internal Lending Community
SoW	Scope of Work
TFH	The Faithful House
TOPS	Technical and Operational Performance Support
ToR	Terms of Reference
ToT	Training of Trainers
TWG	Technical Working Group
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene

1. INTRODUCTION

1.1. Activity Overview

Catholic Relief Services (CRS) is leading a consortium of eight (8) partners running a five-year \$34.9 million project funded by the USAID Office for Food for Peace (USAID/FFP) to build resilience to shocks, enhance livelihoods and improve food and nutrition security for vulnerable rural families in Karamoja Sub-region, North Eastern Uganda. The program, named Nuyok (which means “it is ours” in the local language) covers Abim, Nakapiripirit, Nabilatuk and Napak districts—home to 406,880 people living in an estimated 58,126 households. Nuyok seeks to strengthen governance and gender equity, community capacity to manage shocks and stresses, traditional and diversified livelihood opportunities and nutrition and health (including improved water, sanitation and hygiene (WASH)) of pregnant and lactating women (PLW), adolescent girls and children under five years of age (CU5). At the end of the program, sustainable results will include empowered, resilient, healthy families; responsive, inclusive governance and a vibrant private sector that engages smallholders at every level.

Through the DFSA, Catholic Relief Services (CRS) United States Conference of Catholic Bishops, in consortium with Caritas Kotido and Caritas Moroto (collectively, the “Caritas partners”), the International Institute for Cooperation and Development (C&D), the Communication for Development Foundation of Uganda (CDFU), YouthBuild International (YBI) and The BOMA Project is implementing the USAID/FFP Title II Development Food Security Activity (DFSA) and plans to reach close to 200,000 participants from 2017 to 2022.

Goal¹: Food and nutrition security of vulnerable populations in Karamoja is improved and sustained.

Foundational Purpose: Communities sustained improvements in food and nutrition security

Purpose 1: Community resilience to shocks and stresses improved

Purpose 2: Vulnerable households’ livelihoods sustainably improved

Purpose 3: Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 5 (CU5) improved.

Nuyok intends to conduct an external mid-term evaluation (MTE) to improve program effectiveness and efficiency and to inform decisions on the most effective and efficient ways or achieving the activity’s objectives.

¹ See attached Annex II Theory of Change (ToC).

1.2. Audience of the MTE

The primary audience of the MTE report are Nuyok DFSA staff, USAID/FFP, implementing partners and local government and non-government stakeholders. Key use of the survey report will be operational planning, improvement and decision making and at the same time for annual regulatory program reporting internally, to CRS, USAID/FFP and partners. Table 1 shows the primary audience of the annual survey report with their uses.

Table 1: Audience of the Survey

STAKEHOLDERS	STAKEHOLDER DATA NEEDS AND USE
DFSA CRS and implementing partners	Understand project outcome achievement, make adaptive management decisions.
USAID/FFP	Review progress of achievement against set targets, guide program as appropriate.
Other stakeholders	Be informed of the activity achievement of project outcomes, challenges and lessons learnt for collaborative purposes.

2. MTE OBJECTIVES

2.1. Overall Objective

The overall objective of the MTE is to improve program/project effectiveness and efficiency and to inform decisions on the most effective and efficient ways or achieving the DFSA objectives. The MTE will review to the quality of implementation of DFSA in producing planned outputs and outcomes, to assess the intended and unintended effects of these outputs, and to examine the progress to formulate recommendations to be implemented in the remaining life of the project. These recommendations will be oriented around the following key areas:

- (a) Scaling up effective interventions
- (b) Modifying interventions to improve effectiveness
- (c) Suspending interventions that are not effective enough relative to investment
- (d) Improving the effectiveness of implementation systems
- (e) Improving efficiency in use of resources.

The review process will tailor and prioritize recommendations for DFSA and ensure that they are implementable within the remaining time frame and with the available resources. The process will also facilitate the sharing of ideas on emerging and good practices with other DFSA implemented in Uganda.

2.2. Specific Objectives

The objectives of the mid-term review are presented below:

- 1) Assess the overall strategy of DFSA in terms of its relevance for addressing food insecurity with targeted impact groups, while considering contextual changes that may have occurred since the projects began implementation. This will entail reviewing the strategies that ensure the target groups are reached by the projects, reviewing the theory of change, assessing the

validity of implicit and explicit assumptions made and risks posed during the design and implementation of DFSA.

- 2) To evaluate the quality and effectiveness of service delivery, the strengths and weaknesses of activity implementation and management, and the quality of outputs, in terms of adherence to terms agreed to by USAID/FFP and of their acceptability and perceived value to target communities, identifying factors that appear to enhance or detract from the quality, acceptability and usefulness of implementation and outputs.
- 3) To present evidence of changes (intended and unintended, positive and negative) associated with activity interventions and outputs, assess how well the observed changes reflect the TOC, and identify factors in the implementation or context that impede or promote the observed and intended changes.
- 4) To recommend adjustments to the TOC, activity design, resource allocation, activity management, M&E Plan, or implementation that could improve the likelihood of achieving desired results by the activity's end, based on the evidence collected and conclusions drawn for the evaluation objectives above.
- 5) Related to sustaining project impact, determine the extent to which outcomes, systems, and services are designed and being implemented to continue after the project ends and assess progress made on implementing sustainability strategies.

2.3. MTE Key Questions

To address the above objectives, the MTE will focus of the following key questions:

- 1) How well have the activity's interventions met planned schedules, participant numbers, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?
- 2) What are the strengths of and challenges to the overall activity design, implementation, management, communication, and collaboration so far? What factors appear to promote or challenge the activity operations or effective collaboration and cooperation among the various stakeholders?
- 3) In each technical sector, what are the strengths of and challenges to the efficiency of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and activity protocols? What factors in the implementation and context are associated with greater or lesser efficiency in producing Outputs of higher or lower quality? Which interventions and implementation processes are acceptable to members of the target communities and why?
- 4) What changes—expected and unexpected, positive and negative—do community members and other stakeholders associate with the activity's interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the activity's TOC?
- 5) Based on the findings from Questions 1–4, how could the activity be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the activity's TOC be refined or modified?

- 6) Has the project identified in its sustainability strategy which project outcomes (services, goods or structures) will be sustained after the project end as well as identifying organizations that will help to sustain project outcomes?

3. MTE METHODS

The MTE review will use qualitative, participatory methods to collect and analyze primary data. The review team will also use monitoring data collected by the project's monitoring systems and found in the indicator performance tracking tables (IPTT) and other Nuyok studies. Evaluation team members may, at their discretion, conduct quantitative analyses of secondary data (e.g., Baseline, M&E reports, and annual participant survey reports). Data collection methods will attempt to ensure the reliability, validity, and adequacy. The review will exert maximum effort to ensure the data and information collected meets high quality standards.

3.1. Primary Data and Information collection

The Mid-term Evaluation team will use both primary and secondary data to address the MTE questions. Primary data will entail the following:

- Key informant interviews with program staff and stakeholders, including USAID, GoU local government officials, other INGOs, GoU government ministries working with DFSA, local community committees and selected participants and non-participants of the project.
- Conduct interviews in groups and in-depth semi-structured and unstructured individual interviews with participants and non-participants in target communities, local implementation staff, market actors, other stakeholders including relevant USAID staff, members of the consortium, the private business sector and government partners.
- Interview staff and partners' staff to determine if program management and administration, including logistics and financial management are constraining program implementation
- The review team will interview direct participants, non-participants, volunteers, DFSA staff, USAID Mission staff, PVO staff that provide complimentary services, officials involved with Title II at HQ offices of the DFSA, other donor agencies, and government officials in Uganda.
- Focus group interviews with program participants (both household and institutional) to determine program benefits and participants, service delivery quality, perception of the communities of goods and services delivered, unanticipated consequences and possible areas of modification and design of the DFSA to ensure efficient and effective program delivery.
- Direct observations of learning sessions, and service delivery sessions through site visits to assess technical practices and quality of outputs, verify recorded outputs, and assess the likelihood of achieving outcomes considering the outputs delivered and other contextual factors.

3.2. Secondary Data and Information Collection

- Review of program records to establish outputs delivery, financial accountability, and assess quality of MEAL system. These include monitoring reports, project performance reports, annual survey report, and reports of assessments and barrier analysis.

- Review of program and organizational documents from primary and secondary sources to assess the quality and effectiveness and institutional strengthening activities. These include the DFSA design documents (proposal, theory of change, and logical framework), DFSA and Nuyok CLA Plans, sustainability and exit strategy. The contracted firm may make request for other documents they deem important for the review.
- DFSA project staff will produce maps identifying communities and other key information, assemble and transmit the program proposal, activity and study reports, annual reports, guides and manuals produced by the projects, and other relevant qualitative and quantitative information to the lead evaluator at least one month before the fieldwork starts.

3.3. Verification of initial observations

The MTE team will utilize interactive and participatory processes for verification of MTE findings and recommendations to ensure that program staff are aware of the information gathered by the MTE team and its implications on the program performance and success. Verification will be done through two approaches. At the end of major interview processes in the field, the MTE team will hold a brief verification process with the respective CRS partner offices mobilized by CRS staff. This process will entail explaining the process followed and any areas of immediate follow-up that require to be taken by the implementing partners.

The second and final stage of verification will involve a verification workshop held in Moroto where DFSA consortium partners and implementing partner staff will be invited. The process and results of the MTE will then be presented to the staff followed by in-depth discussion of the result. This process is expected to flesh issues that require clarification, more data collection to concretize the results and recommendations. In the event of major disagreements during the verification process, the MTE team will discuss with DFSA team on ways of addressing the disagreement and if there may be needing to revisit the data or communities to make sure that their findings are based on valid and reliable information. For areas where the team will be contended with the results, they will develop action plans to take the recommendations forward to improve the quality of the DFSA implementation and outputs. Observers will not be allowed to take part in the verification workshops (See Annex 2 below)

3.4. Key Evaluation Questions, Focus Areas, and Illustrative Methods

The following are the illustrative questions for each objective. The areas of focus are meant to inform, not constrain, the investigation. They are provided to help orient the review team to plans and intentions stated at the program approval, as well as additional issues requested to be included by USAID. Table 1 presents the questions, focus areas and illustrative methods that could be investigated.

Table 22: Key Evaluation Questions, Focus Areas, and Illustrative Methods

Areas of focus	Aspects to consider	Illustrative evaluation methods
1. How well have the activity's interventions met planned schedules, participant numbers, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?		

Areas of focus	Aspects to consider	Illustrative evaluation methods
<p>Adherence to planned schedules</p>	<ul style="list-style-type: none"> ● Start dates and rates of expansion of coverage for each intervention ● Numbers and timeliness of planned participants and outputs including: <ul style="list-style-type: none"> ○ Formative research (labor and youth assessments, value chain analyses), barrier analyses, gender and youth analysis ○ All planned direct trainings and those emerging from formative research findings ○ All indirect training through trainees, e.g., lead farmers, field agents, SILC supervisors, and other cascade trainings ○ Formation of or connections with community groups including SILC groups, Producer marketing groups and other groups. ○ Construction or rehabilitation of assets ○ Development and progress of community action plans ○ Distribution of cash and vouchers 	<ul style="list-style-type: none"> ● Use secondary data from routine monitoring, ARRAs, and other reports to compare planned and actual start dates, numbers of outputs, and other targets, noting differences in achievements according to location, implementing partner, or sector. ● Compare across locations, participant groups, activity administrative units, etc. to identify factors associated with differing degrees of achievement. ● Interview members of activity staff at various levels about factors that enabled, delayed or interrupted interventions and outputs, and how problems were identified and managed. ● Ask groups and individuals from different stakeholder groups at locations of greater and lesser achievements about factors they believed inhibited or promoted efficiency and efforts have been made to overcome barriers.
<p>2. What are the strengths of and challenges to the overall activity design, implementation, management, communication, integration and collaboration so far? What factors appear to</p>		

Areas of focus	Aspects to consider	Illustrative evaluation methods
promote or challenge the activity operations or effective integration, collaboration and cooperation among the various stakeholders?		
Activity management	<ul style="list-style-type: none"> • Strengths and weaknesses of the activity work plan and schedule • Evidence of whether and how management has explored and implemented new and/or innovative ideas and approaches • Changes and challenges in the operating context and how management responded 	<ul style="list-style-type: none"> • Review the activity work plan and schedule to assess how completely and clearly, they define the work needed to meet objectives, when, and by whom. Is the schedule feasible? • Examine the roles of the different implementing partners and how the plan promotes good collaboration among them and leverages partners' relative advantages. • Review documents and discuss with staff at all levels to examine the process used to ensure cross-purpose integration during activity implementation and the extent to which the processes created synergy among teams. • Interview members of management about outcomes of work plan reviews and how they handled changes and challenges that presented. • Ask implementing staff in different roles how feedback and ideas are solicited and shared within and among partners, especially among field, and partner headquarters and DFSA headquarters.
Staffing	<ul style="list-style-type: none"> • Adequacy of numbers and capacities (knowledge, skills, experience, and attitudes) from beginning of the activity until present • Strengths and weaknesses of supervision and support to ensure accountability, performance, and confidence among implementing staff • Adequacy or inadequacy of resources (tools, work space, transportation, communication, information, work aids) to support interventions' efficient 	<ul style="list-style-type: none"> • Review the characteristics and capacities of staff at all levels in all sectors and assess their confidence and capacities to perform assigned tasks. • Review training and supervision schedules for monitoring and supporting implementing staff, including an assessment of the numbers of people and sites per supervisor. • Review onboarding processes for the various staff. • Interview a sample of field staff and supervisors in different sectors and

Areas of focus	Aspects to consider	Illustrative evaluation methods
	<p>performance always from start to current time</p> <ul style="list-style-type: none"> • Gender sensitivity and balance at various levels of staff • Conflict sensitivity 	<p>interventions and at different levels about:</p> <ul style="list-style-type: none"> ○ Factors that affect their performance and motivation ○ Sources of satisfaction and dissatisfaction with resources, training, supervision, and support from technical experts ○ Their roles in decisions about intervention design and implementation ○ Training they received and how the training needs were identified
<p>Community engagement and participation</p>	<ul style="list-style-type: none"> • Strengths and weaknesses of the ways the activity has included community members, including vulnerable or marginalized members, in decisions about intervention choices, design, implementation, and monitoring • Community members’ perceptions about their participation in the activity and the degree and nature of their engagement with activity staff • Use of incentives of different types • Safeguards against exploitation and discrimination • Application of “do no harm” principles 	<ul style="list-style-type: none"> • Interview groups and individuals from different stakeholder groups about: <ul style="list-style-type: none"> ○ Who has been involved in the activity and how? ○ Who else would have liked to be involved, and how? ○ Satisfaction and dissatisfaction with the way activity staff and community members engaged ○ Reports of or potential for exploitation or discrimination by implementing staff or with activity resources • Interview volunteers who contribute significant amounts of unpaid time to activity-supported interventions to learn what motivates their participation and performance.
<p>Cultural acceptability</p>	<ul style="list-style-type: none"> • Implementation methods: type, timing, style • Interactions between implementing staff and community members • Messages, and methods and timing of communication • Outputs 	<ul style="list-style-type: none"> • Interview members of target communities, government counterpart agencies, and field staff to assess perceptions and attitudes about the choice, implementation, and outputs of interventions: <ul style="list-style-type: none"> ○ How well do the interventions address perceived needs? ○ What aspects do they like or dislike? ○ How would they prefer things to be done?

Areas of focus	Aspects to consider	Illustrative evaluation methods
Communications	<ul style="list-style-type: none"> • Quality and timeliness of communications of vision, objectives, plans, activity implementation guidelines, and other information among activity staff, partners, government counterparts, and communities • Knowledge among various stakeholder groups about the activity • Strengths and weaknesses of the ways the activity encourages and handles feedback from community members, staff, and partners 	<ul style="list-style-type: none"> • Interview members of implementing partners, technical assistance partners, communities, government counterparts, and other stakeholder groups to assess: <ul style="list-style-type: none"> ○ Knowledge of objectives, interventions and implementation, intervention duration, eligibility, outputs, and entitlement transfers ○ How and when they learned about activity objectives and interventions ○ Frequency and content of communications with other types of stakeholders ○ Satisfaction and dissatisfaction with ways feedback is received and responded to. ○ Improvements needed for better more effective communication.
Partnerships and linkages	<ul style="list-style-type: none"> • Consider collaboration and links with: <ul style="list-style-type: none"> ○ Other USAID activities ○ Government activities ○ Community based organizations ○ Other complementary activities in the activity area • Strengths and weaknesses of coordination within the activity and between the activity and other activities and agencies • Factors that make partnerships beneficial to activity implementation 	<ul style="list-style-type: none"> • Interview implementing staff, government counterparts, members of community organizations, and staff of linked or collaborating activities about: <ul style="list-style-type: none"> ○ The nature and sources of satisfaction and dissatisfaction with their collaboration and ways that it could be improved ○ How they feel their cooperation benefits the implementation and results on both sides ○ Other activities, agencies, and groups that are doing similar or complementary work to which the activity is not linked ○ Other ways the project uses to ensure strong collaborative relationships • Where applicable, review samples of activity’s memorandums of understanding with collaborators

Areas of focus	Aspects to consider	Illustrative evaluation methods
Financial management	<ul style="list-style-type: none"> • Financial accountability • Sufficiency of finances to ensure good activity implementation • Flexibility of the budget to respond to changing conditions • Efficiency of utilization of allocated financial resources 	<ul style="list-style-type: none"> • Review financial records • Interview managers about: <ul style="list-style-type: none"> ○ The adequacy of finances and effects of financial constraints on activity implementation ○ Perceived limits of financial flexibility to respond to change
Branding	<ul style="list-style-type: none"> • Compliance with USAID policy • Knowledge and attitudes toward donor and implementers within target communities 	<ul style="list-style-type: none"> • Examine how well planned and actual actions and outputs do/do not comply with USAID branding requirements • Interview participants and community leaders about their knowledge of and attitudes toward USAID and implementing partner agencies. • Observe branding compliance with, program materials and other opportunities.

<p>M&E and Accountability</p>	<ul style="list-style-type: none"> • Completeness and clarity of the documented M&E Plan • Collects data useful to monitor the quality and outputs of processes • Solicits and reports opinions, ideas, and concerns from field staff • Provides constructive feedback to implementing staff to inform, assist, and ensure accountability and motivate good performance • Ensures accurate reporting to USAID • Supports timely problem solving and decision making for all stakeholders • Ensures data quality: validity, reliability, timeliness, integrity, and precision • Has been used to adjust implementation • Is or is not supported by the institutional structures • Monitors environmental impact • Monitors gender equity • Monitors context • Monitors unintentional results (positive and negative) • Strengths and weaknesses of data collection methods • Design; management; and roles in monitoring, analysis, and report generation of data bases. • The roles of databases in monitoring, analysis and report generation • Challenges the M&E team faces <p>Participant Accountability</p> <ul style="list-style-type: none"> • Extent of community involvement • Presence of feedback and mechanism • Relevance and functionality of feedback mechanisms • Linkage of feedback mechanism with other actors. 	<ul style="list-style-type: none"> • Critically review the M&E Plan and systems: staffing, processes, and outputs. • Interview staff in various roles in the collection, analysis, and reporting of routine monitoring about their activities and roles, to determine their understanding and confidence in the data collected, and challenges they face getting or using the data. • Interview recipients of reports and other outputs about how they use the information they receive, which information is most useful, the timeliness of the information, and any other information they would like to have. • Interview key decision makers about the timeliness and usefulness of the data from the M&E system.
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Areas of focus	Aspects to consider	Illustrative evaluation methods
	<ul style="list-style-type: none"> • Presence of tools and templates to guide implementation of feedback mechanism by staff at all levels • Presence of response mechanism • Functionality of response mechanism • Does the response mechanism meet the flow of feedback? Why, why not? How can it be improved? • Effectiveness of all FRM components in line with DFSA FRM manual, • Documentation and learning from the FRM 	

<p>Collaboration, Learning and Adapting</p>	<p><i>Collaboration, Partnerships and Linkages</i></p> <ul style="list-style-type: none"> • Level of coordination between consortium members, and level of equality in program implementation. • Strengths/weaknesses of the linkages and coordination within in the consortium and between the consortium and external government and other programs and agencies (include here other organizations we are working with, MoA, MoH, etc.) • Factors that make partnerships more/less beneficial to the program implementation • Other partnerships/linkages that could benefit the program or communities <p><i>Internal learning</i></p> <ul style="list-style-type: none"> • Extent to which internal reporting systems, including staff meetings and discussions, allow for examination of what did not go as planned, where adaptation is needed or where a new idea could be applied • Internal reporting systems and if they have feedback systems that extend to the participant level • Evidence of systems whereby lessons can be shared across consortium partners or across technical areas • How DFSA identify, capture and document lessons learned • Cross-organizational/cross-program learning • What strategies does the program use to apply promising practices and lessons learned from other agencies, programs or countries? • Evidence suggesting that the program learned from others or used or adapted techniques or tools 	<ul style="list-style-type: none"> • Interview staff members about their interactions with other staff working in different sectors, especially regarding site and participant selection and developing and transmitting communications/messages to participants • Interview members of households benefiting from single and multiple DFSA activity sectors, sampling different combinations of sectors and compare their impressions of DSFA, and the potential benefits of DFSA activities to their household • Review DFSA’s CLA plan
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Areas of focus	Aspects to consider	Illustrative evaluation methods
	<p>from other agencies, programs or countries</p> <p><i>Resources, Process and Culture</i></p> <ul style="list-style-type: none"> • Does the management structure/culture support staff spend time creating and sharing knowledge? • Job descriptions identify clear knowledge sharing activities that should take place? • Whether staff feel confidence to share of new ideas • Processes to facilitate the sharing of lessons face-to-face (i.e., through meeting topics, brown bags, mentoring projects, task teams) or remotely with field locations (e.g., by phone, Skype, remote meeting software)? 	
<p>Environmental safeguards and compliance</p>	<ul style="list-style-type: none"> • Adequacy of the EMMP • Adherence to the details of the EMMP through specific environmental monitoring systems • Incorporation of the EMMP into the IPTT and annual monitoring processes <ul style="list-style-type: none"> • Recognition or avoidance of unforeseen environmental damage and climate stressors 	<ul style="list-style-type: none"> • Examine how well planned and actual actions and outputs do or do not comply with the activity’s EMMP. • Interview technical experts, implementing staff, and other key informants about activity interventions’ apparent or potential threats to the environment and identify those not addressed by the EMMP and how well the activity implementation has addressed these threats.
<p>3. In each technical sector, what are the strengths of and challenges to the efficiency of interventions’ implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and activity protocols? What factors in the implementation and context are associated with greater or lesser efficiency in producing Outputs of higher or lower quality? Which interventions and implementation processes are acceptable to members of the target communities and why?</p>		
<ul style="list-style-type: none"> • Behavior change communication • Health and nutrition 	<ul style="list-style-type: none"> • Application of findings from formative research, gender and youth analyses to implementation • Technical quality of activity Inputs and outputs • Strengths and weaknesses of how the various interventions engage 	<ul style="list-style-type: none"> • Review formative research and evaluate how well implementation has applied the findings. • Observe interventions (training sessions, distributions, construction, community meetings, community conversations, SILC and care group

Areas of focus	Aspects to consider	Illustrative evaluation methods
<ul style="list-style-type: none"> • Water, sanitation, and hygiene • Agricultural production • Income generation • Savings and loans • PSNP implementation • Natural resource management and environmental protection • Women’s and youth empowerment and promotion of gender equity • Early warning systems and disaster risk reduction • Community governance • Cash for work • Voucher transfers 	<p>target groups and protect against unintentional harm</p> <ul style="list-style-type: none"> • Selection of direct participants; coverage of target groups • Perceptions of quality, appropriateness, and use of distributed goods and promoted services • Composition, activities, and governance of groups created or promoted by the activity • Networks and connections facilitated by the activity • Collaboration with and support to relevant government service providers • Cultural acceptability and relevance of intervention methods and messages • Consistency of content and recipients’ understanding of similar messages received via different pathways • Strengths and weaknesses of measures taken to ensure gender equity regarding access to, participation in, and benefit from activity interventions • Strengths and weaknesses of linkages, coordination, and integration among the different sectoral and cross-cutting technical areas • Validity and comprehensiveness of assumptions in the activity’s TOC that are critical to intervention implementation and Outputs 	<p>sessions) and talk with implementing staff and direct participants about:</p> <ul style="list-style-type: none"> ○ What interventions are more effective, and which are less effective ○ What and how could interventions be improved ○ Which interventions are interesting or useful? ○ Who benefits; who should benefit; how are participants selected ○ Opportunity costs of participation in interventions ○ Knowledge and understanding of key activity messages <ul style="list-style-type: none"> • Talk with non-participants from the same communities about: <ul style="list-style-type: none"> ○ Which interventions are interesting or seem useful ○ Who benefits; who should benefit; how are participants selected ○ Perceptions about the benefits they could gain with participation in interventions • Compare and contrast men’s and women’s participation and perceptions. • Review messages on the same topic transmitted through different pathways for consistency and clarity. • Compare the understanding of the key messages of trainers and direct and indirect trainees. • Inspect the technical quality of community and household infrastructure and natural resources to which the activity contributed. • Examine the composition of the various groups created or supported by the activity: Who in the community did or did not join. Why or why not? How is the gender

Areas of focus	Aspects to consider	Illustrative evaluation methods
		<p>balance? Are marginalized groups represented?</p> <ul style="list-style-type: none"> • Talk with members of groups formed or promoted by the activity about: <ul style="list-style-type: none"> ○ How the group was formed; level of satisfaction with group composition ○ Challenges and successes working as a group ○ Nature and adequacy of support from program ○ How and why the group chooses interventions ○ How members’ other roles in the community affect their participation in the group • Examine participant records to assess the proportion of households and communities that benefit from multiple sectors in different combinations: <ul style="list-style-type: none"> ○ Talk with program staff to understand who was targeted for multiple sectors and why. • Interview members of households benefiting from interventions in single and multiple program sectors about their participation; compare characteristics of those who benefit from one vs. multiple sectors. • Interview staff members about their interactions with staff working in other sectors, especially regarding site and participant selection and developing messages to participants. • Interview members of various types of groups initiated by the activity about, e.g., making decisions, managing joint resources, and sharing information and experiences.

Areas of focus	Aspects to consider	Illustrative evaluation methods
<p>4. What changes – expected and unexpected, positive and negative – do community members and other stakeholders associate with the activity’s interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the activity’s TOC?</p>		
<p>Changes observed or reported</p>	<ul style="list-style-type: none"> • DFSA’s TOC and Logical Framework • Intended and unintended changes • Positive and negative change • Differential change among participants (individual, community) of one sector, participants of multiple sectors, and non-participants • Differential change among participants representing different population sub-groups • Perceived benefits of participation in interventions from multiple sectors vs. a single sector • Perceived trajectory of change and conditions that threaten or promote sustained change • Changes in conditions related to assumptions • New hypothesized changes emerging from theory of change reviews. 	<ul style="list-style-type: none"> • Interview community members (participants of one or more sectors and non-participants) and activity staff to gain perspectives about: <ul style="list-style-type: none"> ○ Changes they have made themselves, observed in others, or observe in the social, economic, or physical environment ○ Factors that promoted the changes ○ Barriers to changes intended by the activity ○ Conditions that promote or threaten sustained change • Technically evaluate how strategically selected infrastructural outputs affect or can affect livelihoods, well-being, or environmental conditions. • Interview staff (especially sector leads) on the changes they have observed during their monitoring exercises and theory of change review sessions.
<p>5. Has the project identified in its sustainability strategy which project outcomes (services, goods or structures) will be sustained after the project end as well as identifying organizations that will help to sustain project outcomes?</p>		
<p>Exit and sustainability strategies</p>	<ul style="list-style-type: none"> • The comprehensiveness of the exit/sustainability strategy and how they have been incorporated into the main project activities. • Factors that threaten the continuation of targeted practices and services and the maintenance of new infrastructure • Progress and challenges of implementing sustainability strategy • Ways the activity is strengthening or establishing links between 	<ul style="list-style-type: none"> • Critically review how the exit/sustainability strategy and progress in its implementation considering the findings related to the challenges to practices promoted by and threats to infrastructure, services and structures developed by DFSA • Interview key informants and participants about threats and promoters of targeted practices and infrastructure.

Areas of focus	Aspects to consider	Illustrative evaluation methods
	<p>communities and private or public financial or technical resources</p> <ul style="list-style-type: none"> • Barriers to targeted practices and threats to the maintenance of new infrastructure, services or structures and how well these are addressed by the sustainability strategy • Mechanism the project has put in place to ensure sustained motivation, resources, linkages and capacity that foster sustainability of outcomes. 	
<p>6. Based on the findings from Questions 1 – 5, how could the activity be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation? How should the activity’s TOC be refined or modified?</p>		
<p>Based on findings from 1-5 above</p>	<ul style="list-style-type: none"> • Observed and perceived strengths and weaknesses of the implementation so far • Factors in the design, implementation, and context that affect the efficiency or acceptability of the processes, outputs, and intermediate outcomes • Targeted communities’ and individuals’ perceptions and priorities • Relative cost and feasibility and anticipated value of acting and benefiting within the life of the activity • Potential to advance the activity’s ultimate objectives and Goal 	<ul style="list-style-type: none"> • Use the results of inquiries to the questions above to form conclusions and recommend concrete actions to help improve activity performance and final results. • Prioritize the recommendations and identify the actor(s), the purpose for change, and anticipated benefits. All recommendations should be directly related to stated conclusions and based on evidence presented as findings.

4. CONTRACTOR RESPONSIBILITIES

4.1. Deliverables

- 1) MTE plan including detailed implementation plan that specifies details for methodology, critical tasks, anticipated outputs, date-bound timelines, resource needs, and responsible person(s). Composition of a standard field team, including expected tasks and responsibilities of each team member, should also be described.

Deliverables:

- Draft MTE plan including a detailed implementation plan reviewed and approved by CRS DFSA for CRS DFSA and FFP to comment.
 - Final MTE plan including a detailed implementation plan reviewed and approved by CRS DFSA
- 2) Data collection instruments must consider learning from other DFSA's such as the Madagascar DFSA instruments conducted in 2016/2017.

Deliverables: All data collection instruments (English)

- 3) Presenting findings, conclusions, lessons learned, and recommendations based on the evaluation.

Deliverables: Final briefings to CRS Uganda DFSA team and implementation stakeholders

- 4) After the MTE is complete, the contractor/firm will submit a draft report to the awardee for comment by the awardee and USAID. Draft MTE report should include i). Executive Summary 2 - 3 pages, ii) main report between 20 –30 pages which includes a findings and analysis, excluding executive summary, appendices and attachments.

Deliverable: Final MTE report reviewed and approved by CRS and USAID FFP

- 5) After responding to the comments, the contractor will submit the final report for approval by the awardee and FFP. Final MTE report should be reviewed and approved by CRS Uganda DFSA CoP and USAID FFP including a printed version – (3 sets of full report with all Annexes in color and bound) and a full version in electronic report including all annexes.

Deliverable: A final MTE report in English reviewed and approved by CRS DFSA CoP and USAID.

Final report must be presented in English. The MTE report must clearly separate in different sections the evidence collected by the evaluation team, the conclusions and recommendations that are based on the presented evidence. In line with the requirements of the USAID's evaluation policy, the report must describe the strengths and limitations of the evaluation methods and how and to what degree these factors influenced the process and findings of the evaluation. Once

approved by the AOR, the firm must submit the report, supporting documents to the awardee in time for submission to FFP and June 2020 within 30 days.

- 6) An executive summary of the final MTE report providing a summary of purpose of the MTE, methods, key findings, conclusions and recommendations.

Deliverable: An executive summary of the final MTE report

The following is the recommended outline for the draft and MTE report:

1. Executive summary
2. Background
 - 2.1. Overview of program strategies
 - 2.2. Program history and operating context
3. MTE purpose and objectives
 - 3.1. MTE methodology
4. MTE Findings and Discussion
 - 4.1. Foundation Purpose
 - 4.1.1. Brief description of interventions
 - 4.1.2. Service delivery strategies and approaches: quality, successes and challenges
 - 4.1.3. Implementation progress and achievement of results
 - 4.1.4. Meeting targets
 - 4.1.5. Other achievements
 - 4.1.6. Lessons learned and promising practices
 - 4.2. Purpose 1
 - 4.2.1. Brief description of interventions
 - 4.2.2. Service delivery strategies and approaches: quality, successes and challenges
 - 4.2.3. Implementation progress and achievement of results
 - 4.2.4. Meeting targets
 - 4.2.5. Other achievements
 - 4.2.6. Lessons learned and promising practices
 - 4.3. Purpose 2
 - 4.3.1. Brief description of interventions
 - 4.3.2. Service delivery strategies and approaches: quality, successes and challenges
 - 4.3.3. Implementation progress and achievement of results
 - 4.3.4. Meeting targets
 - 4.3.5. Other achievements
 - 4.3.6. Lessons learned and promising practices
 - 4.4. Purpose 3
 - 4.4.1. Brief description of interventions
 - 4.4.2. Service delivery strategies and approaches: quality, successes and challenges
 - 4.4.3. Implementation progress and achievement of results
 - 4.4.4. Meeting targets
 - 4.4.5. Other achievements
 - 4.4.6. Lessons learned and promising practices
 - 4.5. Program quality and cross-cutting areas
 - 4.5.1. Partnership/consortium quality

- 4.5.2. Gender
- 4.5.3. Environment
- 4.5.4. Targeting
- 4.5.5. Integration
- 4.5.6. Sustainability/exit strategies
- 4.6. Implementation processes
 - 4.6.1. Monitoring and Evaluation
 - 4.6.2. Collaboration learning and Adapting
 - 4.6.3. Participant Accountability and Protection
 - 4.6.4. General management
 - a) Financial management
 - b) Human resource management
- 5. Recommendations (for each area of findings)
 - 5.1. Critical priority recommendations
 - 5.2. Other recommendations
- 6. Appendices
 - 6.1. List of abbreviations and acronyms
 - 6.2. MTE SOW
 - 6.3. MTE plan and schedule
 - 6.4. MTE methods and tools (topical outlines and qualitative survey questionnaire)
 - 6.5. List of sites visited
 - 6.6. List of key informants and communities visited
 - 6.7. Summary tables on finance, and human resources

4.2. Pertinent Permissions, Approvals, Insurance, and Other Required Permits

The Mid-Term Evaluation team will need the assistance of the Nuyok CRS team and the USAID Mission - Uganda to acquire necessary permits and approvals for collection data, traveling in country and protecting human subjects. This may include travel insurance, ethical review approval depending on sensitivity of question/tools, respondent consent, and any other related insurance for health, accidents, etc. while in country.

4.3. Time Frame

With Nuyok beginning in October 2017, the mid-way point would be in April – June of 2020 and this period would have been the best time (close to when the baseline was done) to conduct the study when activities are ongoing, and sites are more accessible. However, the results of the MTE will be used to support Nuyok improve and adjust its interventions as part of learning process and the pipeline resource estimate plan(PREP). For this reason, the midterm evaluation will start in **January 2020** and the final report expected at the end of **April 2020**. The following calendar is illustrative for completion of the work by phase:

MTE Schedule - November 2019 through May 2020

#	Step (Location)	Responsible Person (s)	Date	Comments
<i>PRE-PLANNING PHASE</i>				
1	Advertise for consultancy recruitment	<i>CRS MEAL Specialist</i>	<i>July 2019</i>	This was advertised in internal and external platforms.
2	Recruit consultancy and get USAID/FFP approval	<i>CRS CoP</i>	<i>November</i>	The external lead consultant has been identified.
3	Constitute the MTE team members composition.	<i>CRS CoP & FFP</i>	<i>October - November</i>	This process is ongoing.
4	Organize all documents and make them available to the MTE team.	<i>CRS MEAL Specialist</i>	<i>November, 2019</i>	The proposal and recent MEAL documents (log-frame, IPTT and ToC) have been sent to the team leader. The documents will also be sent to other members as they are recruited.
<i>EVALUATION PREPARATION PHASE</i>				
5	Development of first draft of Evaluation Plan	MTE Team Leader	November 29	This incomplete draft is for internal review by the MTE evaluation team and the management team for NUYOK. It will not be ready for wider circulation.
6	Review background documentation and development of draft data collection tools	MTE Team Members	December 6	Draft tools sent to the MTE team leader to be reviewed and incorporated in the Evaluation Plan.
7	Completion of reviewable draft of Evaluation Plan	MTE Team Leader	December 9	The draft plan will include the description of methodology, draft tools and preliminary operational plan for the evaluation. This is the draft that should be submitted to FFP for approval.
8	Feedback on draft Evaluation Plan	CRS CoP & FFP	January 10	Feedback sent to the MTE team leader on the draft plan toward revising the document into a working plan.
	Completion of Working Draft Evaluation Plan	MTE Team Leader	January 22	Reviewable draft plan revised, incorporating feedback received.
<i>DATA COLLECTION & ANALYSIS PHASE</i>				

9	Evaluation Team Assembles for First MTE Team Meeting (Kampala)	MTE Team Members	January 27 am (Monday)	Team members coming from outside Uganda will arrive by January 26. Team members will meet for the first time on January 27 to get acquainted, discuss the MTE process and resolve questions members have on the evaluation process.
10	Orientation meeting with USAID/FFP (Kampala)	CRS CoP with MTE team	Anytime January 27-29 (Monday pm thru Wednesday am)	To clarify evaluation process and begin obtaining information. Meeting attended by full MTE team and CRS CoP.
11	Meetings with NUYOK Stakeholders in Kampala (Kampala)	CRS CoP to Arrange Meetings	January 27-29 (Monday pm to Wednesday am)	Individual meetings identified jointly by MTE Team members and the CoP with Implementing Partners, Technical Partners, Government Stakeholders, Private Sector Stakeholders and others based in Kampala as specified in Evaluation Plan
12	Travel from Kampala to Moroto by air	CRS to book flight	January 29 pm (Wednesday)	MTE Team travels by air to Moroto (if the number of passengers exceeds airline capacity, consider a charter flight)
13	NUYOK Orientation (Moroto)	CRS CoP & Key Staff	January 30 (Thursday)	This is an orientation provided by NUYOK for the evaluation team to further clarify program activities, stakeholders, best practices, and challenges. The orientation will be followed by interviews with NUYOK implementation staff conducted by individual MTE team members.
14	Meetings with NUYOK Stakeholders in Moroto (Moroto)	CRS CoP to Arrange Meetings	January 31 (Friday)	Individual meetings identified jointly by MTE Team members and the CoP with Implementing Partners, Technical Partners, Government Stakeholders, Private Sector Stakeholders and others based in Moroto as specified in Evaluation Plan
15	Field Visits to sites selected for the MTE (3 days in each district, 1 processing day & 1 day to cover travel time)	MTE Team Members with Logistical support from CRS & Partners	February 1-14 (14 days, starting on a Saturday and finishing on a Friday)	Three days per district, with ½ day devoted to program orientation & staff interviews, ½ day for District-based stakeholder interviews, and 2 days for field visits to selected sites. There will be one day midway through the field work set aside for team analysis, i.e., no field visits that day, and one day of time included for travel between districts.
16	Additional Information Gathering, Information Processing and	MTE Team Members	February 15-17 (Saturday thru Monday)	Additional interviews with NUYOK Staff/Stakeholders and information processing in preparation for the Verification Workshop.

	Verification Workshop Preparation (Moroto)			
17	Verification Workshop (Moroto)	MTE Team with NUYOK Implementing Staff	February 18-19 (Tuesday & Wednesday)	Presentation of preliminary findings and recommendations to NUYOK implementers for verification and refinement, identification of "Gray Areas" for further investigation.
18	Post-Workshop Processing in Moroto (Moroto)	MTE Team Members	Feb 20-21 (Thursday & Friday)	Investigation of gray areas and prioritization of recommendations within the MTE team and with the CRS CoP
19	Travel from Moroto to Kampala	CRS to arrange travel	Feb 22 (Saturday)	MTE team travels to Kampala by road or by air
20	Additional Information Gathering in Kampala and Stakeholder Debriefing Preparation (Kampala)	MTE Team Members	Feb 23 (Sunday)	Additional interviews in Kampala as needed and preparation for Stakeholder debriefing.
21	Stakeholder Debriefing (Kampala)	MTE Team Members	Feb 24 (Monday)	Half day workshop with leadership of CRS, consortium partners and technical partners to discuss main findings and priority recommendations.
22	Post-Stakeholder Debriefing Processing (Kampala)	MTE Team Members	Feb 25 (Tuesday)	Refinement of findings and priority recommendations to be presented to USAID Uganda.
23	De-Briefing with USAID/FFP in Kampala (Kampala)	MTE Team Members	Feb 26 (Wednesday)	A brief presentation (usually two hours) of the MTE product provided to representatives of USAID/FFP Uganda.
<i>EVALUATION RECOMMENDATIONS FINALIZATION PHASE</i>				
24	First Draft of Report	MTE Team Members	March 18	MTE team members continue analysis and development of content for the Evaluation Report and MTE team leader consolidates sections into final draft report, which is then submitted to CRS for comment

25	Reviewable Draft Report	MTE Team Members & CRS CoP	March 29	First draft report revised incorporating feedback from CRS. This draft is ready for review by FFP.
26	De-briefing to DC-based Stakeholders	CRS HQ & MTE Team Leader	Sometime in first half of April	Evaluation final recommendations and findings presented to FFP staff in Washington, DC
27	Final Report Submitted	MTE Team Leader, CRS CoP & FFP AOR	April 30	Final draft of the report incorporating feedback from FFP.

4.4. Logistics

CRS will be responsible to provide all logistical support to the evaluation team including (but not limited to) vehicle support, venues for orientation meeting, analysis meeting, ground truthing workshop, booking hotels for the team while the team members should pay for their accommodation and food).

CRS will select and hire translators (at least 50% of the interpreters should be female) - one for each team member. The translators cannot be CRS staff, but CRS will provide logistical support to the translators.

CRS will provide a list of all target communities and the activities implemented in the community, distance of the community to the location of the hotel in which the team will likely to stay (the team may not want to spend significant time in the road and spent less time in the community), whether the community is ranked as an early adopter or slow adopter (as the team would like to see the variation).

Once the community is selected by the evaluation team, CRS with the help of implementing partners should help the team to identify the community and if necessary introduce the evaluation team members to the head of the community or relevant people in the community. Typically, one CRS staff for each team should be adequate. To avoid compromising activity implementation during the MTE and to maintain a separation between the MTE team and the implementers, activity vehicles and other vehicles branded to identify them with the awardee or any of the implementing partners will not be used by the MTE team while they are in the activity area.

5. MTE TEAM COMPOSITION, QUALIFICATIONS, AND ROLES

5.1. MTE Team Composition, Qualifications, and Roles²

The MTE team will be led by an external evaluation team leader who will be working with external evaluation team members, three USAID technical staff and two CRS - HQ based technical staff. CRS will lead the process of ensuring qualified local translators are available to support the survey team leads in the field data collection process. Half (50%) of the translators should be female. The team lead will be responsible to provide a detailed proposal suggesting the proposed number of team members at various levels in consultation with the CRS Nuyok team.

USAID and CRS HQ technical staff who will join the evaluation team must have process evaluation experience and be able to commit to the entire evaluation process and timeframe. A staff who was either involved in the design of the CRS activity or has substantial involvement in the management of Nuyok cannot be a member of the evaluation team.

Each member will review her/his own technical area and will draft the section of the report. For example, WASH specialist will draft the WASH section of the report and develop recommendations for WASH.

² Based on the latest discussions with USAID/FFP, only the team lead is required to be external. The other subject matter specialists can be internal, except in cases where internal expertise is unavailable, then they can be external consultants hired by CRS (November 2019).

If two team members reviewing the same technical aspect (s) differ in their interpretation, both interpretations should be presented. Typically, the observations do not vary (because they will observe the same object or the process. If a pit latrine does not have a cover or the toilet is unclean two people cannot differ in observation, however, there might be difference in interpretations. The team members will spend significant time to interview people and observe interventions, therefore, even if there is a differing interpretation and observation, there will be plenty of time for in-depth review, and analysis and adjust the interpretation. The team leader should also play an instrumental role to address such a difference.

CRS and partner staff should be available for interview when requested by the evaluation team.

5.2. MTE Team Members' Qualifications

5.2.1. Team leader

- The team leader must have significant formal education in a field relevant to evaluation (e.g., program evaluation, statistics, economics, agricultural economics, anthropology, applied research, organizational development, sociology, or organizational change) at a post-graduate or an evaluation professional continuing-education level.
- The team leader must have extensive experience in evaluation using mixed methods of investigation (qualitative and quantitative) in developing countries. Knowledge of the conceptual framework of food security and experience evaluating food security programming is highly desirable.
- A Masters or PhD in a relevant field (program evaluation, economics, statistics or related field) with extensive (10+ years) experience using mixed methods (qualitative and quantitative) to evaluate development programs in developing countries. Demonstrated strengths in organizing and leading qualitative evaluation teams and communicating clearly and concisely. The individual must have no previous involvement in the DFSA design or implementation.
- The team member could also be a subject matter specialist to complement the other team members' expertise.

5.2.2. External Team Members

Two team members are necessary for the evaluation team. These should be subject matter specialists in either WASH, governance, livelihoods, nutrition and/or health systems as relevant to the Scope of Work. The evaluation team member(s) must have the following credentials;

A Masters or PhD in a relevant food security field, with extensive (8+ years) experience using mixed methods (qualitative and quantitative) to evaluate development programs in developing countries. Multiple years of experience in applying his/her field of expertise to program design and oversight or previous experience evaluating programs in his/her field in developing countries (Uganda-Karamoja context preferred). The following are the minimum specific qualifications;

- The team member should have a post-graduate degree in a field related to at least one of the technical sectors of the activity, plus extensive practical experience in developing countries with interventions like those implemented by the activity.
- The team member must have substantial demonstrated experience in gender integration.
- The team member should not have had any prior input to the Nuyok's design or implementation.
- Expertise in conflict sensitivity would be an added advantage.

5.2.3. Translators

S/he must have, at minimum, a graduate degree with 5 years' experience in a relevant field. S/he must have practical experience and conceptual clarity on qualitative data collection and analysis, team management and planning, ability to resolve field problems, persuasiveness, and communication skills. S/he should have good problem identification, oral and writing skills (English, Leb-thur and Ngakaramojong) to conduct the day-to-day field translation activities. S/he should have strong experience and skills in systematic data testing/ review both in the field and in the office.

S/he should be a good team player with strong leadership ability to uphold team spirit and ability to work under pressure/hardship, respect for teammates and program participants, be a good listener and possess strong qualitative information interviewing skills and the ability to address and manage field problems. The individual should be familiar with regional/local context, culture and conversion units.

5.3. MTE Team Members' Roles

5.3.1. SOW for The Team Leader

The team leader will be responsible for coordinating implementation of the MTE, including facilitation of meetings/workshops/ debriefings, working with FFP, Mission, CRS and DFSA to develop implementation schedules, facilitating sharing of information between team members, providing support to the project implementers in developing recommendations, and putting together the analysis from team members. He will also contribute to the review of monitoring and evaluation systems. The following are the specific responsibilities of the team leader:

- Organize and lead the overall evaluation
- Ensure a thorough review and analysis of activity monitoring data and other available secondary data by the appropriate team members
- Lead the selection of a purposively selected sample of implementation sites and outputs for primary data collection
- Ensure an MTE plan that includes adequate triangulation and validation of evidence collected in all sectors
- Lead the collection and analyses of primary and secondary data to evaluate the activity's M&E processes and the integration of activity sectors and interventions

- Ensure that final report presentation is logical and presented in a way that clearly separates the evidence collected, conclusions, and recommendations in different sections of the report, and conclusions and recommendations are based only on the evidence presented in the report
- Interact, on the part of the MTE team, with the awardee and USAID
- Serve as a technical specialist for specified sector

Table 3: Indicative DFSA Sectors for evaluation

Result Area	Sectors	Sub Sector
F.P: Communities sustained improvements in food and nutrition security		
FP 1.1: Government responsiveness to community needs increased	Integration of community priorities and coordination.	village development plan development and strengthening district and sub county extension workers.
FP 1.2: Community food security needs Prioritized	Governance, Household decision making and gender equality.	Women and youth participation in decision-making structures increased and joint decision making, The Male Change Agent approach (MCA)
P.1: Resilience to shocks and stresses improved		
SP 1.1: Community vulnerability to risks reduced	Community risk management	Adaptation to risk management and linkage to both formal and informal safety nets.
SP 1.2: Community asset management sustainably improved	Natural resource management.	Soil productivity, water management. Diversified and productive landscape.
P 2: Vulnerable households' livelihoods sustainably improved		
SP 2.1: Household production of profitable, safe and nutritious foods sustainably increased	Agriculture and livelihoods	Household Economics: Agriculture-to-nutrition pathways, group savings and loans (SILCs), post-harvest, marketing, Linking to the private sector Income-generating activities (non-farm/off-farm), kitchen gardens for home consumption
SP 2.2: Households' income increased	Agriculture and livelihoods	Profitable, sustainable farm and land management: input supply, value chain, financial management, agroforestry, crop production, livestock production, climate-smart adaptation and sustainable practices, agriculture-nutrition linkages, Voucher and cash transfers, Diner fairs, consumption stipend
P.3 Nutrition of pregnant and lactating women (PLW), adolescent girls and children under 5 (CU5) improved.		
SP 3.1: Household consumption	Maternal and Child Health	Health and nutrition systems

of sufficient, diverse and quality foods (especially during the first 1,000 days) improved.	and Nutrition	strengthening: essential nutrition actions, community management of acute malnutrition, health and nutrition of women of reproductive age
SP 3.2: Illness in children under two, adolescent girls, pregnant and lactating women reduced.	Maternal and Child Health and Nutrition	health and nutrition of women of reproductive age
	Social and Behavior Change Communication	Infant and Young Child Feeding, Early childhood development
	WASH	Hygiene Promotion, Sanitation marketing
Cross-cutting: Gender and Youth		
Women and youth have increased access to and control of community and HH resources	Gender and Youth	Access to a Resource, Control over the Resource, household decision making, community systems and structures

Responsibilities for the technical leads are as follows:

- Lead the MTE design of their respective technical components. For example, technical lead for agriculture and livelihoods will read the MTE questionnaire and MTE methodology for all agriculture and livelihoods sub-sectors. They will review relevant documents, consult relevant DFSA staff while design review questions and approach.
- Lead the collection and analyses of primary and secondary technical data related to his/her field(s) of expertise, document findings, and draw conclusions and form recommendations for the sector(s)
- Evaluate the general aspects of the implementation of all interventions related to his/her sector(s). While the team leader will likely be tasked as the primary investigator for the activity management overall, a technical specialist must consider management aspects of the implementation of interventions in his/her technical sector and the interaction between his/her technical sector and other activity sectors by examining:
 - Staff and material resources
 - Communication, both internal and external
 - Community involvement
 - Participant targeting (especially overlap/consistency with other sectors)
 - Transfers of entitlements (food, non-food, cash)
 - Branding
 - Partnerships and linkages
 - Consortium management
 - Routine monitoring and data quality assurance for all interventions
 - Exit/sustainability strategies
 - Gender integration
 - Environmental protection
- Draft the report sections assigned by the team leader in the specified format

- Coordinate and collaborate with other technical leads to ensure the recommendation aligns with the theory of change or suggest revisions to the theory of change where necessary.
- Provide technical guidance to other members of the MTE team and DFSA staff on interpretation and understanding of the technical recommendations.

6. DFSA RESPONSIBILITIES

Lead Agency (CRS) will facilitate coordination throughout the evaluation process. This includes the following:

- Coordinate the recruitment of the evaluation team, including draft and share the scope of work (SOW) with the consortium members and the donor and incorporate their comments;
- Organize the introduction of the evaluation team to the consortium members and donor for briefings;
- Provide administrative and logistical support to the evaluation team, including hotel bookings, communication and printing facilities, orientation to consortium members and donor, provision of transportation and facilitation of data collection;
- In coordination with implementing partners, provide the evaluation team with a list of all operational communities and classify them according to their performance, accessibility and security considerations, and assist them with the selection of communities to be visited;
- Provide available data and documentation to the evaluation team;
- Organize the verification meeting to discuss preliminary observations and recommendations and ensure that feedback is incorporated into the final report;

The consortium members (Caritas M&K, CDFU, C&D, YBI) will facilitate the evaluation in their respective operational areas. They will assign their M&E officers and field coordinators to assist with the organization of the introduction of the evaluation team members to the local authorities, communities and provide contextual information as needed. The consortium members will also make available documentation as requested by the evaluation team. The consortium members will actively participate in the review of the SOW and the orientation of the team, the verification of the findings and recommendations, in the development and implementation of the follow up action plan.

6.1.1. Provision of Secondary Data

Prior to the start of the evaluation, DFSA program staff will prepare the following and hand to the mid-term evaluation team:

- Two lists of communities – one for the communities that are early adopters and the second one for the communities that are facing challenges to participate in project activities and/or adopt project promoted activities. The list should include the following information:
 - List of interventions promoted by the project
 - Remoteness – distance from the implementing partner offices
 - Names of other actors working in the communities
 - Approaches used – care group, farmer groups, producer marketing groups etc.

- A file/document showing the targets and actual achievements for all program activities, by location, including start dates, participants reached initially and currently, and outputs (training, capacity building exercises, groups established etc.) with an explanation of over or under achievements.
- An analysis of the multi-sectoral integration at the project participant level to assess integration of interventions at the direct participant level. Data to be presented on a table following a format presented below. In addition, an overlapping pie chart that shows proportional overlapping of participants participating in interventions from multiple purposes

Number of Direct Participants Receiving Multiple Interventions by Project Purpose								
Column	A	B	C	D	E	F	G	H
Sex	Total unique direct participant	P1:	P2:	P3:	P1 & P2	P2 & P3	P1 and P3	P1, P2 & P3
	(B+C+D+E+FD+G+H+I...)							
Male								
Female								
Total								

**Numbers will be updated and provided to team closer to Mid-Term Evaluation period*

- A map showing activity locations (including locations of infrastructure developed or improved by DFSA and those currently under development/planning), all consortium members’ offices, and sites for lodging.

These will help the mid-term review team to purposively sample activity sites for primary data collection.

Any of the following materials and documents will be made available to the lead of the review at his/her request up to four weeks prior to when the review will convene in Uganda:

- Lists of intervention sites, identifying the type(s) of interventions at each location, with start dates of implementation, numbers of direct and indirect participants, quantities of commodities distributed, etc., for each type. (This list should include locations of all community assets developed or rehabilitated using activity resources, including those still in process of development or rehabilitation).
- Program Proposal Narrative and relevant Attachments
- Baseline Report
- Reports from formative research and barrier analyses (if any).
- DFSA Program Work plans and schedules (DIP).

- M&E Plan, including Performance Monitoring Plan, with program monitoring tools and manuals, including the IPTT, descriptions of data bases and contents, and examples and lists of recipients of routine monitoring reports
- Annual Participant Survey Results Reports, and ARRs. (if any)
- Pipeline and Resource Estimate Proposals
- Organigram of program staff showing supervision/management roles and partnerships for each sector
- Activity implementation plans and protocols (i.e., documents that guide staff actions at activity sites)
- Descriptions of the Activity's implementation strategies and the Exit/sustainability strategy
- Examples of MOUs between DFSA and organization with whom it is working.
- Lists and descriptions of formal training activities (for staff and program participants) accomplished to date, identifying specific individuals, committees, groups, etc., that were the foci of intervention, curriculum, and training materials/aids.
- Reports of intentional indirect training accomplished to date: numbers, sex, locations of participants and trainers
- Descriptions of infrastructure developed or improved by DFSA and those currently under development/planning.
- Documents describing the Early Warning System and examples of input and outputs
- Samples of: Community Early Warning System designs
- The number and descriptions of the types of incentives provided to non-staff members who contribute to DFSA activities, identified by sector, type of services provided, and location.
- Voucher, cash, and non-food item distribution reports that include location of distribution; type of distribution; and planned and actual quantities, ration sizes, and timing of distributions
- Inception report
- Baseline study report and reports from all research conducted for the activity's benefit (e.g., formative research, barrier analyses, gender analyses, and market analyses)
- A current organogram of activity staff (with names and phone numbers for incumbents and notation of vacancies) showing partner organization and supervision/management lines
- Intervention implementation protocols and guidelines and identification of activity staff who use each
- Descriptions, dates, and numbers of participants of capacity building activities for activity staff and activity participants (individuals, groups, and communities)
- Complete M&E Plan, including monitoring tools, manuals, and reports
- Examples and lists of recipients of all types of M&E reports
- Activity monitoring databases
- IEE, EMMP, and all related reports
- All ARRs
- All PREPs

6.1.2 Logistical and Administrative Advice and Support

The DFSA will be responsible for organizing logistics for the field work which include

- a) Arrange meetings between the evaluation team and USAID, at a minimum at the beginning and end of the evaluation process

- b) Hiring simultaneous translators for the entire period who will assist the non-ngakaramojong or Leb-thur” team members throughout the field work, workshops, meetings and interviews. The exact number of translators will be determined later by the MTE team lead.
- c) Arranging and renting adequate number of appropriate vehicles to facilitate the evaluation team traveling while in country including field work
- d) Arranging and renting venues for introductory meeting, ground truthing workshops, debriefings, and recommendation review and planning workshop
- e) Set up meetings with various stakeholders
- f) Facilitate introductions to the visited communities, and provide support to the team as and if needed
- g) Rent/ arrange equipment’s for simultaneous translations
- h) For domestic flights (if needed), book and procure tickets.
- i) Provide a full-time logistician with the team to facilitate field visits
- j) Provide stationery (paper/ pens, etc.) to the team members as necessary
- k) Provide contact details for key partners’ staff
- l) Provide administrative support: communication, photocopying, printing, etc.
- m) Advise about local protocols and permissions to gain entry to operational areas

7. INTELLECTUAL PROPERTY

CRS, USAID, and the third-party firm hold the rights to intellectual property produced under the MTE. CRS will retain the rights, title, and interest to data that are first acquired or produced under the award. USAID reserves a royalty-free, worldwide, nonexclusive, and irrevocable right to use, disclose, reproduce, prepare derivative works, distribute copies to the public, and perform publicly and display publicly, in any manner and for any purpose, and to have or permit others to do so.

CRS consider it unethical for any member of the review team to use information gathered from unsuspecting citizens during the review assignment for anything other than the review under study. Should viable reason present itself for using the information obtained for other purposes, then, CRS must be consulted, and prior per-mission secured. This must be adhered to, especially when the material is of a controversial nature and exclusively involves the private lives of the target population.

The ultimate responsibility for gathering and disseminating information from all its regional offices around the world lies within CRS. Therefore, the review team is expected to turn in to CRS all data and other information which were used as the basis of the team's final inferences.

No review is final until it is presented to CRS, discussed with the re-view team in an open manner, clear understandings of all conclusions and any differing views are reached between the MTE team and CRS as reflected in the final document.

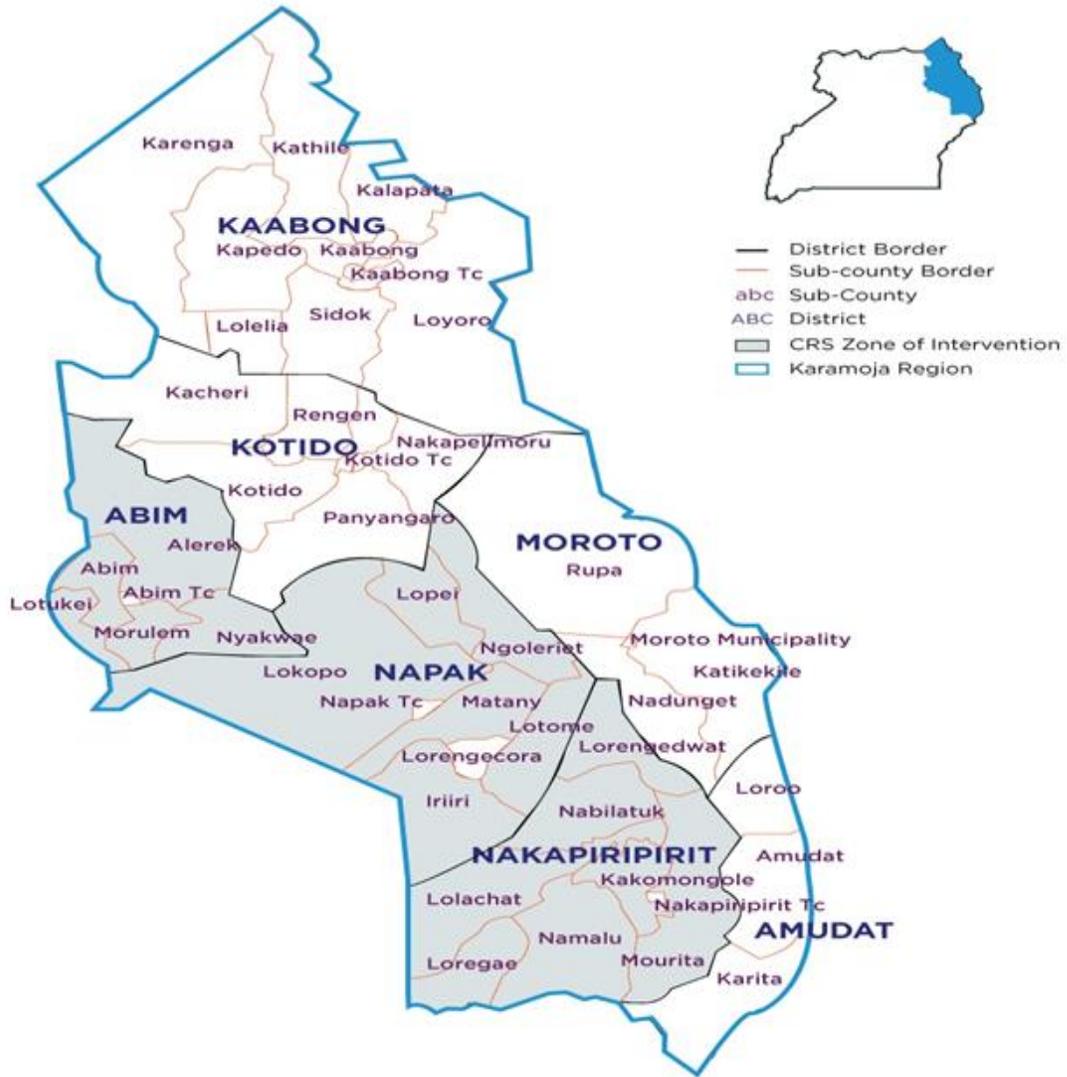
8. ETHICAL GUIDELINES

Every member of the review team must adhere to ethical guidelines as outlined in the American Evaluation Association's Guiding Principles for Evaluators. Here is a [link for a more detailed description](#). A summary of these guidelines is provided below.

- **Systematic inquiry:** Evaluators conduct systematic, data-based inquiries.
- **Competence:** The evaluation team possesses the education, abilities, skills, and experience appropriate to undertake the tasks proposed in the evaluation. Evaluators practice within the limits of their professional training and competence and decline to conduct evaluations that fall substantially outside those limits. The evaluation team collectively demonstrates cultural competence.
- **Integrity/honesty:** Evaluators display honesty and integrity in their own behavior and attempt to ensure the honesty and integrity of the entire evaluation process.
- **Respect for people:** Evaluators respect the security, dignity, and self-worth of respondents, activity participants, clients, and other evaluation stakeholders. Evaluators regard informed consent for participation in evaluation and inform participants and clients about the scope and limits of **confidentiality**.
- **Responsibilities for general and public welfare:** Evaluators articulate and consider the diversity of general and public interests and values that may be related to the evaluation.

Annex 1: Geographic implementation areas

Karamoja Districts and Sub-Counties



Annex 2: Ground Rules for Observers

The Nuyok DFSA intends to conduct a mid-term evaluation in January & February of 2020. The evaluation will be conducted by a team comprised of USAID, CRS and independent evaluators led by an independent team leader. USAID Uganda Mission activity managers, the Agreement Officer Representative (AOR) and CRS HQ staff, who are not on the MTE team, can participate as observers of the MTE. Following are some ground rules that we would like these observers to follow as they provide support to the MTE team conducting the evaluation.

- The main priority for logistical support provided by CRS Uganda for the MTE will be for the core evaluation team. Adjavon (CoP), David (HoO) and Rodwell (MEAL Sp) will be responsible for organizing the logistical needs of the core MTE team, and observers will be considered only after the logistics for the core team have been organized. Observers are asked to utilize the services of their own organizations to arrange logistics for them for the MTE.
- During the field work, observers are asked not to engage core team members while they are conducting interviews or focus group discussions, nor should they ask questions directly of respondents during interviews or FGDs without obtaining permission from the core team member doing the interviews to do so. After the interview or discussion has been completed, observers are free to hold discussions with the core team member.
- Observers are free to attend MTE team meetings and evening discussions usually held on the second day in each district.
- Observers will ***not*** be allowed to attend the Verification Workshop.
- Observers who are CRS HQ staff are welcome to attend the Stakeholder Debriefing scheduled for February 24, and observers who are USAID staff are welcome to attend the USAID Debriefing scheduled for February 26.
- Observers are requested to participate as much as possible in the full evaluation process so that they acquire a reasonably complete picture of the product being developed by the MTE team. An observer who only participates in part of the field work and only a few of the analysis meetings is at risk of forming a partial, incomplete understanding of why a recommendation has emerged with the evidence to support it.
- Observers are under the guidance of the MTE team leader during data collection. If there are any questions about proper protocol, the observer is asked to consult with the team leader beforehand.

III. MTE EVALUATION PLAN



Mid-Term Evaluation (MTE) of the Nuyok Program

USAID-funded Title II Development Food Security Activity in Uganda
led by Catholic Relief Services
Award Number: AID-FFP-A-17-00005

Evaluation Plan

Final - 26 February 2020



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Friedman School of
Nutrition Science and Policy



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ACRONYMS AND ABBREVIATIONS

ARR	Annual Results Report
C&D	Institute for International Cooperation and Development
C<5	Children Under Five Years of Age
CAHW	Community Animal Health Worker
CAP	Community Action Plan
CAV	Community Agriculture Volunteer
CCA	Climate Change Adaptation
CDF	Community Development Funds
CDO	Community Development Officer
CFW	Cash for Work
CG	Community Groups
CHC	Communication for Healthy Communities
CHV	Community Health Volunteer
CLA	Collaboration, Learning and Adapting
CLTS	Community-led Total Sanitation
CMMC	Conflict Mitigation and Management Committees
CoP	Chief of Party
CRS	Catholic Relief Services
CSC	Community Score Cards
CSG	Community Support Group
DCRM	Disaster and Climate Risk Management
DFSA	Development Food Security Activity
DHT	District Health Team
DIP	Detailed Implementation Plan
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EMMP	Environmental Mitigation and Monitoring Plan
FFP	Food for Peace
FGD	Focus Group Discussion
FSP	Financial Service Provider
FY	Fiscal Year
GIS	Geographic Information System
GMP	Growth Monitoring and Promotion
GoU	Government of Uganda
HTP	Harmful Traditional Practices
HW	Health Worker
ICT4D	Information, Communication and Technology for Development
IEC	Information, Education and Communication
IEE	Initial Environmental Examination
IGA	Income-Generating Activity
IMCI	Integrated Management of Childhood Illness
IPTT	Indicator Performance Tracking Table
IYCF	Infant and Young Child Feeding
KII	Key Informant Interview

KML	Knowledge Management and Learning
LAD	Learning to Action Discussions
LM	Lead Mother
LoA	Life of Activity or Life of Award
M&E	Monitoring and Evaluation
MCG+	Mother Care Group
MCHN	Maternal and Child Health and Nutrition
MEAL	Monitoring, Evaluation, Accountability and Learning
MTE	Mid-Term Evaluation
MUS	Multiple Uses of Water
NFP	Natural Family Planning
NGO	Non-Governmental Organization
NRM	Natural Resource Management
ODF	Open Defecation Free
PHAST	Participatory Hygiene and Sanitation Transformation
PLW	Pregnant and Lactating Women
PMP	Performance Monitoring Plan
PO&P	Pump Operation and Maintenance
PRA	Participatory Rural Appraisal
PREP	Pipeline and Resource Estimate Proposal
PSP	Private Service Provider
REAP	Rural Entrepreneur Access Project
RED	Reaching Every District
SAM	Severe Acute Malnutrition
SBCC	Social and Behavioral Change Communications
SILC	Savings and Internal Lending Communities
SMART	Skills for Marketing and Rural Transformation
SMILER	Simple Monitoring of Indicators for Learning & Evidence-Based Reporting
SUAP	Safer Uses Action Plan
ToC	Theory of Change
ToR	Terms of Reference
ToT	Training of Trainers
U-NIEWS	Uganda National Integrated Early Warning Systems
USD	United States Dollar
VDC	Village Development Committee
VSLA	Village Savings and Loans Associations
VTI	Vocational Training Institute
WASH	Water, Sanitation and Hygiene
WE	Women's Empowerment
YFS	Youth Friendly Services
YLTS	Youth-Led Total Sanitation

Evaluation Plan for the Mid-Term Evaluation (MTE) of the Nuyok Development Food Security Activity (DFSA) CRS Uganda

I. INTRODUCTION

Catholic Relief Services (CRS) is leading a consortium of seven partners³ in implementing a five-year \$34.9 million project funded by the USAID Office for Food for Peace to build resilience to shocks, enhance livelihoods and improve food and nutrition security for vulnerable rural families in Karamoja Sub-region, North Eastern Uganda. The program, named Nuyok (which means “it is ours” in the local language) is being implemented in Abim, Nakapiripirit, Nabilatuk and Napak Districts and is expected to have measurable impact on 196,053 direct participants (in an estimated 32,675 households) in 524 villages. Nuyok seeks to strengthen governance, promote gender equity, build community capacities to manage shocks and stress, strengthen traditional and diversified livelihood strategies and improve nutrition and health, including water, sanitation and hygiene (WASH), for pregnant and lactating women (PLW), adolescent girls and children under five years of age (CU5). The program began implementation on 29 September 2017 and is expected to be completed by 30 September 2022. Since the program is nearing the mid-point in its life, a Mid-Term Evaluation (MTE) is being scheduled in the second quarter of FY 2020. This document describes the plans and procedures that will be used to implement the MTE.

II. MTE PURPOSE & OBJECTIVES

A. Purpose

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

B. Specific Objectives

The specific objectives of the MTE are to:

- I. Assessing the **overall strategy** of the Nuyok Program in terms of its relevance for addressing food insecurity with targeted impact groups, while considering contextual changes that may have occurred since the projects began implementation. This will entail

³ Nuyok started implementation with eight partners, but the partnership with one partner, Veterinarians without Borders, was ended in 2019.

reviewing the strategies that ensure the target groups are reached by the project, reviewing the theory of change, assessing the validity of implicit and explicit assumptions made and risks posed during the design and implementation of Nuyok.

2. Evaluate the **quality and effectiveness of program delivery**. The investigations will identify the strengths and weaknesses of activity implementation and management, and the quality of outputs, in terms of adherence to terms agreed to by USAID/FFP and of their acceptability and perceived value to target communities, identifying factors that appear to enhance or detract from the quality, acceptability and usefulness of implementation and outputs.
3. Identify and analyze **evidence of changes**⁴, including positive and negative changes as well as intended and unintended changes, being induced by the activities and outputs of the program. Using qualitative information obtained during the MTE as well as available quantitative data, the investigations will assess how well the observed changes coincide with the Theory of Change (TOC) and logical framework guiding the program and identify factors in the implementation or context that impede or promote the observed changes. This will entail reviewing the strategies that ensure that targeted impact groups are reached by the program, reviewing the theory of change, and assessing the hypotheses, risks, and assumptions made during the design of the program.
4. Review **implementation systems**, including management systems, partner relations, coordination and linkages with external organizations, financial management systems, human resource management systems (including staffing structure) and materials management systems to identify recommendations for improving the effectiveness of implementation and/or the efficiency in use of program resources.
5. Determine the extent to which **outcomes are likely to be sustained** after the program ends. The investigations will examine the sustainability strategies that are being implemented and determine the extent to which the changes in systems and services that are being produced by the program and are necessary to sustain outcomes are likely to continue after the program ends.

III. PROGRAM DESCRIPTION

A brief description of the Nuyok Program is provided below, focusing on the information that is relevant for planning the MTE, including the types of outputs being produced, the types of participants (beneficiaries and intermediaries⁵) that will need to be interviewed, and the key partners (consortium and technical) that will also need to be interviewed. Prior to undertaking the MTE, team members will review key background documents to understand the theory of change for the program, the approaches that are being used in producing outputs, and the outcomes and impact that are expected from the achievement of outputs.

⁴ These changes can occur at the individual, household, community and higher levels, including systemic changes.

⁵ Beneficiaries are program participants from the targeted impact groups which are, for Nuyok, vulnerable people as identified by communities. Intermediaries are program participants who are not from the targeted impact groups, but the program works with these participants, e.g., community leaders, private sector business owners, government extension agents, in order to achieve impact on targeted households.

A. Nuyok Overview

The goal of the Nuyok Program is to sustainably improve food and nutrition security for vulnerable populations in Karamoja Sub-Region. The program is specifically targeting people defined as vulnerable by their communities, expecting to have lasting impact by the end of its life on around 196,053 persons. The overall program value is USD 34.9 million, including USD 33.9 million in resources from the United States Government and USD 1 million in cost share. There is no commodity distribution in the Nuyok Program, although there are resource transfers to participants. These include cash-for-work for public works related to disaster risk reduction, vouchers for purchase of nutritious food or hygiene products, vouchers for seed purchase, and vouchers for purchase of ox plows.

Under the leadership and technical guidance of CRS, the Nuyok Program is being implemented by a consortium of local and international partners. Implementation at the front-lines is the responsibility of Caritas Moroto (Napak, Nabilatuk and Nakapiripirit Districts) and Caritas Kotido (Abim District). The International Institute for Cooperation and Development provides technical leadership on water supply and youth vocational/technical skills training. The Communication for Development Foundation Uganda provides technical guidance on social and behavioral change communications (SBCC). YouthBuild International is the technical lead for a pilot research project on youth opportunities for education, leadership and employability in Abim District. The Friedman School of Nutrition Science and Policy from Tufts University provides guidance on research and learning for the Nuyok Program. Finally, the BOMA Project based in Kenya provides guidance on replicating their Rural Entrepreneur Access Project (REAP). Table 1 shows the current Goal, Purposes and Sub-Purposes for the program.

Table 5: Goal, Purposes and Sub-Purposes for the Nuyok Program

GOAL: Food and nutrition security of vulnerable populations in Karamoja is improved and sustained.	
Foundation Purpose: Communities and institutions have enhanced the sustainability of improvements in food and nutrition security	
Sub-Purpose F.1: Government and civil society responsiveness	Sub-Purpose F.2: Community systemic gender barriers reduced (or community food security needs prioritized?)
Purpose 1: Community capacities to manage shocks improved	
Sub-Purpose 1.1: Communities have reduced their risks	Sub-Purpose 1.2: Communities have improved their asset base.
Purpose 2: Vulnerable household livelihoods improved and sustained.	
Sub-Purpose 2.1: Household participation in productive and profitable agricultural systems increased	Sub-Purpose 2.2: Household income increased and diversified.
Purpose 3: Nutritional status of pregnant and lactating women, adolescent girls and children under five in Karamoja improved.	
Sub-Purpose 3.1: Household consumption of diverse and quality foods (especially during the first 1000 days) increased	Sub-Purpose 3.2: Illness in children under two, adolescent girls and pregnant and lactating women reduced.

The approaches used and expected outcomes in the Nuyok Program are described in the final technical proposal as well as a number of specific sectoral program strategy documents that have been developed. The most recent Pipeline and Resource Estimate Proposal (PREP) for FY 2020 also describes recent changes that have been made to the program, and the performance indicators at each level are described in the program's Indicator Performance Tracking Table

(IPTT). The sections which follow list the major types of outputs for each of the purposes along with the major types of participants. The last section provides an overview of the partners in the Nuyok Program.

I. Foundation Purpose I: Governance & Gender. The foundation purpose for the Nuyok Program seeks to strengthen traditional and official governance systems while also reducing gender barriers that negatively impact vulnerable people. The general strategy for the governance component of this purpose is to strengthen the capacities of official and traditional leaders to succeed in their roles and strengthen capacities of citizens and civil society to hold public and private actors accountable. For addressing gender barriers to food and nutrition security, the Nuyok Program implements activities to induce positive changes in gender norms, enable more active participation of women in community decision-making structures, increase women's control over household resources, and encourage more equitable division of household workloads.

Major Outputs. Following are the major outputs planned under the Foundation Purpose.

- Train official and traditional leaders to improve their leadership capacities and work with them to identify, prioritize, and overcome challenges to promoting more inclusive, equitable governance.
- Provide support to communities in developing Village Disaster Management Plans⁶ that respond to their needs and priorities.
- Facilitate access for communities to internal and external resources to implement Village Disaster Management Plans
- Provide support to district officials for strengthened sectoral working group coordination, mainly for health, WASH, production and marketing, and natural resource management.
- Strengthen district and sub-county extension services (community development officers, health workers and village health teams).
- Provide support to district officials for identifying food and nutrition security program beneficiaries more fairly using transparent, needs-based targeting.
- Provide support to officials from the district and sub-county government, health and water supply systems to strengthen monitoring systems, enabling more effective decision-making for matching resources to needs.
- Provide training to communities and civil society on the use of public expenditure tracking surveys, community score cards, and citizen parliaments for monitoring and promoting service delivery.
- Train a cadre of Community Influencers (traditional and community leaders) to co-facilitate a Community Dialogues process, and collaborate with local drama groups, to engage community members in analyzing, and planning changes to reduce harmful traditional practices.

⁶ Initially the project worked with Village Development Committees to develop Village Development Plans, but on the advice of USAID shifted to working with Village Disaster Management Committees, since Village Development Committees are not part of the decentralized government structures.

- Provide training to male community change agents on a Start-Awareness-Support-Action (SASA) approach for promoting gender equity, joint household decision-making and intra-household communication⁷.
- Provide leadership training to women leaders from SILC group, producer marketing groups, disaster risk reduction committees, peace committees, and health unit management committees.

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

Table 6: Participants and Sites in the Nuyok Program under the Foundation Purpose: Governance and Gender

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Local government officials and traditional leaders trained	139	23	116	149
Village Disaster Management Committees	114			263
GoU Offices leading quarterly sector coordination meetings	9			12
GoU Extension workers receiving support	780	566	214	577
Community leaders trained	0	0	0	24
Community-Based Monitors trained	758	355	403	524
Private Sector & Civil Society Organizations supported to contribute to government plans	23			8
Private sector and civil society actors facilitated to participate in sectoral working groups	17	?	?	12
Women and youth trained in leadership	?	?	?	?
Women and youth facilitated to participate in community decision-making structures	?	?	?	?
Community influencers trained to promote positive gender norms	0	0	0	330
Male Change Agents trained on gender equity	914	0	914	512

2. Purpose I Community Resilience. The Nuyok Program is building community resilience by strengthening community capacities for inclusively gathering and analyzing information, solving problems, building consensus, taking collective action, mobilizing resources, and engaging external actors for additional resources and support. The program currently works with peace committees and disaster management committees, and plans to work in the future with traditional structures such as kraals, Councils of Women, youth groups and Councils of Elders.

Major Outputs. Following are the major outputs in the Nuyok Program under Purpose I.

⁷ The project had also proposed to implement Faithful House training to promote intra-household communication and joint decision-making around nutrition, maternal and child health, natural family planning, household economics, and alcohol use, but this was later discontinued and priority given to building capacities of male change agents to do this.

- Work with District Disaster Management Committees and Sub-County Disaster management Committees to adapt and adopt existing Disaster Risk management training curricula to develop DRM committee members' skills.
- Provide guidance to parish development and community DRM committees to facilitate DRM planning to be incorporated in Village Development Plans.
- Provide support through payment-for-work to enable villages to implement DRR plans, as specified in Village Development Plans.
- Strengthen the dissemination of of early warning generated by the Uganda National Integrated Early Warning Systems (U-NIEWS), the USAID-funded Famine Early Warning Systems Network, and ACTED's Drought Early Warning System for Karamoja⁸.
- Build capacities of local leaders to obtain and disseminate local information around key early warning indicators.
- Facilitate the revival of traditional safety nets and introduce additional community-based safety nets, such as the SILC social fund, to support highly vulnerable households.
- In the event of a covariate crisis such as a flood or drought, provide cash/voucher transfers, including payment-for-work, food vouchers, or seed vouchers, to enable vulnerable households to cope with the shock.
- Implement a graduation model pilot activity to build the capacities of highly vulnerable women to attain sustainable livelihoods.
- Work with district education offices to identify key community influencers to sensitize and engage them to promote literacy for men, women and youth.
- Facilitate linkages for targeted participants to improved quality existing functional adult literacy services.
- Pilot the ABC Literacy Curriculum using SMS as a tool for literacy and numeracy training.
- Increase community awareness of official and traditional laws, practices and principles around land dispute resolution.
- Provide guidance to parish development and community NRM committees to facilitate NRM planning to be incorporated in Village Development Plans.
- Provide support to communities for implementing NRM activities from Village Development Plans, including intervention design, training on necessary skills for implementation and maintenance, and resource mobilization directly from Nuyok or from the Third Northern Uganda Social Action Fund.
- Build capacities of Conflict Mitigation and Management community groups to be able to design and implement activities around water or land use to build, restore, or reinforce healthy relationships, while prioritizing the role of marginalized groups in these activities.
- Train Peace Committees on intermediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).
- Implement an SBCC radio program on the importance of social cohesion.

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

⁸ The project has also tried to develop relations with the Uganda National Meteorological Authority for dissemination of seasonal weather information.

Table 3: Participants and Sites in the Nuyok Program Targeted under Purpose 1: Community Resilience

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Village Disaster Management Committees trained in DRR	230			157
Participants trained in disaster preparedness (maybe members of VDMCs?)	2795	1488	1307	9832
Participants trained to collect early warning information	?	?	?	?
Participants trained on access to safety nets	16,184	13,763	2,421	15,461
Recipients of cash or voucher transfers	11,191	10,654	537	12,020
Community assets created or rehabilitated	0			57
Hectares under improved NRM	4,149			500
Villages trained on improved NRM	87			110
Community members trained on improved NRM	4,563	2,368	2,195	5,240
Participants sensitized on environmental stewardship	11,191	10,654	537	15,720
Participants trained on conflict mitigation and management	182	33	149	731
Conflict Mitigation and Management (CMM) Committees formed and trained	22			23

3. Purpose 2 Livelihoods. Under Purpose 2, the Nuyok Program seeks to increase incomes and diversify livelihood strategies for vulnerable households to improve sustainable livelihoods and household food security. The approaches used are oriented around promoting nutrition-sensitive, climate smart agricultural practices such as improved soil fertility, soil and water conservation, animal husbandry and labor-saving technologies for women. CRS's private service provider (PSP) delivery mechanism and Savings and Internal Lending Communities (SILC) are key features of the program.

Major Outputs. Following are the major outputs in the Nuyok Program under Purpose 2.

- Establish Producer Marketing Groups (PMGs) to provide a platform for training and cooperative production and marketing.
- Strengthen the capacities of community-based Community Animal Health Workers (CAHWs) to provide sustainable animal health services.
- Identify and train PSPs to provide training to PMGs on collective marketing, financial management locally available business and financial services, including digital finance platforms,
- Lead couple producers
- Train CAHWs and lead couple producers on climate smart agriculture to extend learning to PMGs.
- Support the use of demonstration plots managed by lead couple producers to test and promote small-scale irrigation, improved pre- and post-harvest handling practices and agricultural techniques.
- Provide training to PMGs through lead couple producers and district production officers on pre- and post-harvest technologies to reduce losses and increase value addition.

- Introduce appropriate labor-saving tools and technologies through PSPs, CAHWs, and lead couple producers.
- Provide training to CAHWs in hay/silage production, pasture management and improved feeding practices to extend learning to PMGs.
- Provide support in establishing Multi-Use Systems (MUSs) to make water available for both farmers and pastoralists.
- Facilitate the design of a veterinary technician training and certification program to establish a cadre of service producers between CAHWs and District Veterinary Officers.
- Facilitate private farm input supply companies not currently active in Karamoja to expand into the sub-region, including through access to capital and subsidies to reduce risks.
- Establish and train SILC groups to provide financial services and a platform for other interventions.
- Facilitate access to capital from Micro-Finance Institutions for individual producers and cooperative groups, through a loan guarantee mechanism.
- Build capacities of PSPs to provide bulking and selling services to PMGs, to provide weekly price information on major commodities, and to serve as agents for companies looking to expand distribution or sourcing into Karamoja.
- Facilitate business linkages between PMGs, prospective buyers and other value chain actors.
- Pilot a YouthBuild Intervention to improve life skills leadership skills and vocational/technical skills for youth and provide support for livelihoods activity start-up.

Types of Participants. Table 4 lists the different types of groups, participants and sites in the Nuyok Program under Purpose 2. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 4: Participants and Sites in the Nuyok Program Targeted under Purpose 2: Livelihoods

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Agricultural Field Agents identified and trained	?	?	?	?
Producer Marketing Groups (PMGs) formed and trained	343			400
Members of PMGs trained on SMART skill set	10,025	6421	3604	12,000
Participants trained in animal husbandry	942	321	621	20,000
Private Service providers trained on animal production	98	8	90	200
Participants (members of PMGs?) trained on improved agricultural production	10,025	6421	3604	37,333
GoU staff trained on improved agricultural production	109	8	101	130
Private sector representatives trained on improved agricultural production	0	0	0	50

Hectares of cropland under improved farm management	10,543			12,912
Participants trained to engage in value chain activities	1683	1209	474	10,000
Participants receiving support on labor saving tools and technologies	1256	852	404	4000
Recipients of improved inputs in DiNER Fairs	11,191	10,654	537	11,796
Traders or Trading companies with trade agreements with PMGs	0	0	0	20
Women and youth participants trained on vocational, leadership and life skills	Enrolled in Vocational Training Institutes	?	?	?
	Trained through YouthBuild	?	?	?
	Trained in Functional Adult Literacy	?	?	?
	Trained in Instant Skills Training	?	?	?
REAP Participants (Business Groups?) receiving start-up grant support	0	0	0	456
Participants trained on financial management, marketing and entrepreneurship	2972	2512	460	7200
SILC agents trained	?			?
SILC Groups formed and trained	?			?
Members of SILC groups trained in SILC	7535	5083	2452	12,504

4. Purpose 3: Nutrition. Under Purpose 3, the Nuyok Program intends to reach children under two years of age, pregnant and lactating women, and adolescent girls with interventions designed to increase access to nutritious food, improve household health, hygiene and nutrition behavior, improve access to health and nutrition services and improve WASH infrastructure and services. Nuyok will strengthen existing facility-based health/nutrition services at district and sub-county levels, community-level health extension services, including the Ugandan Village Health Teams (VHTs, or these have been changed to Community Health Extension Workers by now?) which include one man and one woman in each village, and peer support provided by lead mothers (LMs) through mother care groups (MCGs) and couples strengthening.

Major Outputs. Following are the major outputs in the Nuyok Program under Purpose 3.

- Build capacities of lead couple producers, PSPs and Lead Mothers to conduct Community Conversations around consumption of a diverse diet and animal source foods, dietary needs of adolescent girls, PLW, and CU2, production of nutritious foods through homestead gardens, improved agricultural techniques (SP 2.1), and animal rearing.
- Work with VHTs, Male Change Agents (MCAs), and community leaders to identify and support advocates for better nutrition.
- Using VHTs and LMs, build the skills of lead couple producers and Mother Care Groups to demonstrate food processing, preparation, and preservation techniques that maximize nutrient bio-availability and eliminate harmful toxins (e.g. aflatoxins) and anti-nutrients.
- Train VHTs and LMs on home gardening techniques and support them to provide demonstrations on community land.
- Establish or strengthen existing Mother Care Groups to provide better community-facility linkages and a community-based platform for training by GoU health staff.

- Train HWs, VHTs, and LMs in adult education, facilitation, and counseling techniques to facilitate adoption of good care practices, including adequate feeding, hygiene, health-seeking practices, and supportive parenting by members of Mother Care Groups.
- Support and monitor LMs to hold monthly meetings with MCGs and to conduct monthly home visits to MCG members to discuss Essential Nutrition and Hygiene Actions (ENHA), early stimulation and positive parenting behaviors, and birth spacing messages with emphasis on breastfeeding and lactational amenorrhea.
- Train health workers to counsel PLWs and caregivers of children under 2 years on key behaviors (ENA and EHA).
- Work with the District Health Management Teams, HWs and VHTs to map out the households and health facilities in the catchment area, to establish and estimate number of PLWs and caregivers of CU2 in the target communities and to define an appropriate strategy (fixed or outreach) for reaching the target population.
- Provide support District Health Management Teams and health care providers to conduct outreach services to hard-to-reach areas and participate in community scorecard days to advocate for health and nutrition issues.
- Support the District Health Management Teams to train and conduct health workers' supportive supervision to reinforce their competencies in counselling and nutrition education of PLW and caregivers of CU2 on the key behaviors around ENA and EHA.
- Support District Health Management Teams to mentor health workers using quality improvement verification checklists to observe application of new skills to improve the quality of health and nutrition services.
- Facilitate linkages with other implementing partners to improve quality service delivery and will join health facility in-charges at annual sub-county and district budget conferences to advocate for sufficient, appropriate, and functional equipment and supplies required to provide quality services to youth, PLW, and mothers of CU2.
- Work with the DHT, HWs, and community leaders to identify best-performing VHTs, using agreed-upon indicators, who will be recognized during Community Conversations and given certificates or small gifts.
- Facilitate, through DHTs, exchange visits to high performing villages to promote cross-learning.
- Provide VHT refresher training on ENHA, early stimulation, positive parenting, and skills and tools for supervision of LMs, proper referrals for basic health services, including curative care (e.g., diarrhea, ARI, malaria), preventive care (ANC/PNC, IPTp, ITNs, vaccinations, deworming, supplementation) and natural family planning.
- Build capacities of LMs to screen and refer children identified as moderately and severely malnourished.
- Provide support to HWs and LMs to lead Community-Led Complementary Feeding and Learning Sessions (CCFLS).
- Provide targeted technical assistance to health coordinating committees (at least the District Nutrition Coordinating Committee) to strengthen coordination structures, effectively coordinate diverse stakeholders, and implement advocacy plans to generate funding.
- Establish or rehabilitate existing multi-use water systems.
- Build capacities of water user committees to manage and maintain multi-use water systems.

- Facilitate sustainable linkages between handpump technicians or Handpump Mechanic Associations (HPMA) and Water Users Associations for regular monitoring, maintenance and repair.
- Establish or strengthen functional supply chain mechanisms for hand pump spare parts.
- Provide support to the district and regional water coordination bodies to ensure that they have the requisite resources and skills to map water points, identify water yields and conduct water quality testing, engage multiple stakeholders, coordinate complementary activities, and use common reporting tools.
- Promote household-level safe water management using disinfection through sodium hypochlorite, household-based water filters, protected water storage, or water treatment through clay pot filter technology to treat unsafe sources of water.
- Establish village hygiene and sanitation committees (VHSCs) to provide community education, including information on safe water chains.
- Provide support to Ministry of Water & Environment-approved CLTS trainers, traditional leaders, VHSCs, district and sub-county officials to implement home improvement campaigns.
- Train masons as small scale entrepreneurs for latrine provision at the community level.
- Provide support to VHSCs and other groups to conduct monthly learning events around WASH themes.
- Facilitate dissemination of targeted WASH messages, including CLTS, through mass media, VHSCs, school hygiene clubs, and youth hygiene groups.

Types of Participants. Table 5 lists the different types of participants engaged and sites developed in the Nuyok Program under Purpose 3. The MTE will conduct interviews or focus group discussions with representatives from each of these different types of participants and visit a sample of sites.

Table 5. Participants and Sites in the Nuyok Program under Purpose 3: Nutrition

Type of Participant/Site	Current Total	Membership/Sex		LOA Target
		Female	Male	
Participants trained on essential nutrition actions	29,193	?	?	17,694
Pregnant and lactating Women who received counseling on MCHN	13,311	13,311	0	10,000
Children under two reached with community-level nutrition interventions	13,021	6391	6630	4500
Children under five reached with nutrition-specific interventions	16,762	8250	8512	11,000
Households trained on safe food preparation	29,193			17,694
Lead mothers identified and trained	2241	2241	0	1475
Mother Care Groups formed and trained	?			?
Members of Mother Care Groups	?	?	0	
Households visited by lead mothers	6017			130,318
Households trained on food processing, preservation and home gardening	4633			28
Members of Village Health Teams trained	3122	2675	447	8324
Villages with VHTs trained	403			262
Children under two participating in growth promotion and monitoring	8355	4405	3950	2000

Participants in Community Conversations	29,965	29,585	380	10,570
Health facilities supported to develop health facility catchment area maps	129			304
Boreholes rehabilitated	0			42
Hand pump mechanics identified and trained	0	0	0	210
Water User Committees trained	?			?
Members of Water User Committees trained	0	0	0	336
Community members trained on safe water management and water treatment	0	0	0	3360
Villages certified as Open Defecation Free	2			35
Participants trained on improved sanitation	1537	392	724	16,616

5. Cross-cutting Approaches. The Nuyok Program has pledged to use a number of approaches across the program. These include (1) building trust and strong relationships with stakeholders, (2) using assessments, mapping and planning effectively, (3) implementing effective social and behavioral change communication and (4) building capacities. In addition, Nuyok is committed to achieving sustainable impact, ensuring that resources, capacities, motivation and linkages are in place around those organizations and services that are required to sustain the outcomes being induced by the program. These approaches are relevant for all of the interventions being implemented, and the MTE team member responsible for investigating a set of interventions will examine how these approaches have been used.

6. Cross-Cutting Themes. As with all DFSAs, the Nuyok program is committed to environmental safeguarding and compliance with USAID environmental monitoring and mitigation standards. In addition to this cross-cutting strategy, Nuyok is also focused on gender equity and equality as well as youth equality and integration.

7. Sustainability. Nuyok is committed to achieving sustainable impact, ensuring that resources, capacities, motivation and linkages are in place around those organizations and services that are required to sustain the outcomes being induced by the program. The MTE team member responsible for investigating a set of interventions will examine the likely sustainability of the outcomes that are being achieved.

8. Partner Roles and Responsibilities. The Nuyok Program has the following consortium and technical partners. Each of these will be consulted during the MTE through interviews or remotely depending on time and location.

Consortium Partners. The Nuyok Consortium is composed of the organizations shown in Table 6 with the responsibilities indicated.

Table 6: Consortium Partners for the Nuyok Program

ORGANIZATION	LEAD AGENCY	IMPLEMENTATION RESPONSIBILITIES	TECHNICAL QUALITY COORDINATION
CRS	Leadership, Representation, Finance, M&E, & Compliance		health, Nutrition, WASH, Agriculture/Livelihoods, Governance and Resilience
Caritas Kotido		Program Delivery in Abim District	

Caritas Moroto		Program Delivery in Napak, Nakapiripirit and Nabilatuk	
International Institute for Cooperation and Development			Youth vocational and technical skills building
Communication for Development Foundation Uganda			Social and behavioral change communications
BOMA Project			Graduation Pilot Project
Friedman School of Nutrition Science and Policy (Tufts University)			Research and Learning Agenda
YouthBuild International			Education, leadership and employability of youth

Technical Partners. The Nuyok Program had proposed to engage the following organizations, mainly under Purpose 2, to provide technical support or to serve as business partners for Nuyok participants. The focus in the life of the project so far has been on building the capacities of community-based Producer Marketing Groups who are expected to eventually benefit from the support of these private sector organizations where appropriate.

- Farm Inputs Care Center (FICA) Seeds and Community Enterprises Development Organization (CEDO) for seed supply
- Nutreal for bio-fortified foods processing technology
- Purdue Improved Crop Storage (PICS) Global for crop storage technologies
- BiD Network for financial services
- Root Capital for financial services
- ResponsAbility for financial services
- Mango Fund for financial services
- Yunus Social Business for financial services
- PostBank for banking services
- FINCA International and BrightLife for solar products, improved cook stoves and home filtration systems
- Akorion for telecommunications technology

The Nuyok Program currently has signed technical cooperation MoUs with the World Food Program (WFP) for accessing their single registry database (SCOPE), HarvestPlus on promotion of orange-fleshed sweet potato, and Enable on vocational training for youth. The MTE will plan to interview organizations that have been engaged as technical partners.

IV. EVALUATION TEAM

The MTE will be implemented by a team of development professionals, including independent consultants, staff from FFP, and staff from CRS Headquarters. The members described in Section A below are expected to participate in the full MTE review process and will have responsibility for leading investigations in assigned areas. These persons will develop data collection tools in their areas of responsibility, prepare presentations for the Verification Workshop and draft the content for the MTE Summary Report.

A. MTE Team Members

Mike DeVries (Independent Consultant). A Design, Monitoring and Evaluation Specialist, Mike will be responsible for coordinating implementation of the MTE, including facilitation of meetings/workshops/debriefings, working with CRS to develop implementation schedules, facilitating the sharing of information between team members, and completion of the final report. In addition, he will have the lead for investigations on implementation systems and youth programming.

Robert Groelsema (CRS HQ Staff). Bob is the Team Leader for the Africa Justice and Peacebuilding Working Group for CRS based in CRS Headquarters. He will be responsible for investigations on governance under the Nuyok Foundation Purpose.

Jennifer Loucks (Independent Consultant). Jennifer will be responsible for investigations on gender under the Nuyok Foundation Purpose as well as investigations on gender equity and equality undertaken by the program as a cross-cutting theme.

Amy Mintz (FFP HQ Staff). Amy is a Disaster Risk Reduction Advisor and Surge Response Officer for Food for Peace based in Washington, D.C.. She will be responsible for investigations under Purpose I Disaster Risk Reduction.

Bernard Crenn (Independent Consultant). An Evaluation, Design, Implementation, Monitoring & Research Independent Consultant, Bernard will be responsible for investigations under Purpose 2 Livelihoods.

Elena McEwan, (CRS HQ Staff). Elena is a Senior Technical Advisor for Maternal and Child Health in CRS Headquarters. She will be responsible for the maternal and child health and nutrition investigations under Purpose 3.

Nicole Van Abel (FFP HQ Staff). Nicole is a Senior Water, Sanitation, & Hygiene (WASH) Technical Advisor for Food for Peace based in Washington, D.C. She will be responsible for WASH investigations under Purpose 3.

Mara Mordini (FFP HQ Staff). Mara is an M&E Advisor for the Office of Food for Peace based in Washington, D.C. She will be responsible for investigations around Collaborative Learning and Action, including M&E.

B. Assignment of Responsibilities

Table 7 indicates team member responsibilities in the MTE. The person indicated will be responsible for finalizing data collection tools, leading the analysis of information, and coordinating the writing of the content for the final report on each assigned topic.

Table 7: MTE Team Member Responsibilities

INVESTIGATION TOPIC	TEAM MEMBER
Overall Program Design	
Theory of Change, including risks and assumption	Mike
Targeting of Beneficiaries	Mike
Collective Impact at the Goal Level	Mike
Collective Effect at the Foundation Sub-Purpose F.I Level - Governance	Robert

Collective Effect at the Foundation Sub-Purpose F.2 Level - Gender	Jennifer
Collective Effect at the Purpose level - P1 DRR	Amy
Collective Effect at the Purpose level - P2 Livelihoods	Bernard
Collective Effect at the Purpose level - P3 MCHN	Elena
Collective Effect at the Purpose level - P3 WASH	Nicole
Inputs, implementation, Outputs, Outcomes and Sustainability	
Intermediate Outcome F.1.1. Governance Structures	Robert
Intermediate Outcome F.1.2. Service Delivery Coordination	
Intermediate Outcome F.1.3. Social Accountability	
Intermediate Outcome F.2.1. Participation in Decision-Making	Jennifer
Intermediate Outcome F.2.2. Household Decision-Making	
Intermediate Outcome 1.1.1. Community DRM	Amy
Intermediate Outcome 1.1.2. Safety Nets	
Intermediate Outcome 1.2.1. Community NRM	
Intermediate Outcome 1.2.2. Community Cohesion	Bernard
Intermediate Outcome 2.1.1. Production	
Intermediate Outcome 2.1.2. Business Management Skills	
Intermediate Outcome 2.2.1. Marketing	
Intermediate Outcome 2.2.2. Off-Farm Income	
Intermediate Outcome 3.1.1. Access to Food	Elena
Intermediate Outcome 3.1.2. Infant & Child Care & Feeding	
Intermediate Outcome 3.2.1. Health Care-Seeking Behavior	
Intermediate Outcome 3.2.2. Coordination	Elena for Health Services Nicole for WASH Services
Intermediate Outcome 3.2.3. Social Accountability	Elena or Robert?
Intermediate Outcome 3.2.4. Safe Water Management	Nicole
Intermediate Outcome 3.2.5. Hygiene & Sanitation Practices	
Cross-Cutting Topics	
Environmental Compliance & Climate Risk Management	Nicole
Gender Equity & Equality	Jennifer
Youth Equality & Integration	Mike
Implementation Systems and Resource Management	
Management & Partnerships	Mike
Collaborative Learning and Action (including M&E)	Mara
Program Integration	Mike
Coordination and Linkages	Mike
Financial Management Systems	Mike
Human Resource Management Systems	Mike
Materials & Equipment Management Systems	Mike

Table 7 does not specify sustainability as a specific area of investigation for any one MTE team member. All team members assigned responsibilities for analyzing the effects and impact of the program will be responsible for analyzing the sustainability of the effects and impact being achieved by Nuyok. Annex B contains a topical outline that each team member will use to guide the data collection for analyzing sustainability.

C. Observers

Observers are technical specialists from CRS HQ, FFP DC or USAID Uganda who will provide ideas and input to the MTE Team Member in their areas of expertise. Annex F provides Guidelines for Observers.

D. CRS Process Manager

CRS Uganda has delegated responsibility to Meagan Gunning, the Program Quality Manager for CRS Uganda, to serve as the Process Manager for the Nuyok MTE. She is responsible for coordinating the logistics for the MTE to ensure smooth implementation, including working

with the Nuyok program team to compile relevant documents for the MTE team and working with CRS program support departments to ensure timely logistics arrangements.

V. INFORMATION TO BE OBTAINED

The following sections outline the information that will be obtained to achieve each of the five objectives of the MTE while meeting the purpose of the MTE to generate recommendations for the remaining life of the Nuyok Program.

A. Objective 1: Overall Strategy

To accomplish Objective 1, the MTE will start by reviewing and understanding the theory of change and logical framework for the program. This has been developed around a vision and pathways of change for a particular targeted impact group, so the MTE will review the definition of the target group and the targeting systems that are being used by the program. The MTE will specifically identify strengths and weaknesses in how participants are identified to assess how well the program is reaching intended beneficiaries as reflected in the Theory of Change. The MTE will also examine how the context has changed since Nuyok began implementation and how the program has adapted to these changes. Table 8 describes the key questions that will guide investigations under Objective 1 with the specific aspects to consider as specified in the SOW for the MTE.

Table 8. Key Questions for MTE Objective 1

EVALUATION QUESTIONS	ASPECTS TO CONSIDER
<p>MTE Objective 1: Assess the overall strategy of the Nuyok Program in terms of its relevance for addressing food insecurity with targeted impact groups, while considering contextual changes that may have occurred since the projects began implementation.</p>	
<p>What are the strengths of and challenges to the overall activity design, implementation, management, communication, integration and collaboration so far? What factors appear to promote or challenge the activity operations or effective integration, collaboration and cooperation among the various stakeholders?</p>	<ul style="list-style-type: none"> • Strengths and weaknesses of the activity work plan and schedule • Evidence of whether and how management has explored and implemented new and/or innovative ideas and approaches • Changes and challenges in the operating context and how management responded

The ToC documentation as well as the Nuyok logframe will be reviewed and discussed with the Nuyok management team to identify strengths and weaknesses in these tools. Information on contextual changes that have challenged the program or are emerging will be obtained through reviews of program monitoring reports, including quarterly and annual reports, interviews/focus group discussions with program participants, and interviews with program implementation staff.

B. Objective 2: Quality of Delivery

The MTE will examine the outputs produced under each Intermediate Outcome to identify what the Nuyok Program has accomplished on the ground. The inputs and processes used to produce outputs will be investigated to identify what is working well, what can be improved, and what is not working well in terms of producing outputs against the targets that have been set for the life of the program. The MTE team will also examine the history of the program, particularly how it has evolved since inception and the critical features of the operating environment that have affected, positively or negatively, program implementation and the

impact that has been achieved. In assessing the quality of the outputs, the MTE team will identify the changes in behavior or systems that are being induced by the outputs. Both qualitative and available quantitative information will be used to assess the processes and quality of the outputs being produced by the program. Table 9 provides some of the key evaluation questions and aspects that will be considered for each.

Table 9. Key Questions for MTE Objective 2

EVALUATION QUESTIONS	ASPECTS TO CONSIDER
MTE Objective 2: Evaluate the quality and effectiveness of program delivery.	
<p>How well have the activity's interventions met planned schedules, participant numbers, and outputs? What factors promoted or inhibited adherence to schedules? How were problems and challenges managed?</p>	<ul style="list-style-type: none"> • Start dates and rates of expansion of coverage for each intervention • Numbers and timeliness of planned participants and outputs including: <ul style="list-style-type: none"> ○ Formative research (labor and youth assessments, value chain analyses), barrier analyses, gender and youth analysis ○ All planned direct trainings and those emerging from formative research findings ○ All indirect training through trainees, e.g., lead farmers, field agents, SILC supervisors, and other cascade trainings ○ Formation of or connections with community groups including SILC groups, Producer marketing groups and other groups. ○ Construction or rehabilitation of assets ○ Development and progress of community action plans • Distribution of cash and vouchers
<p>In each technical sector, what are the strengths of and challenges to the efficiency of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and activity protocols? What factors in the implementation and context are associated with greater or lesser efficiency in producing Outputs of higher or lower quality? Which interventions and implementation processes are acceptable to members of the target communities and why?</p>	<ul style="list-style-type: none"> • Application of findings from formative research, gender and youth analyses to implementation • Technical quality of activity Inputs and outputs • Strengths and weaknesses of how the various interventions engage target groups and protect against unintentional harm • Selection of direct participants; coverage of target groups • Perceptions of quality, appropriateness, and use of distributed goods and promoted services • Composition, activities, and governance of groups created or promoted by the activity • Networks and connections facilitated by the activity • Collaboration with and support to relevant government service providers • Cultural acceptability and relevance of intervention methods and messages • Consistency of content and recipients' understanding of similar messages received via different pathways • Strengths and weaknesses of measures taken to ensure gender equity regarding access to, participation in, and benefit from activity interventions

	<ul style="list-style-type: none"> • Strengths and weaknesses of linkages, coordination, and integration among the different sectoral and cross-cutting technical areas • Validity and comprehensiveness of assumptions in the activity’s TOC that are critical to intervention implementation and Outputs
What are the strengths of and challenges relative to staffing for Nuyok?	<ul style="list-style-type: none"> • Adequacy of numbers and capacities (knowledge, skills, experience, and attitudes) from beginning of the activity until present • Gender sensitivity and balance at various levels of staff • Conflict sensitivity
How effective is Nuyok in engaging with and facilitating participation of communities and maintaining participant accountability standards?	<ul style="list-style-type: none"> • Strengths and weaknesses of the ways the activity has included community members, including vulnerable or marginalized members, in decisions about intervention choices, design, implementation, and monitoring • Community members’ perceptions about their participation in the activity and the degree and nature of their engagement with activity staff • Use of incentives of different types • Safeguards against exploitation and discrimination • Application of “do no harm” principles • Extent of community involvement • Presence of feedback and mechanism • Relevance and functionality of feedback mechanisms • Linkage of feedback mechanism with other actors. • Presence of tools and templates to guide implementation of feedback mechanism by staff at all levels • Presence of response mechanism • Functionality of response mechanism • Does the response mechanism meet the flow of feedback? Why, why not? How can it be improved? • Effectiveness of all FRM components in line with DFSA FRM manual, • Documentation and learning from the FRM
How does Nuyok ensure that approaches are cultural acceptable?	<ul style="list-style-type: none"> • Implementation methods: type, timing, style • Interactions between implementing staff and community members • Messages, and methods and timing of communication • Outputs

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

C. Objective 3: Evidence of Change

Using qualitative information obtained during the MTE as well as available quantitative information, the MTE team will identify changes that have occurred as a result of program interventions. These changes will occur at different levels, including effects at the individual level, the household level, the community level, the mezzo-level (parish or sub-county) as well as at the national level⁹. They can include positive or negative changes as well as changes predicted by the program's Theory of Change or unexpected changes that might result in a recommendation for a revision to the program's ToC.

At the individual and household levels, MTE team members will look for evidence on how participants have changed their ideas, attitudes, and practices as a result of program activities and will identify potential reasons for why some beneficiaries have started applying program promoted practices while others have not. At the community and mezzo-levels, the MTE team will look for changes in behavior by intermediaries and changes in systems that have been induced by the program. At the national level, the MTE will look for changes that have been induced in behavior, systems and national-level policies.

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

Table 10. Key Questions for MTE Objective 3

EVALUATION QUESTIONS	ASPECTS TO CONSIDER
<p>MTE Objective 3: Identify and analyze evidence of changes¹⁰, including positive and negative changes as well as intended and unintended changes, being induced by the activities and outputs of the program.</p>	
<p>What changes – expected and unexpected, positive and negative – do community members and other stakeholders associate with the activity’s interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the activity’s TOC?</p>	<ul style="list-style-type: none"> ● DFSA’s TOC and Logical Framework ● Intended and unintended changes ● Positive and negative change ● Differential change among participants (individual, community) of one sector, participants of multiple sectors, and non-participants ● Differential change among participants representing different population sub-groups ● Perceived benefits of participation in interventions from multiple sectors vs. a single sector ● Perceived trajectory of change and conditions that threaten or promote sustained change ● Changes in conditions related to assumptions ● New hypothesized changes emerging from theory of change reviews.

Information for understanding the changes induced by the program will come primarily through key informant interviews and focus group discussions with targeted beneficiaries and

⁹ Note that the program has only been implemented for 15 months, so observable changes are most likely to be seen at the individual, household and community levels where the implementation focus has been.

¹⁰ These changes can occur at the individual, household, community and higher levels, including systemic changes.

intermediaries, as well as through interviews with program implementation staff and partner leadership representatives.

D. Objective 4: Implementation Systems

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

Table II provides some of the key evaluation questions and aspects that will be considered in implementation systems investigations.

Table II. Key Questions for MTE Objective 4

EVALUATION QUESTIONS	ASPECTS TO CONSIDER
<p>MTE Objective I: Review implementation systems, including management systems, partner relations, coordination and linkages with external organizations, commodity management systems, financial management systems, human resource management systems (including staffing structure) and materials management systems.</p>	
<p>How well does Nuyok communicate its vision, objectives and implementation plans internally and externally?</p>	<ul style="list-style-type: none"> • Quality and timeliness of communications of vision, objectives, plans, activity implementation guidelines, and other information among activity staff, partners, government counterparts, and communities • Knowledge among various stakeholder groups about the activity • Strengths and weaknesses of the ways the activity encourages and handles feedback from community members, staff, and partners
<p>How well are Nuyok's M&E systems working in generating information for decision-makers and how is this M&E information used by decision-makers?</p>	<ul style="list-style-type: none"> • Completeness and clarity of the documented M&E Plan • Collects data useful to monitor the quality and outputs of processes • Solicits and reports opinions, ideas, and concerns from field staff • Provides constructive feedback to implementing staff to inform, assist, and ensure accountability and motivate good performance • Ensures accurate reporting to USAID • Supports timely problem solving and decision making for all stakeholders

	<ul style="list-style-type: none"> • Ensures data quality: validity, reliability, timeliness, integrity, and precision • Has been used to adjust implementation • Is or is not supported by the institutional structures • Monitors environmental impact • Monitors gender equity • Monitors context • Monitors unintentional results (positive and negative) • Strengths and weaknesses of data collection methods • Design; management; and roles in monitoring, analysis, and report generation of data bases. • The roles of databases in monitoring, analysis and report generation • Challenges the M&E team faces
<p>How effective are Nuyok's Collaborative Learning and Adapting (CLA) systems?</p>	<p><i>External learning</i></p> <ul style="list-style-type: none"> • How does Nuyok obtain new ideas and technologies from external organizations • How does Nuyok share new ideas and technologies developed or adapted by the program to external sources. <p><i>Internal learning</i></p> <ul style="list-style-type: none"> • Extent to which internal reporting systems, including staff meetings and discussions, allow for examination of what did not go as planned, where adaptation is needed or where a new idea could be applied • Internal reporting systems and if they have feedback systems that extend to the participant level • Evidence of systems whereby lessons can be shared across consortium partners or across technical areas • How DFSA identify, capture and document lessons learned • Cross-organizational/cross-program learning • What strategies does the program use to apply promising practices and lessons learned from other agencies, programs or countries? • Evidence suggesting that the program learned from others or used or adapted techniques or tools from other agencies, programs or countries <p><i>Resources, Process and Culture</i></p> <ul style="list-style-type: none"> • Does the management structure/culture support staff spend time creating and sharing knowledge? • Job descriptions identify clear knowledge sharing activities that should take place? • Whether staff feel confidence to share of new ideas • Processes to facilitate the sharing of lessons face-to-face (i.e., through meeting topics, brown bags, mentoring projects, task teams) or remotely with field locations (e.g., by phone, Skype, remote meeting software)?

<p>How effective are Nuyok's partnerships and linkages?</p>	<ul style="list-style-type: none"> • Level of coordination between consortium members, and level of equality in program implementation. • Strengths/weaknesses of the linkages and coordination within in the consortium and between the consortium and external government and other programs and agencies (include here other organizations we are working with, MoA, MoH, etc.) • Factors that make partnerships more/less beneficial to the program implementation • Other partnerships/linkages that could benefit the program or communities
<p>How well is Nuyok meeting environmental monitoring and safeguarding standards?</p>	<ul style="list-style-type: none"> • Adequacy of the EMMP • Adherence to the details of the EMMP through specific environmental monitoring systems • Incorporation of the EMMP into the IPTT and annual monitoring processes • Recognition or avoidance of unforeseen environmental damage and climate stressors
<p>How well are Nuyok's financial management systems working in terms of budget preparation, cash flow and reporting?</p>	<ul style="list-style-type: none"> • Financial accountability • Sufficiency of finances to ensure good activity implementation • Flexibility of the budget to respond to changing conditions • Efficiency of utilization of allocated financial resources
<p>What are the strengths of and challenges relative to human resource management for Nuyok?</p>	<ul style="list-style-type: none"> • Strengths and weaknesses of supervision and support to ensure accountability, performance, and confidence among implementing staff • Adequacy or inadequacy of resources (tools, work space, transportation, communication, information, work aids) to support interventions' efficient performance always from start to current time • Gender sensitivity and balance at various levels of staff
<p>How well does Nuyok comply with USAID's branding requirements?</p>	<ul style="list-style-type: none"> • Compliance with USAID policy • Knowledge and attitudes toward donor and implementers within target communities

D. Objective 5: Sustainability

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

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

Table 12. Key Questions for MTE Objective 5

EVALUATION QUESTIONS	ASPECTS TO CONSIDER
<p>MTE Objective 5: Determine the extent to which outcomes are likely to be sustained after the program ends.</p>	
<p>Has the project identified in its sustainability strategy which project outcomes (services, goods or structures) will be sustained after the project end as well as identifying organizations that will help to sustain project outcomes?</p>	<ul style="list-style-type: none"> • The comprehensiveness of the exit/sustainability strategy and how they have been incorporated into the main project activities. • Factors that threaten the continuation of targeted practices and services and the maintenance of new infrastructure • Progress and challenges of implementing sustainability strategy • Ways the activity is strengthening or establishing links between communities and private or public financial or technical resources • Barriers to targeted practices and threats to the maintenance of new infrastructure, services or structures and how well these are addressed by the sustainability strategy • Mechanism the project has put in place to ensure sustained motivation, resources, linkages and capacity that foster sustainability of outcomes.

VI. EVALUATION PROCESS

The MTE will be undertaken over a period of approximately five months from mid-November of 2019 through April of 2020 and will be implemented in three phases:

- Phase 1: Evaluation Preparation (Mid-November - January 26)
- Phase 2 (in Uganda): Data Collection & Preliminary Analysis (January 27 - February 26)
- Phase 3: Evaluation Recommendations Finalization (February 27 - April 30)

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

A. Phase 1: MTE Preparation (Mid-November through January 26)

During the MTE preparation period, a draft Evaluation Plan (this document) will be developed, the MTE team will review the background documents listed below, the data collection tools will be drafted, and CRS Uganda will assemble the database of sites that will be used to select locations for site visits by the MTE Team in each district.

I. MTE Evaluation Plan. This document is the Evaluation Plan that will guide implementation of the MTE. The First Draft of the protocol will be circulated on December 1 to the MTE team members and the Nuyok management team. This draft will be incomplete and both the MTE team and the Nuyok management team will work on clarifying and completing the plan. A

Reviewable Draft of the Evaluation Plan with more complete information will be released for wider review by MTE organizers and FFP during the week of December 9. Comments, questions or suggestions on this draft should be sent to Mike DeVries (mdevries02@yahoo.com). Feedback will be incorporated in a working draft that will be widely circulated by January 22, as the planning guide going into the implementation phase of the MTE. Further changes will be made, as necessary, once the MTE assembles in-country and has a chance to discuss the program in more depth with the Nuyok Management team. The final version of the Evaluation Plan called the Working Draft will be developed before the MTE team departs to begin field data collection in Karamoja.

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

Required Reading. The following documents are required reading for all team members and must have been reviewed before the team assembles in-country on January 27.

- Approved Nuyok (or Nuwoka, the name being used at the time) Program Technical Narrative
- Approved FY 2020 Pipeline and Resource Estimate Proposal (PREP)
- Theory of Change and Logical Framework (from the Performance Monitoring Plan)
- Current Indicator Performance Tracking Table (from the Performance Monitoring Plan unless there has been a subsequent revision)
- Annual Results Reports for FY 2018 and FY 2019
- All Quarterly Monitoring Reports
- *The Sustaining Development: A Synthesis of Results from a Four-Country Study of Sustainability and Exit Strategies among Development Food Assistance Programs Paper* by Rogers & Coats
- The USAID Evaluation Policy document from 2011

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

- FFP Minimum Standards for Farmer Field Schools, Village Savings and Loan Associations, and Community-Led Total Sanitation
- FFP Checklists for Asset Reviews, Irrigation, Road Assets and Elevated Structures
- Nuyok Baseline Study Report
- FY 2018 & FY 2019 PREPs
- Full Performance Monitoring Plan
- Knowledge Management & Learning Background Documents
- Program Design Background Documents
- Gender Analysis Reports
- SBCC Barrier Analysis Reports

- Program Implementation Manuals (or training curricula and training materials in lieu of a PIM)
- Participant Registration Data
- Environmental Mitigation and Monitoring Plan

Obtaining Documents. All background documents will be made available in a DropBox directory entitled Nuyok MTE Documents. The key point of contact for this repository is Meagan Gunning (meagan.gunning@CRS.org), the Process Manager for CRS Uganda for the Nuyok MTE.

3. Data Collection Tools. Section VII below provides guidance on the data collection tools, primarily topical outlines which will be needed for the Nuyok MTE. MTE Team Members will be responsible for developing the initial drafts of these data collection tools with the deadline for completing the drafts on December 6. These drafts will be incorporated in Annex B in the draft of the Evaluation Plan that will be reviewed by CRS and FFP. In the program orientation meeting to be held on January 30 (described below) in Moroto, there will be an opportunity for Nuyok staff to provide input into the topical outlines, particularly to discuss topics that appear on the outline but are irrelevant or topics that need to be added to the topical outlines. The orientation will be also be used to obtain clarity on the types of participants in the program for which the topical outlines need to be tailored. Final working versions of the topical outlines will be included in the final version of the Evaluation Plan that will be developed before the MTE team departs of field data collection.

4. Site Selection Data Base. Section VII provides guidance on how sites will be selected for field visits for the MTE. During this preparation phase, CRS should organize the program's participant database around the criteria that have been identified. The MTE Team Leader will meet with the Nuyok management team shortly after arriving in-country to finalize the preliminary selection of sites as soon as possible.

B. Phase 2: Data Collection & Preliminary Analysis, January 27 thru February 26

MTE Team members who will be arriving in Uganda for the Nuyok MTE from outside the country are expected to be in Kampala by January 26. On Monday, January 27, and Tuesday, January 28, the MTE Team will be in Kampala to continue preparations for the MTE and begin data collection. On Wednesday morning, January 29, the MTE team will travel to Moroto to begin field data collection. Field level data collection will be undertaken for 16 days over the period from January 29 through February 14. From February 15 through 17, the MTE Team will be in Moroto to process the information obtained and prepare for the Verification Workshop which will be held for two days, on Tuesday and Wednesday, February 18 and 19. Following the Verification Workshop, the MTE team will have one day in Moroto to continue gathering information to fill "gray" areas identified in the Verification Workshop. On Friday, February 21, the MTE team will travel to Kampala to gather additional information as necessary and to prepare for the two debriefings scheduled in Kampala. These are a Stakeholder Debriefing which will be held on Monday, February 24, and a debriefing with USAID/FFP to be held on February 26. The following sections provide more detail on the key events in this phase of the MTE.

1. Key Orientation Meetings in Kampala January 27-28 (Monday and Tuesday). Two meetings primarily for orienting the MTE team are scheduled for shortly after the MTE team arrives in Kampala as described below.

Initial MTE Team Meeting, January 27. The initial meeting of the MTE Team will occur immediately after team members have assembled in Kampala. In this meeting, team members will be introduced to each other, the MTE team leader will provide an overview of the evaluation process, and answer any questions that team members may have. The additional work required to finalize the Evaluation Plan before the team leaves to begin field data collection will also be discussed. Nuyok staff are welcome to attend this meeting, but their presence is not required.

Orientation Meeting with USAID/FFP Uganda, January 28. Following the initial team meeting, an orientation meeting will be held with representatives of USAID/FFP Uganda at which the MTE Team will be introduced, an overview of the MTE process will be provided by the team leader and the MTE team will answer any questions that USAID/FFP may have about the evaluation. In addition, the MTE team will seek to understand the expectations of USAID/FFP and any specific interests that they would like to see covered by the review.

2. Meetings with Nuyok Stakeholders in Kampala, January 28 (Tuesday). On this day, MTE Team members will conduct interviews with key stakeholders that are based in Kampala. These could include interviews with representatives of consortium partners, technical partners, government stakeholders, and private sector stakeholders. Given the limited time, the MTE will need to be strategic on the use of this time and will rely on the Nuyok management team to provide guidance on prioritizing the meetings that need to be held.

3. Nuyok Program Orientation Meeting, January 30 (Thursday). In this half-day meeting to be held in Moroto, the Nuyok implementation team will present an orientation to the program for the MTE Team. The key content should include an overview of the strategy of the program, an overview of the resources (money and staff) available for the program, a map showing geographic locations, a description of the outputs and activities under each component, a description of the roles and responsibilities of partners, and a description of the key challenges affecting the program. The purpose of this meeting is to obtain clarity on the types of outputs produced by the program, the stakeholders that need to be interviewed to understand the impact of these outputs, and additional data sources for information to support the MTE. Discussions will also be held around (a) the draft topical outlines that have been developed and are provided in Annex B, (b) the site selection for the qualitative interviews to determine what the sites represent in terms of outputs and quality, and (c) the logistics for the field visits to the four districts. Attendees to this meeting include the Nuyok management and technical team, selected representatives from implementing partners, and anyone else from CRS likely to be involved in implementing or supporting the MTE.

4. Meetings with Nuyok Stakeholders in Moroto, January 31 (Friday). On this day, MTE Team members will conduct interviews with key stakeholders that are based in Moroto. These could include interviews with representatives of consortium partners, technical partners, government stakeholders, and private sector stakeholders. Given the limited time, the MTE will need to be strategic on the use of this time and will rely on the Nuyok management team to provide guidance on prioritizing the meetings that need to be held. It is preferable to hold these meetings

at the location of the stakeholder, but a joint meeting or meeting at a CRS site is also possible if it makes more sense logistically given the time constraints.

5. Field Data Collection, February 1 - 14 (Saturday through Friday). Over this period, the MTE team will conduct key informant interviews, hold focus group discussions and observe program activities to obtain qualitative data. The team will plan to spend up to three days in each of the four districts covered by the program. A preliminary schedule is provided in Annex A.

With this schedule, the MTE expects to conduct interviews, focus group discussions and site visits to between 30 and 45 sites (see section VII. F. below on sample selection for additional detail on the types of sites that have been selected).

The specific data collection process in each district is described in section VII.C below. A detailed itinerary for the field work will be developed in collaboration with Nuyok management team.

6. Information Processing & Preparation for the Verification Workshop, February 15 - 17 (Saturday through Monday). During the field work, MTE team members will begin processing data as it is obtained, and in this three-day period the team will continue analyzing information to identify major findings and recommendations that will be presented for discussion at the Verification Workshop. Each MTE team member will use this time to prepare the PowerPoint presentation(s) that she/he plans to present in the Verification Workshop. In the afternoon of February 16, the MTE team will sit together and share ideas on the recommendations that are emerging from the analysis.

7. Verification Workshop, February 18 & 19 (Tuesday & Wednesday). In this two-day workshop, the major observations and the recommendations resulting from the MTE investigations will be shared with program implementation staff. These will be discussed to ensure that they reflect reality and are described appropriately. Two major outputs are targeted for the workshop. These are (1) agreement on the validity of key observations assembled so far from the review and (2) preliminary agreement on major recommendations for the remaining life of the program. Participants in the workshop will be Nuyok implementation staff and the MTE team. This is an in-house event, only for those participants who are fully engaged in the program, so that the discussions held can be candid and frank. The workshop venue will be at a location in Moroto, and an illustrative Workshop Plan is provided in Annex C.

6. Post-Workshop Processing in Moroto, February 20, and in Kampala, February 21, 22 & 23 (Thursday through Sunday). During this period, MTE team members will revise their PowerPoint presentations to capture key points from the discussions in the Verification Workshop. Each team member will also prepare a condensed version of her/his presentation that can be consolidated with other team member presentations for the stakeholder and USAID/FFP debriefings. The MTE team leader will collate these into a single presentation for the Stakeholder Debriefing.

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

insufficient. The MTE team will be prioritizing recommendations after the workshop in preparation for the stakeholder and USAID debriefing, and the perspectives of the Nuyok management team will be a key input into this prioritization.

7. Stakeholder Debriefing, February 24 (Monday). A draft summary of the MTE product with prioritized observations and recommendations will be presented for discussion to the leadership of CRS, leadership of Nuyok's consortium partners, representatives from other program stakeholders, such as government agencies or technical partners, and the FFP representatives who have direct responsibilities for the Nuyok Program¹¹. This is an opportunity for implementation stakeholders to provide input into the evaluation as another step in the process of producing final recommendations. The debriefing will be held at a set location in Kampala to which representatives will be invited and participants are expected to be the Nuyok CoP, CRS Uganda leadership, leadership of Nuyok consortium partners, representatives from key technical partners, representatives from other agencies having active roles in the program and the FFP AOR. The Stakeholder Debriefing is usually a half-day event.

8. USAID/FFP Uganda Debriefing, February 26 (Wednesday). Following the Stakeholder Debriefing, changes will be made to the MTE based on the discussions, and a summary of the product to this point will be presented to USAID/FFP Uganda. Participants in this meeting will be the leadership of CRS, the Nuyok CoP and representatives from USAID. The MTE team leader will facilitate the presentation, and all MTE team members will attend. The USAID Debriefing is usually a two-hour event.

C. Phase 3: Evaluation Recommendations Finalization, February 27 to April 30

After the USAID debriefing on February 26, the MTE team will disperse and work remotely to assemble a first draft report by March 18 for CRS to review. Based on feedback received, the MTE team leader will produce a reviewable draft of the report by March 29 for FFP to review. Sometime in the first half of April, a debriefing will be provided to HQ-based stakeholders from FFP and CRS in Washington, D.C. Then, by April 30, a final MTE report will be completed incorporating feedback received on the reviewable draft and from FFP/CRS stakeholders in headquarters during the debriefing.

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

I. First Draft Report, March 18. MTE team members will continue reviewing and analyzing background documentation and information collected toward assembling content for the draft report. The MTE team leader will consolidate the writing into a draft report to be finalized and circulated by March 18 to CRS to review..

¹¹ In the past, donor representatives have not attended the Stakeholder Debriefing. The USAID/FFP debriefing, which is the first event in the process at which FFP representatives have usually attended, however, tends to be relatively short with insufficient time to go into much depth on observations and recommendations. The Stakeholder Debriefing provides a better opportunity for those FFP representatives who are directly responsible for the Nuyok Program to see more detail on observations and recommendations as well as to provide key input.

2. Reviewable Draft Report, March 29. Based on feedback from CRS, the MTE team leader will work with MTE team members to revise the first draft into a reviewable draft to be shared with FFP by March 29 for comment.
3. Debriefing at FFP HQ, First Half of April. Major content from the draft report, including the final list of prioritized recommendations, will be presented to HQ-based stakeholders sometime in the first half of April for discussion and feedback. These stakeholders include FFP representatives, other USAID representatives, and representatives from CRS headquarters.
4. Final Report, April 30. Following the headquarters-based debriefing, final changes will be made by the MTE team leader based on the feedback received in the meeting as well as other feedback received on the draft report to produce a final report on the MTE by April 30.
5. MTE Recommendation Processing and Planning Workshop (Optional). The reviewable draft report prepared by March 29, while not being final, will fully document recommendations and supporting observations. This document can be used as the key document for a MTE Recommendation Processing and Planning Workshop. This workshop is usually two to three days in length, and the objective of the exercise is to review the final recommendations with program staff and discuss how best to operationalize the recommendations. Since Nuyok management and technical staff will have seen most, if not all, of the recommendations in the Verification Workshop, they will have already begun strategizing on how to respond to the recommendations. The MTE team leader and other members of the MTE team who are available can be present at the workshop to provide clarification on the recommendations and input on how best to operationalize them in the next PREP.

VII. QUALITATIVE DATA COLLECTION

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

A. Composition of Key Informant Interviews and Focus Group Discussions

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

B. Topical Outlines or Checklists

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

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

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

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

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

Annex B contains the current draft of the data collection tools. After the MTE team has assembled in-country, each team member will gather information from Nuyok Program staff to further refine the tools, including tailoring a tool for specific types of respondents and adding more detailed information on the types of interventions that have been implemented and would be expected to come up in interviews or focus group discussions. The Nuyok Program orientation scheduled for January 30 is critical to this process. After the orientation, individual

MTE team members will begin interviewing Nuyok staff to further refine the topical outlines. The name of the MTE team responsible for a particular tool, corresponding to the team member assignments indicated in Table 7, is shown on each tool.

C. Observation of Program Activities

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

D. District-Level Data Collection

A three-day process is envisioned for data collection in each of the four districts in which the Nuyok Program is being implemented. The MTE team will conduct interviews and discussions in at least 30 communities or sites¹². In any one community, the team will not spend more than a half day, and the team will break up into smaller teams as necessary to be able to visit as many sites as possible to view the full range of major program interventions and successful pilots. Site selection, following the parameters described in Section F below, and development of a field work schedule will be done in collaboration with Nuyok management staff by January 31. In addition to conducting interviews and focus group discussions, MTE team members will also observe, where possible, implementation of program activities and physical sites where program investments have been made, as already mentioned.

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

The following sections describe the sequencing of activities in each district¹³.

Day 1 First Half: Program Orientation and Interviews with Implementation Staff. In order for the MTE to begin to understand similarities and differences in implementation between different districts, the first activity in each district will be a meeting between the MTE team and the district-based program staff. Items on the agenda for this meeting are (1) introductions and explanation of the purpose and objectives of the MTE by the MTE team leader, (2) review of the schedule for activities in the district including the meetings that have been scheduled with district-based stakeholders, (3) separate meetings between individual MTE team members and Nuyok implementation staff by sector, and (4) a reconvening of the full group to discuss the unique features of and challenges for Nuyok in the district. The district Program Manager should prepare a short presentation on the unique features and challenges for the program as a basis for the discussion and provide a handout on the quantitative achievements in the district.

¹² Given the size of the team, MTE team members will be divided into three teams for field visits and each team will visit a different site. The number of sites visited will be at least 30 and could reach as high as 45.

¹³ The sequence will vary depending on the day of the week, since some stakeholders may not be available on a Saturday or Sunday. In situations like these, the stakeholder interviews will be moved forward or backward in the process in order to fall on a regular business day.

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

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

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

Exit Meeting. Before leaving the district, a brief exit meeting will be held with Nuyok staff to discuss preliminary observations.

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

External translators will be recruited by CRS Uganda to accompany members of the MTE team who do not speak the local languages.

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

E. Other Data Collection

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

F. Sampling and Participant Selection

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

The MTE will collect data from all four districts being covered by Nuyok. The program has in place a database of participating households by village and sub-county which shows the types of

interventions being implemented which will be used to select sites for field visits by the MTE Team, according to the following criteria.

Accessibility. Typically, villages that are more accessible in a program receive greater attention than villages that are difficult to reach. For the Nuyok MTE, both accessible and remote sites will be selected for field visits to identify opportunities and challenges that can be addressed with MTE recommendations. The Nuyok management team will work with the two Caritas implementing partners to classify villages into either accessible or remote locations in preparation for site selection for the MTE. (The criteria for this needs to be defined).

Intensity of Intervention. A household that participates in multiple interventions is likely to benefit more from the Nuyok Program than a household that participates in only one intervention. Locations in the program database will be classified into sites where only one intervention is being implemented by purpose, sites where interventions from 2 or 3 purposes are being implemented and sites where interventions from all three purposes and the foundation purpose are being implemented.

Participation in Previous Programs. In areas where previous programs have implemented mother care groups, SILC, producer marketing groups, disaster risk reduction committees, and others, Nuyok is likely to have greater impact since more time can be spent building capacities of these existing groups. Where time needs to be spent organizing these groups before other interventions can begin, the impact of Nuyok is likely to be less. The sample of sites selected for the Nuyok MTE will include both types of locations.

Selecting Sites for a Mid-Term Evaluation

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

Based on the sample frames developed, the MTE team purposively selected sites in collaboration with the Nuyok Management Team to ensure clarity on classification, representative balance on types of sites, a wide representation on interventions, and logistical considerations. Based on the preliminary field schedule that has been developed and included in Annex A, the MTE expects to conduct data collection in at least 30 sites allocated by district as shown in Table 13.

Table 13: Allocation of Sample Sites by District for the Nuyok MTE

Implementing Partner	District	Targeted HH	Percent of Total	Sample Sites	Percent of Sample
Caritas Moroto	Napak				

	Nakapiripirit				
	Nabilatuk				
Caritas Kotido	Abim				
TOTAL	4 Districts				

The MTE team will plan to spend a half day in each of the selected sites, with each MTE team member conducting two to three data collection events (a data collection event is a key informant interview, a focus group discussion or a session to observe a program activity) in a specific site. Included in Annex E is the list of the sites selected for MTE field data collection.

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

G. Data Analysis

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

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

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

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

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

VIII. IMPLEMENTATION SCHEDULES

The complete schedule for implementing the MTE is provided in Annex A. A preliminary schedule for site visits that was developed before the field work began is also included in Annex A, as well as the final detailed field schedules for field visits and stakeholder meetings in each district.

IX. CRS RESPONSIBILITIES

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

Nuyok program staff will serve as informants to the MTE and support the evaluation process by supplying lists of program sites, sharing program documents, advising about local protocols, making orientation presentations to the MTE team, arranging meetings with the stakeholders, and making logistical arrangements. CRS will recruit independent translators, sufficient in numbers so that each MTE team member has a translator. These translators should have some relevant development experience so that they can converse using current development terminology while also providing support to MTE team members in understanding the Ugandan development context. In addition, CRS will ensure that program partners are informed of the process and that implementing partners will need to make staff available as possible for interviews and other consultations with the the MTE team. CRS will also facilitate in-country travel and logistical arrangements for the MTE team members including vehicles, printing/copying, access to data bases, work space for the MTE team, and venues for meetings and workshops.

X. MTE SUMMARY REPORT

The MTE Summary Report, not to exceed 30 pages excluding annexes, will:

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

An illustrative format for the report is provided in Annex D.

**Annex A: MTE Schedules (Overall and Field Work)
Nuyok MTE - CRS Uganda
MTE Schedule - November 2019 through April 2020**

#	Step (Location)	Responsible Person(s)	Date	Comments
<i>EVALUATION PREPARATION PHASE</i>				
1	Development of first draft of Evaluation Plan	MTE Team Leader	November 29	This incomplete draft is for internal review by the MTE evaluation team and the management team for NUYOK. It will not be ready for wider circulation.
2	Review background documentation and development of draft data collection tools	MTE Team Members	December 6	Draft tools sent to the MTE team leader to be reviewed and incorporated in the Evaluation Plan.
3	Completion of reviewable draft of Evaluation Plan	MTE Team Leader	January 7	The draft plan will include the description of methodology, draft tools and preliminary operational plan for the evaluation. This is the draft that should be submitted to FFP for approval.
4	Feedback on draft Evaluation Plan	CRS CoP & FFP	January 22	Feedback sent to the MTE team leader on the draft plan toward revising the document into a working plan.
5	Completion of Working Draft Evaluation Plan	MTE Team Leader	January 24	Reviewable draft plan revised, incorporating feedback received.
<i>DATA COLLECTION & ANALYSIS PHASE</i>				
6	Evaluation Team Assembles for First MTE Team Meeting (Kampala)	MTE Team Members	January 27 am (Monday)	Team members coming from outside Uganda will arrive by January 26. Team members will meet for the first time on January 27 to get acquainted, discuss the MTE process and resolve questions members have on the evaluation process.
7	Orientation meeting with USAID/FFP (Kampala)	CRS CoP with MTE team	January 28 (Tuesday)	To clarify evaluation process and begin obtaining information. Meeting attended by full MTE team and CRS CoP.
8	Meetings with NUYOK Stakeholders in Kampala (Kampala)	CRS CoP to Arrange Meetings	January 27-28 (Monday pm and Tuesday)	Individual meetings identified jointly by MTE Team members and the CoP with Implementing Partners, Technical Partners, Government Stakeholders, Private Sector Stakeholders and others based in Kampala as specified in Evaluation Plan
9	Travel from Kampala to Moroto by air in early am	CRS to book flight	January 29 am (Wednesday)	MTE Team travels by air to Moroto (if the number of passengers exceeds airline capacity, consider a charter flight)

10	NUYOK Orientation (Moroto)	CRS CoP & Key Staff	January 30 (Thursday)	This is an orientation provided by NUYOK for the evaluation team to further clarify program activities, stakeholders, best practices, and challenges. The orientation will be followed by interviews with NUYOK implementation staff conducted by individual MTE team members.
11	Meetings with NUYOK Stakeholders in Moroto (Moroto)	CRS CoP to Arrange Meetings	January 31 (Friday)	Individual meetings identified jointly by MTE Team members and the CoP with Implementing Partners, Technical Partners, Government Stakeholders, Private Sector Stakeholders and others based in Moroto as specified in Evaluation Plan
12	Field Visits to sites selected for the MTE (3 days in each district, 1 processing day & 1 day to cover travel time)	MTE Team Members with Logistical support from CRS & Partners	February 1-14 (14 days, starting on a Saturday and finishing on a Friday)	Three days per district, with ½ day devoted to program orientation & staff interviews, ½ day for District-based stakeholder interviews, and 2 days for field visits to selected sites. There will be one day midway through the field work set aside for team analysis, i.e., no field visits that day, and one day of time included for travel between districts.
13	Additional Information Gathering, Information Processing and Verification Workshop Preparation (Moroto)	MTE Team Members	February 15-17 (Saturday thru Monday) Note: Feb 16 National Holiday	Additional interviews with NUYOK Staff/Stakeholders and information processing in preparation for the Verification Workshop.
14	Verification Workshop (Moroto)	MTE Team with NUYOK Implementing Staff	February 18-19 (Tuesday & Wednesday)	Presentation of preliminary findings and recommendations to NUYOK implementers for verification and refinement, identification of "Gray Areas" for further investigation.
15	Post-Workshop Processing in Moroto (Moroto)	MTE Team Members	Feb 20 (Thursday)	Investigation of gray areas and prioritization of recommendations within the MTE team and with the CRS CoP
16	Travel from Moroto to Kampala	CRS to arrange travel	Feb 21 (Friday)	MTE team travels to Kampala by air
17	Additional Information Gathering in Kampala and Stakeholder Debriefing Preparation (Kampala)	MTE Team Members	Feb 22-23 (Saturday & Sunday)	Additional interviews in Kampala as needed and preparation for Stakeholder debriefing.

18	Stakeholder Debriefing (Kampala)	MTE Team Members	Feb 24 (Monday)	Half day workshop with leadership of CRS, consortium partners and technical partners to discuss main findings and priority recommendations.
19	Post-Stakeholder Debriefing Processing (Kampala)	MTE Team Members	Feb 25 (Tuesday)	Refinement of findings and priority recommendations to be presented to USAID Uganda.
20	De-Briefing with USAID/FFP in Kampala (Kampala)	MTE Team Members	Feb 26 (Wednesday)	A brief presentation (usually two hours) of the MTE product provided to representatives of USAID/FFP Uganda.
<i>EVALUATION RECOMMENDATIONS FINALIZATION PHASE</i>				
21	First Draft of Report	MTE Team Members	March 18	MTE team members continue analysis and development of content for the Evaluation Report and MTE team leader consolidates sections into final draft report, which is then submitted to CRS for comment
22	Reviewable Draft Report	MTE Team Members & CRS CoP	March 29	First draft report revised incorporating feedback from CRS. This draft is ready for review by FFP.
23	De-briefing to DC-based Stakeholders	CRS HQ & MTE Team Leader	Sometime in first half of April	Evaluation final recommendations and findings presented to FFP staff in Washington, DC
24	Final Report Submitted	MTE Team Leader, CRS CoP & FFP AOR	April 30	Final draft of the report incorporating feedback from FFP.

Preliminary Schedule for Field Work - Nuyok MTE

DATE	MORNING ACTIVITIES	AFTERNOON ACTIVITIES	EVENING ACTIVITIES (Location Day's End)
Wednesday, January 29	Travel from Kampala to Moroto	MTE team preparations	(Moroto)
Thursday, January 30	Nuyok Program Orientation in Moroto	Staff interviews with Nuyok Implementation Staff in Moroto	(Moroto)
Friday, January 31	Meetings with Moroto-based stakeholders from GoU, consortium partners, technical partners and private sector (schedule to be developed)		(Moroto)
Saturday, February 1	Travel to Napak, then Napak District Program Orientation & Staff Interviews	Field visits to three sites in Napak District – MTE team splits into three groups and each group goes to a different site.	(Moroto)
Sunday, February 2	Field visits to three sites in Napak District – MTE team splits into three groups and each group goes to a different site.	Field visits to three sites in Napak District – MTE team splits into three groups and each group goes to a different site.	MTE team meeting (Moroto)
Monday, February 3	Meetings with Napak district-based stakeholders from GoU, technical partners and private sector	Field visits to three sites in Napak District – MTE team splits into three groups and each group goes to a different site. Exit meeting with Napak District Nuyok staff at the end of the day.	(Moroto)
Tuesday, February 4	Travel to Nakapiripirit, then combined Nakapiripirit District and Nabilatuk District Program Orientation & Staff Interviews	Field visits to three sites in Nakapiripirit District – MTE team splits into three groups and each group goes to a different site.	(Nakapiripirit)
Wednesday, February 5	Meetings with Nakapiripirit district-based stakeholders from GoU, technical partners and private sector	Field visits to three sites in Nakapiripirit District – MTE team splits into three groups and each group goes to a different site.	MTE team meeting (Nakapiripirit)
Thursday, February 6	Field visits to three sites in Nakapiripirit District – MTE team splits into three groups and each group goes to a different site.	Field visits to three sites in Nakapiripirit District – MTE team splits into three groups and each group goes to a different site.	(Nakapiripirit)
Friday, February 7	Travel to Nabilatuk, then field visits to three sites in Nabilatuk – MTE team splits into three groups and each group goes to a different site.	Meetings with Nabilatuk district-based stakeholders from GoU, technical partners and private sector	(Nakapiripirit)

Saturday, February 8	Field visits to three sites in Nabilatuk – MTE team splits into three groups and each group goes to a different site.	Field visits to three sites in Nabilatuk – MTE team splits into three groups and each group goes to a different site.	MTE team meeting (Nakapiripirit)
Sunday, February 9	Data processing day for the MTE team, no meetings or field visits		(Nakapiripirit)
Monday, February 10	Field visits to three sites in Nabilatuk – MTE team splits into three groups and each group goes to a different site.	Travel to Nakapiripirit for joint Exit Debriefing with Nakapiriri District & Nabilatuk District Nuyok Staff and travel to Moroto.	(Moroto)
Tuesday, February 11	Travel to Abim	Abim District Program Orientation & Staff Interviews	(Abim)
Wednesday, February 12	Field visits to three sites in Abim District – MTE team splits into three groups and each group goes to a different site.	Meetings with Abim district-based stakeholders from GoU, technical partners and private sector	MTE team meeting (Abim)
Thursday, February 13	Field visits to three sites in Abim District – MTE team splits into three groups and each group goes to a different site	Field visits to three sites in Abim District – MTE team splits into three groups and each group goes to a different site.	(Abim)
Friday, February 14	Field visits to three sites in Abim District – MTE team splits into three groups and each group goes to a different site. .	Exit meeting with Abim District Nuyok staff and travel to Moroto	(Moroto)

ACTUAL Field Visit Schedule NAPAK DISTRICT

Saturday, February 1 MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Napak District Program Office	All Team Members	Napak District Program Orientation		Traveling from Moroto to Napak District HQ (45 minutes)
		Nuyok Staff Interviews to be arranged at the program orientation		

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Rapada Village				
Rapada Village Kokipurat Parish Lorengchora Sub-County	Amy (P1)	<ol style="list-style-type: none"> KII with Chair of VDMC and two committee members from VDMC FDG from village representatives who received training or support from VDMC. <i>Direct Observation if available of DRM Curriculum, DRM plans and EWAP</i> 	FFP Amy Car	Amy
	Elena (P3 MCHN)	<ol style="list-style-type: none"> Interview or FGDs with VHTs (train and supervise LMs) FGDs with Lead mothers (if VHTs not available) FGD with PLW/caregivers' participants (followed by an observation of lead mothers in action at a MCG session or a home visit conducted by a leader mother, if any in session) KII Health Facility Staff (nurses ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center 	Sagal 0779 246 457	To transport Elena and two translators (Elena and Amy translators)
Team 2 - Lokeru Village				

Lokeru Village Lorengchora B Parish Lorengchora Town Council	Bob (FP Governance)	1. FGD with LC1 and council members 2. FGD with Traditional Leaders 3. KII with 2 Community-based Monitor/s 4. FGD with CBO members participating in Community Development Plans, Sector Plans, or District Planning (Preferable a Village Development Comment if it exists)	Isaac (0782 028 734)	Bob + Bernard + Bob and their translators
	Bernard (P2)	1. FGD PMG - (2-3 reps from several groups) 2. FGD SILC – (2-3 reps from several groups)		
Team 3: Cholichol Village				
Cholichol Village Cholichol parish Lorengchora Sub-County	Jennifer (FP Gender)	1. KII with trained Male Change Agents <i>if any available</i> . 2. KII or FGD with women members of groups (i.e., SILC, PMG, MCG/HHCG, CMM, VDMC) with a preference for meeting women leaders trained by the program and/or group members also enrolled in FAL courses.	Tito (0775 524 140)	Jennifer + her translator + Nicole’s translator
	Nicole (P3 WASH)	1. Village Hygiene and sanitation committee Sanitation and hygiene cluster (HIC) 2. KII with participant in HIC/CLTS 3. Visit an existing water point and check if there is a water user committee		
Team 4: Napak District HQ				
Napak District HQ	Mike (Youth & Systems)	1. Continue Interviews with Nuyok Staff/Partners 2. KII with Napak Vocational Training Institute Representative	Aggrey (0773 498 921)	Mike + his translator + Mara’s translator
	Mara (M&E)	1. Continue KIIs with M&E heads and managers, and Nuyok coordinators		

**Sunday, February 2
MORNING**

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
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Team 1: Lojojora Village				
Lojojora Village Lorikitae Parish Lokopo Sub-County	Elena (P3 MCHN)	<ol style="list-style-type: none"> 1. Interview or FGDs with VHTs (train and supervise LMs) 2. Observation of the care group sessions/ lead mother sessions (Home visits if there are no planned sessions). 3. FGD with PLW/caregivers’ participants 4. KII Health Facility Staff (nurses ANC, well baby clinic/nutrition, sick childcare) (Check if village has a health facility) 	Sagal 0779 246 457	To transport Elena and two translators (Elena and Mara translators)
	Mara (M&E)	<ol style="list-style-type: none"> 1. KII with CBM 3. KII with Lead Mothers 4. KII with Village Health Teams. 4. KII with a Nutrition supervisor (To be informed ahead of time if resident in a different village). 5. KII with Peer Village Health Teams. 	FFP Mara Car	Mara
Team 2: Duol Village				
Duol Village Nabwal Parish Iriiri Sub-County	Bob (FP Governance)	<ol style="list-style-type: none"> 1. FGD with Local Council members and traditional leaders 2. KII with the Community-Based Monitor/s 3. FGD with VDC members (or any planning committee – 6- 10 participants) participating in Community Development Plans, Sector Plans, or District Planning. 	Isaac (0782 028 734)	Bob + Jennifer and their 2 translators plus Nicole’s translator
	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. KII with trained Male Change Agents. 2. <i>KII with one “lead couple” (formerly Faithful house couples if available)</i> 		
	Nicole (P3 WASH)	<ol style="list-style-type: none"> 1. FGD with MCG 2. Water User Committe (Either Nuyok or non-Nuyok) 3. KII with mother and visit to HH (Selected randomly by Nicole on site) 	FFP Nicole Car	Nicole
Team 3: Lotop Village				
Lotop Village	Amy(P1)	1. KII with Chair of CMM, Chair of Peace and Chair of Social Cohesion.	FFP Amy Car	Amy

Lokudumo Parish Lopee Sub-County		2. FDG from village representatives who received training or support from CMM, Peace, Social Cohesion. 3. <i>Direct Observation if available of materials from peacebuilding, social cohesion and CMM trainings.</i>		
	Bernard (P2)	1. KII/FGD VTI Youth members. 2. KII/FGD LCF (several if possible) 3. KII with REAP participants.	Tito (0775 524 140)	Bernard + his translator + Amy's translator
	Mike (Youth & Systems)	1. KII with LC1 2. FGD with 6 – 10 Male Youth Nuyok Participants (Ages 18-25) (Participating in any Nuyok activities/ diverse group)	Aggrey (0773 498 921)	Mike + his translator

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1: Adipala Village				
Adipala Village Akalale Parish Lokopo County	Elena (P3)	1. Interview or FGDs with VHTs (train and supervise LMs) 2. FGDs with Lead mothers (if VHTs not available (Or observation of a scheduled session if any and KII with Lead Mothers using the Nuyok observation checklist or one Elena has). 3. FGD with PLW/caregivers' participants 4. KII Health Facility Staff (nurses ANC, well baby clinic/nutrition, sick childcare) (Check availability of health center in village.)	Sagal 0779 246 457	To transport Elena and two translators (Elena and Mara translators)
	Mara (M&E)	1. FGD with safety net participants [P3] Recipients of hygiene vouchers (Mothers). 2. FGD with farmers receiving DiNER fair vouchers. (Check availability and if this village received diner fairs)	FFP Mara Car	Mara

		<p>3. KII with the Agriculture Field Agent covering this village (Mobilize to site if s/he is not from this village)</p> <p>4. KII with the Agriculture Field Agent supervisor. (Mobilize to site if s/he is not from this village)</p> <p>Back-up 6. FGD with SILC members. KII with the SILC Field Agent</p>		
Team 2: Naminit Village				
Naminit Village Nabwal Parish Iriiri Sub-County	Bob (FP Governance)	<p>1. FGD with Community Development Committee members including the Community-Based Monitor/s</p> <p>2. FGD with Traditional Leaders and LC1</p> <p>3. FGD with CBO members participating in Community Development Plans, Sector Plans, or District Planning (These could be members of any Nuyok supported groups, i.e. SILC, PMGs, MCGs etc.)</p> <p>Back-up – if these groups are unavailable, FGD with Peace Committee members</p>	Isaac (0782 028 734)	Bob + Jennifer and their 2 translators plus Nicole’s translator
	Jennifer (FP Gender)	<p>1. KII or FGD with 6 – 7 women members of groups (i.e., SILC, PMG, MCG/HHCG, CMM, VDMC) with a preference for meeting women leaders trained by the program and/or women also enrolled in FAL courses.</p> <p>2. <i>KII with former Faithful House Couples.</i></p>		
	Nicole (P3 WASH)	<p>1. FGD with a VHT</p> <p>2. FGD with Water User Committee (even if not Nuyok specific)</p> <p>2. KII with community member using borehole asset and/or visit/chat with community members at borehole asset.</p>	FFP Nicole Car	Nicole
Team 3: Lomaul Village				

Lomaul Village Nakwamoru Parish Lopee Sub-County	Amy (P1)	1. FGD with NRM committee members and community members trained or received support on NRM) 2. KII with committee chair of the VDMC with regards to FIRE that occurred this week to the 9 homes.	FFP Amy Car	Amy
	Bernard (P2)	1. KII CAHW (several if possible) 2. FGD with PMG & SILC members (mixed group, preferable members of both PMG and SILC)	Tito (0775 524 140)	Bernard + his translator + Amy's translator
	Mike (Youth & systems)	1. FGD with Female Youth (Ages 18-25) who have not yet borne children (Mix of participants and non-participants) 2. KII with Nuyok Community Facilitator (Group of Nuyok service providers such as Agric Field Agents, Nutrition Supervisor, SILC)	Aggrey (0773 498 921)	Mike + his translator

**Monday, February 3
MORNING**

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Napak District Headquarters	Bob (FP Governance)	Schedule to be developed after the program orientation	Isaac (0782 028 734)	Member + translator
	Jennifer (FP Gender)		Tito (0775 524 140)	Member + translator + Amy translator
	Amy (P1)		FFP Amy Car	Amy
	Bernard (P2)		Tito (0775 524 140)	Member + translators
	Elena (P3 MCHN)		Sagal 0779 246 457	Member + translator + Nicole's translator
	Nicole (P3 WASH)		FFP Nicole Car	Nicole
	Mike (Youth & Systems)		Aggrey (0773 498 921)	Member + translators + Mara's translator
	Mara (M&E)		FFP Mara Car	Mara

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1: Lomariamong				
Lomariamong Village Lokupoi Parish Matany Sub-County	Jennifer (FP Gender)	1. KII with trained Male Change Agents. 2. KII or FGD with community influencers.	Tito (0775 524 140)	Bernard + Jennifer + their 2 translators
	Bernard (P2)	1. KII with PSP/SILC FA. 2. KII Traders or MFI, other stakeholders		
Team 2: Ajokomoliteny Village				
Ajokomoliteny Village Narengemoru Parish Ngoleriet Sub-County	Bob (FP Governance)	1. FGD with LC1 members 2. FGD with Traditional Leaders 3. FGD with CBO members participating in Community Development Plans, Sector Plans, or District Planning (VDC and CBMs together) Back-up – if these groups are unavailable, FGD with women/youth groups.	Isaac (0782 028 734)	Bob + his translators plus Amy’s translator
	Amy (P1)	1. FGD VDMC members trained in DRM and EWS 2. KII with DRM/NRM facilitators (To mobilize if they are in a separate village)	FFP Amy Car	Amy
Team 3: Longaroi Village				
Longaroi Village Nariamaregae Parish Lotome Sub-County	Elena (P3 MCHN)	1. Interview or FGDs with VHTs (train and supervise LMs) 2. FGD with PLW/caregivers’ participants 3. KII Health Facility Staff (nurses ANC, well baby clinic/nutrition, sick childcare) (Dependent on the availability of a village health center. Can also visit referral health center even if in a different village. To interview someone working with Nuyok) 4. Observe a lead mother home visit session.	Sagal 0779 246 457	To transport Elena and two translators (Elena’s and Nicole’s translators)
	Nicole (P3 WASH)	1. FGD with sanitation and hygiene cluster	FFP Nicole Car	Nicole

		2. KII with household and HH visit (select from FGD members on 1- someone who has built a latrine) 3. KII with a hand pump mechanic – depending on availability. 1 st back up: FGD with School or Youth hygiene club based on availability.		
Team 4: Napak District HQ or Moroto				
Napak District HQ or Moroto	Mike (Youth & Systems)	Stakeholder & Staff Interviews	Aggrey (0773 498 921)	Note: MTE team members will join exit debriefing near the end of the day
		Exit Debriefing		
	Mara (M&E)	Continue KII with CK and CM MEAL and ICT4D Officers	FFP Mara Car	

ACTUAL Field Visit Schedule NAKAPIRIPIRIT DISTRICT

Tuesday, February 4 MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nakapiripirit District Program Office	All Team Members	Nakapiripirit and Nabilatuk District Program Orientation		3 Team Members Traveling from Moroto (1:15 hr)
		Nuyok Staff Interviews to be arranged at the program orientation		

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Aoyareng Village				

Aoyareng Village Loreng Parish Loregai Sub-County	Bob (FP Governance)	<ol style="list-style-type: none"> 1. FGD LC1 and LC1 committee 2. KII/FGD with traditional leaders 3. KII with Community based monitors 	Sagal (0779 246 457) UBD 922G	To transport Bob and Elena + their translators
	Elena (P3 MCHN)	<ol style="list-style-type: none"> 1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center 		
Team 2 - Nabur-Ekale Village				
Nabur-Ekale Village Tokora Parish Kakomongole Sub-County	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. KII or FGD with women members of groups (i.e., SILC, PMG, MCG/HHCG, CMM, VDMC) with a preference for meeting women leaders trained by the program and/or group members also enrolled in FAL courses. 2. KII with trained Male Change Agents 3. 1st back up Community Influencers 4. 2nd back up Faithful House Couples 	Isaac (0782 028 734) UBD 923G	Jennifer and Bernard + their Translators
	Bernard (P2)	<ol style="list-style-type: none"> 1. FGD SILC 2. FGD PMG+LCF 3. Bulking center, Agro-dealer if nearby 		
Team 3: Nabukut Village				
Nabukut Village Loregai Parish Loregai Sub-County	Amy (P1)	<ol style="list-style-type: none"> 1. KII VDMC Chair 2. FGD Micro Catchment Committee NRMP observation 3. FGD with community members trained in NRM 	Aggrey (0773 498 921) UBD 924G	Nichole and Amy's translators
	Nicole (P3 WASH)	<ol style="list-style-type: none"> 1. FGD (10) with participants who paid for borehole 2. WUC 3. HPM if available 		

Team 4: Nakapiripirit District HQ				
Nakapiripirit District HQ	Mike (Youth & Systems)	<ol style="list-style-type: none"> 1. Continue Interviews with Nuyok Staff/Partners 2. KII with Napak Vocational Training Institute Representative 	Tito (0775 524 140) UBD 919G	Mike and his translator + Mara's translator
	Mara (M&E)	<ol style="list-style-type: none"> 1. KII Deputy Chief Coordinator 2. Resilience Manager 3. NRM/DRR Officer 4. Livelihoods Program Manager 5. Agriculture Officer 	FFP Mara Cara	Mara

Wednesday, February 5
MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1: Nakipenet Village				
Nakipenet Village Kaiku Parish Namulu Sub-County	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. KII or FGD with women members of groups (i.e., SILC, PMG, MCG/HHCG, CMM, VDMC) with a preference for meeting women leaders trained by the program and/or group members also enrolled in FAL courses. 2. Community Influencers 3. 1st back up KII with trained Male Change Agents 4. 2nd back up Faithful House Couples 	Tito (0775 524 140) UBD 919G	Jennifer and Elena + their translators
	Elena (P3 MCHN)	<ol style="list-style-type: none"> 1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 		

		4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center		
	Mike (Youth & Systems)	1. FGD with LC1 and Traditional leaders (elders) 2. KII with Nuyok frontline staff from any/all sectors	Isaac (0782 028 734)/ UBD 923G	Mike and his translator
Team 2: Lokaale Village				
Lokaale Village Akuyam Parish Kokomongole Sub-County	Amy (P1)	1.KII CMM Chair 2. FGD CMM Committee members 3. FGD Community members trained or received support from Nuyok *Back up – exchange with alternate visit request	FFP Amy Car	Amy + Nichole + Mara
	Nicole (P3 WASH)	1. FGD sanitation cluster 2. HH visit to see toilet construction 3. 1 st back up FGD with MCG	Aggrey (0773 498 921) UBD 924G	Translators (Amy, Mara, Nichole)
	Mara (M&E)	1. KII – Field Agent Ag 2. KII – Resilience Facilitator 3. KII – Wash Agent		
Team 3: Lokibuyo Village				
Lokibuyo Village Loreng Parish Loregai Sub-County	Bob (FP Governance)	1. FGD LC1 and LC1 committee 2. KII/FGD with VDMC 3. KII/FGD with the Village Development Committee	Sagal (0779 246 457) UBD 922G	Bob and Bernard + their translators
	Bernard (P2)	1. Functional Adult Literacy 2 VTI youth if not done before 3 FGD: SILC+PMG+LCF (combined) 4 Staff (SILC FAs to become PSPs, others) Bulking center, Agro-dealer if nearby		

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1: Nakuyot Village				

Nakuyot Village Kokuwuam Parish Namulu Sub-County	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. KII or FGD with women members of groups (i.e., SILC, PMG, MCG/HHCG, CMM, VDMC) with a preference for meeting women leaders trained by the program and/or group members also enrolled in FAL courses. 2. Community Influencers 3. 1st back up KII with trained Male Change Agents 4. 2nd back up Faithful House Couples 	Tito (0775 524 140) UBD 919G	Jennifer and Elena + their translators
	Elena (P3)	<ol style="list-style-type: none"> 1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at a MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center 		
	Mike (Youth & Systems)	<ol style="list-style-type: none"> 1. FGD with a mix of male and female youth ages 18-25 participating in any Nuyok activities 2. KII with Youth VTI Participants 	Isaac (0782 028 734) UBD 923G	Mike and his translator
Team 2: Lorengedwat Village				
Lorengedwat Village Namoroto Parish Kokomongole Sub-County	Amy (P1)	<ol style="list-style-type: none"> 1. KII VDMP 2. KII With Caritas front line Resilience front line staff 3. FGD Community members trained or received support from Resilience Nuyok *Back up – exchange with alternate visit request 	FFP Amy Car	Amy + Nichole + Mara
	Nicole (P3 WASH)	<ol style="list-style-type: none"> 1. FGD with MCG 2. HH visit to mother 1st back up: FGD with sanitation cluster 		
	Mara (M&E)	<ol style="list-style-type: none"> 1. KII – SILC Agent 2. KII – LM 		
			Aggrey (0773 498 921) UBD 924G	Translators (Amy, Mara, Nichole)

		3. KII – WASH mobilizer		
Team 3: Nayloroit Village				
Nayloroit Village Loasam Parish Loregai Sub-County	Bob (FP Governance)	1. KII with Community based monitors 2. KII/FGD Water User Association 3. KII/FGD with Health Unit Management Committee	Sagal (0779 246 457) UBD 922G	Bob and Bernard + their translators
	Bernard (P2)	1 Community Animal Health Workers 2 VTI youth if not done before 3 FGD: LCF+SILC (combined) 4 Staff (SILC FAs to become PSPs, other Field Agents) Bulking center, Agro-dealer if nearby		

Thursday, February 6

MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nakapiripirit District Headquarters	Bob (FP Governance)			
	Jennifer (FP Gender)	KII with District Community Development Officer. (Is anyone else meeting the DCDO i.e., Mike and/or Bob? (DCDO covers youth, women and governance of community organizations.)		
	Amy (P1)	DRR/NRM, CMM/Social Cohesion, IWRM Officers District DMC Chair and Early Warning Platform Chair Forest Officer/Environmental Officer		
	Bernard (P2)			
	Elena (P3 MCHN)			
	Nicole (P3 WASH)			
	Mike (Youth & Systems)	1. KII with DEO 2. KII with Youth CDO		
	Mara (M&E)	1. KII - Livestock Officer 2. KII - SILC Officer		

		3. KII - Nutritionist Officer		
		4. KII – WASH Officer		

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nakapiripirit Nuyok Program Office or Nuyok Program Office CRS Moroto	All MTE Team Members	Continue Staff Interviews		
		Exit Debriefing		

ACTUAL Field Visit Schedule NABILATUK DISTRICT

FRIDAY, February 7

MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nabilatuk District Headquarters	Bob (FP Governance)	1. Bob – KII with Anyakun Paul 2. Lolachat Sub County Chief 3. CDO	Tito (0775 524 140) UBD 919G	Bob and Jennifer + their translators
	Jennifer (FP Gender)		Isaac (0782 028 734) UBD 923G	Bernard and his translator
	Bernard (P2)			
	Amy (P1)	Nabilatuk District GoU Offices (KII with key/relevant ministry staff)	FFP Amy Car	Amy
	Elena (P3 MCHN)		FFP Nicole Car	Nicole and Elena
	Nicole (P3 WASH)		Sagal (0779 246 457) UBD 922G	Amy, Nichole and Elena’s translators + Rodwell

	Mike (Youth & Systems)		FFP Mara Car	Mara and Mike
	Mara (M&E)		Aggrey (0773 498 921) UBD 924G	Mara and Mike's translators

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Napao Village				
Napao Village Kwalikweri Parish Nabilatuk Sub-County	Jennifer (FP Gender)	1. 2 Male Change Agents 2. 1-woman leader.	Tito (0775 524 140) UBD 919G	Jennifer and Elena + their translators
	Elena (P3 MCHN)	1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center		
Team 2 - Nayonaiangikalio Village				
Nayonaiangikalio Village Kosike Parish Nabilatuk Sub-County	Bob (FP Governance)	1. CBMs 2. Women Leaders 3. Traditional leaders	Isaac (0782 028 734) UBD 923G	Bob and Bernard + their translators
	Bernard (P2)	1. KII with LCFs 2. KII with CAHW 3. FGD with one SILC group		
Team 3: Nakudep Village				
Nakudep Village	Amy (P1)	1. KII with Chair of VDMC and two committee members from VDMC	FFP Amy Car	Amy

Lokaale Parish Nabilatuk Sub-County		2. FDG from village representatives who received training or support from VDMC in NRM, CMM, etc.		
	Nicole (P3 WASH)	1. FGD with community who paid for borehole 2. If formed, FGD with WUC 3. Visit borehole (rehab done 1/10) and/or talk to HPM	FFP Nicole Car	Nicole
			Sagal (0779 246 457) UBD 922G	Nicole and Amy's translators
Team 4: Nabilatuk District HQ				
Nabilatuk District HQ	Mara (M&E)	Nuyok Staff Interviews with management staff, youth programming staff & operations staff	FFP Mara Car	Mara and Mike
	Mike (Youth & Systems)		Aggrey (0773 498 921) UBD 924G	Mara and Mike's translators + Rodwell

**Saturday, February 8
MORNING**

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Nacele Village				
Nacele Village Lotaruk Parish Lolachat Sub-County	Bob (FP Governance)	1. CBMs 2. Women Leaders 3. Traditional leaders	Sagal (0779 246 457) UBD 922G	Bob and Elena + their translators
	Elena (P3 MCHN)	1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers.		

		4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center		
	Mike (Youth & systems)	1. FGD with LC1 and Traditional leaders (elders) 2. FGD with male Nuyok participants (any intervention) ages 18-25	Tito (0775 524 140) UBD 919G	Mike and his translator
Team 2 - Lokwakwa Village				
Lokwakwa Village Komaturu Parish Lorengedwat Sub-County	Amy (P1)	1. KII with Chair of VDMC and two committee members from VDMC 2. FDG from village representatives who received training or support from VDMC in NRM, CMM, etc.	FFP Cars	Amy, Nicole and Mara
	Nicole (P3 WASH)	1. FGD with Sanitation cluster 2. KII at HH visit, construction of toilet		
	Mara (M&E)	1. CBMs 2. VHTs	Isaac (0782 028 734) UBD 923G	Amy, Nicole and Mara's translators
Team 3: Nakurobuin Village				
Nakurobuin Village Natirae Parish Lolachat Sub-County	Jennifer (FP Gender)	1. 2 MCAs 2. Traditional leaders (Community Influencers)	Aggrey (0773 498 921) UBD 924G	Jennifer and Bernard + their translators
	(Bernard (P2))	1. KII with LCFs 2. FGD with Nakurobuin PMG 3. Visit demo garden for CSA training, SMART skills done.		

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Lousugu Village				
Lousugu Village Nakuri Parish Lolachat Sub-County	Bob (FP Governance)	CBMS Traditional leaders Women leaders	Sagal (0779 246 457) UBD 922G	Bob and Elena + their translators
	Elena (P3 MCHN)	1. Interview or FGDs with VHTs		

		<p>2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother.</p> <p>3. FGD with PLW/caregivers’ participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers.</p> <p>4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center</p>		
	Mike (Youth & systems)	<p>1. FGD with female youth ages 18-25 participating in any Nuyok activities</p> <p>2. FGD with LC1 and Traditional leaders (elders)</p>	<p>Tito (0775 524 140) UBD 919G</p>	Mike and his translator
Team 2 - Lorukamo Village				
Lorukamo Village Kamaturu Parish Lorengedwat Sub-County	Amy (P1)	<p>1. KII with Chair of VDMC and two committee members from VDMC</p> <p>2. FDG from village representatives who received training or support from VDMC in NRM,CMM,etc.</p>	FFP Cars	Amy, Nicole and Mara
	Nicole (P3 WASH)	<p>1. FGD with MCG</p> <p>2. HH visit to discuss WASH</p>	<p>Isaac (0782 028 734) UBD 923G</p>	Amy, Nicole and Mara’s translators
	Mara (M&E)	<p>1. Agric field agent</p> <p>2. SILC Field Agent (if available)</p>		
Team 3: Lopeduro Village				
Lopeduro Village Sakale Parish Lolachat Sub-County	Jennifer (FP Gender)	<p>1. FGD with women SILC group members</p> <p>2. KII with <u>female</u> CAHWS. Back-up: If there are no female CAHWS, KII with Nuyok frontline staff from any sector (i.e., Community Facilitators, WASH Agents, SILC Agents).</p>	<p>Aggrey (0773 498 921) UBD 924G</p>	Jennifer and Bernard + their translators
	(Bernard (P2)	<p>1. KII with LCFs and CAHWS</p> <p>2. SILC groups trained and are saving and loaning</p>		

Sunday, February
NO FIELD WORK - DATA ANALYSIS DAY

Monday, February 10
MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nakapiripirit District Program Office	Bernard (P2)	1. KII with selected staff at office 2. KII with agro-dealers in district 3. KII with any other relevant local stakeholder.	Sagal (0779 246 457) UBD 922G	Bernard and his translator
Team 1: Natirae Village				
Natirae Village Natirae Parish Lolachat Sub-County	Elena (P3 MCHN)	1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center	Tito (0775 524 140) UBD 919G	Elena and Mara's translators
	Mara (M&E)	1. KII with Lead mother (can ask for one from Elena) 2. KII with CBMs	FFP Mara Car	Mara and Elena
Team 2: Ariamaoi Village				
Ariamaoi Village Murangibuin Parish Nabilatuk Sub-County	Nicole (P3 WASH)	1.FGD with community who paid for borehole 2. If formed, FGD with WUC 3. Visit borehole (rehab not yet completed) and/or talk to HPM	FFP Nicole Car	Nicole, Jennifer and Mike
	Jennifer (FP Gender)	KII with Nuyok frontline staff from any sector (i.e., Community Facilitators, WASH Agents, SILC Agents)		

	Mike (Youth & Systems)	1. KII with Youth VTI Participants 2. KII with LC1 3. KII with Nuyok frontline staff from any/all sectors	Aggrey (0773 498 921) UBD 924G	Nicole, Jennifer and Mike’s translators
Team 3: Cucu Village				
Cucu Village Acegeretolim Parish Nabilatuk Sub-County	Amy (P1)	1. KII with Chair of CMM, Chair of Peace and Chair of Social Cohesion. 2. FDG from village representatives who received training or support from CMM, Peace, Social Cohesion. 3. <i>Direct Observation if available of materials from peacebuilding, social cohesion and CMM trainings</i>	FFP Amy Car	Amy and Bob
	Bob (FP Governance)	CBMs	Isaac (0782 028 734) UBD 923G	Amy and Bob’s translators

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Nakapiripirit District Program Office	All Team Members	Staff & Stakeholder Interviews		MTE team members will join exit debriefing near the end of the day
		Jennifer – Meeting with Gabriel Mungan or Charles about MEAL		
		Exit Debriefing		

ACTUAL Field Visit Schedule ABIM DISTRICT

Tuesday, February 11

MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
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Abim District Headquarters	All Team Members	Travel from Moroto to Abim	FFP Cars	Nicole, Amy and Mara
		Translator Orientation	Sagal (0779 246 457) UBD 922G Isaac (0782 028 734) UBD 923G Tito (0775 524 140) UBD 919G Aggrey (0773 498 921) UBD 924G	Bernard & Mike Bob Jennifer Elena

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Abim District Program Office	All Team Members	Abim District Program Orientation	FFP Cars	Nicole, Amy and Mara
		Nuyok Staff Interviews to be arranged at the program orientation	Sagal (0779 246 457) UBD 922G Isaac (0782 028 734) UBD 923G, Tito	Bernard & Mike + their translators Bob and his translators plus Nicole and Amy's translators

			<p>(0775 524 140) UBD 919G</p> <p>Aggrey (0773 498 921) UBD 924G</p>	<p>Jennifer and her translators plus Mara's translators</p> <p>Elena and her translator</p>
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Wednesday, February 12
MORNING

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Otalabar Central Village				
Otalabar Village Atunga Parish Abim Sub-County	Nicole (P3 WASH)	<ol style="list-style-type: none"> FGD with WUC, KII HPM, (Please confirm if doing borehole rehab) 	FFP Nicole Car	Nicole and Bernard
	Bernard (P2)	<ol style="list-style-type: none"> FGD: PMG + diner Fair recipients FGD: SILC+FAL KII: Ag or Livestock Field Agent Bulking center visit 	<p style="text-align: center;">Tito (0775 524 140) UBD 919G</p>	Nicole and Bernard's translators
Team 2 - Lobolwala Village				
Lobolwala Village Aremo Parish Morulem Sub-County	Elena (P3 MCHN)	<ol style="list-style-type: none"> Interview or FGDs with VHTs FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. FGD with PLW/caregivers' participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center 	<p style="text-align: center;">Sagal (0779 246 457) UBD 922G</p>	Elena and Bob + their translators

	Bob (FP Governance)	<ol style="list-style-type: none"> 1. KII with CBM 2. FGD with VDC 3. FGD with LC1 and committee 4. KII with LC2 (Arema Parish leader) 		
Team 3: Bedata West Village				
Bedata West Village Koya Parish Magamaga Sub-County	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. KII with women leaders 2. KII with Nuyok Community Facilitators—and any Agric/Livestock/SILC frontline staff who can be present. 	FFP Amy Car	Amy and Jennifer
	Amy (P1)	<ol style="list-style-type: none"> 1. KII VDMC Chair 2. KII with CMM Chair if there is one 3. FGD VDMC Committee members FGD 	Isaac (0782 028 734) UBD 923G	Amy and Jennifer’s translators
Team 4: Abim Nuyok Program Office				
Abim Nuyok Program Office	Mike (Youth & Systems)	<ol style="list-style-type: none"> 1. Continue Interviews with Nuyok Staff/Partners 2. KII with Abim Vocational Training Institute Representative and site visit 	Aggrey (0773 498 921) UBD 924G	Mike and Mara’s translators
	Mara (M&E)	<ol style="list-style-type: none"> 1. Interviews with Nuyok Staff/Partners 	FFP Mara Car	Mara and Mike

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Abim District Headquarters	Bob (FP Governance)	<ol style="list-style-type: none"> 1. KII with LC5 2. KII with CAO 3. KII with DPO (or the District Panning Committee) 	Isaac (0782 028 734) UBD 923G	Jennifer, Bob, Amy’s translators
	Jennifer (FP Gender)	<ol style="list-style-type: none"> 1. CDO at the sub-county level 2. Sub-County Chief 		
	Amy (P1)	<ol style="list-style-type: none"> 1. KII with District Officials or continuing interview with Nuyok staff. 2. FGD VDMC Committee members 3. FGD Community members trained or received support from Resilience Nuyok 	FFP Amy Car	Amy, Bob and Jennifer
	Bernard (P2)	Abim District GoU Offices (KII with key/relevant ministry staff)	Tito	
	Elena (P3 MCHN)		(0775 524 140)	

			UBD 919G	
	Nicole (P3 WASH)	1. District: District Water Officer (or Assistant may be better informed for on the groundwork); 2. District Health Officer and/or Subcounty Health Officer	FFP Nicole Car Sagal (0779 246 457) UBD 922G	Nicole Nicole’s translator
	Mike (Youth & Systems)	Abim District GoU Offices (KII with key/relevant ministry staff)	Aggrey (0773 498 921) UBD 924G	Mike and Mara’s translators
	Mara (M&E)			FFP Mara Car

**Thursday, February 13
MORNING**

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Adagkolo North				
Adagkolo North Village Awach Parish Awach Sub-County	Elena (P3 MCHN)	1. Interview or FGDs with VHTs 2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers’ participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center	Sagal (0779 246 457) UBD 922G	Elena and mike + their translators
	Mike (Youth & Systems)	1. FGD with one of the YB Youth groups in Pemkworo North (also Awach Parish) 2. KII with motorcycle mechanic and mason from Adagkolo trained at AVTI		

		3. FGD with a second YB Youth group in Pemkwo North		
Team 2 - Cung Apenyi Village				
Cung Apenyi Village Opoongo Parish Nyakwae Sub-County	Jennifer (FP Gender)	1. KII with Male Change Agents 2. FGD with women members of SILC groups, PMGs, or VDMCs.	Tito (0775 524 140) UBD 919G FFP Nicole Car FFP Mara Car	Jennifer and her translator + Nicole and Mara's translators
	Nicole (P3 WASH)	1. FGD with 6 hygiene and sanitation cluster members; 2. Latrine visit; 3. KII with HH that is not cluster leader (selected randomly)		Nicole
	Mara (MEAL)	3. KII with CBMs 3. KII with VHT		Mara
Team 3: Gangming Newline Village				
Gangming Newline Village Gangming Parish Lotuke Sub-County	Amy (P1)	1.KII VDMC Chair and CMM Chair if there is one 2. FGD with NRM Committee members (if one does not exist VDMC members 3. KII. With Foundation 0 community facilitator and Resilience facilitator	FFP Amy Car Aggrey (0773 498 921) UBD 924G	Amy and Bob Amy and Bob's translators
	Bob (FP Governance)	1. KII with VHT 2. KII with CBM 3. FGD with traditional leaders		
	Bernard (P2)	1. FGD: PMG 2. FGD: FAL 3. FGD: LCF 4. KII: Ag or Livestock Field Agent 5. Visit to a Bulking center visit	Isaac (0782 028 734) UBD 923G	Bernard and his translator

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1 - Aroo Village				
Aroo Village	Elena (P3 MCHN)	1. Interview or FGDs with VHTs	Sagal	

Barlyech Parish Awach Sub-County		2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother. 3. FGD with PLW/caregivers’ participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers. 4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center	(0779 246 457) UBD 922G	Elena and mike + their translators
	Mike (Youth & Systems)	1. KII with parish chief 2. KII with participants trained in Bio-Briquettes		
Team 2 - Aguleruka Village				
Aguleruka Village Rogom Parish Nyakwae Sub-County	Jennifer (FP Gender)	1. KII with Male Change Agents 2. KII with Nuyok Community Facilitators— along with any WASH Agents and Agric/Livestock/SILC Agents who can be present.	Tito (0775 524 140) UBD 919G FFP Nicole Car FFP Mara Car	Jennifer and her translator + Nicole and Mara’s translators
	Nicole (P3 WASH)	1. FGD MCG (up to 10 women); 2. FGD with sanitation cluster members; 3. KIIs with HHs		Nicole
	Mara (MEAL)	3. KII with CBMs 4. KII with youth entrepreneurship member		Mara
Team 3: Tyen Opok North Village				
Tyen Opok North Village Orwamuge Parish Lotuke Sub-County	Amy (P1)	1.KII VDMC Chair and CMM Chair if there is one 2. FGD with NRM Committee members (if one does not exist VDMC members 3. KII. With Foundation 0 community facilitator and Resilience facilitator	Aggrey (0773 498 921) UBD 924G	Amy and Bob
	Bob (FP Governance)	1. KII with CBM 2. FGD with Hygiene and sanitation cluster members		Amy and Bob’s translators

		3. FGD with LC1 and Committee 4. FGD with PMG	Isaac (0782 028 734) UBD 923G	Bernard and his translator
	Bernard (P2)	1. FGD: PMG 2. FGD: FAL 3. FGD: LCF 4. KII: Ag or Livestock Field Agent 5. Bulking center visit		

**Friday, February 14
MORNING**

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Team 1: Oliabang Village				
Oliabang Village Oyaro Parish Abim Town Council	Nicole (P3 WASH)	1. Oyaro Parish, Abim Town Council 2. FGD with WUC; 3. KII with HPM; 4. KII HHs that paid for rehab borehole (not WUC)	FFP Nicole Car	Nicole and Bob
	Bob (FP Governance)	1. KII with LC1 2. KII with CBMs 3. KII with HUMC 4. KII with Sub-county LC3 and Chief.	Isaac (0782 028 734) UBD 923G	Nicole and Bob's translators
Team 2: Rachkoko North				
Rachkoko North Village Katabok West Parish Morulem Sub-County	Jennifer (FP Gender)	1. KII with Male Champions 2. KII or FGD with female participants in youth entrepreneurship activities	FFP Amy Car	Amy and Jennifer
	Amy (P1)	1.KII VDMC Chair and CMM Chair if there is one 2. FGD with VDCM Committee members 3. KII. With Foundation 0 community facilitator and Resilience facilitator	Tito (0775 524 140) UBD 919G	Amy and Jennifer's translators
Team 3: Pemkworo Village				
Pemkworo Village Awach Parish Awach Sub-County	Elena (P3 MCHN)	1. Interview or FGDs with VHTs	Sagal (0779 246 457) UBD 922G	Elena and her translator

		<p>2. FGDs with Lead mothers. If time allows observe a home visit conducted by lead mother.</p> <p>3. FGD with PLW/caregivers’ participants If there is MCG session, I will observe the lead mothers in action at MCG session instead of the FGDs with mothers.</p> <p>4. KII Health Facility Staff (midwife or nurse ANC, well baby clinic/nutrition, sick childcare) depending on availability of the health center</p>		
Team 4: Abim Nuyok Program Office				
Abim Nuyok Program Office	Mike (Youth & Systems)	1. Continue Interviews with Nuyok Staff/Partners	FFP Mara Car	Mara and Mike
	Mara (M&E)	KIIs with MEAL staff and selected Nuyok staff		
	Bernard (P2)	Caritas staff P2 (Ag, livestock, SILC, FAL) , Agro-dealer visit – (no village visit)	Aggrey (0773 498 921) UBD 924G	Bernard and his translator + Mara and Mike’s translators

AFTERNOON

LOCATION	MTE TEAM MEMBER	ACTIVITY	DRIVER/VEHICLE	COMMENT
Abim District Program Office	All Team Members	1. Continue Interviews with Nuyok Staff/Partners	FFP Cars	Finish debriefing early enough to travel back to Moroto
		Exit Debriefing		<p>Sagal (0779 246 457) UBD 922G</p> <p>Isaac (0782 028 734) UBD 923G</p> <p>Tito</p>

			(0775 524 140) UBD 919G Aggrey (0773 498 921) UBD 924G	Elena
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ANNEX B: DATA COLLECTION TOOLS

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

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

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

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TOPICAL OUTLINE

FOUNDATION PURPOSE: Governance

IO F.1.1: Governance Structures, IO F.1.2: Service Delivery Coordination, IO F.1.3: Social Accountability (Bob)

Foundational Purpose I - Governance

To evaluate governance progress under Foundation Purpose I – (Governance and Gender), the MTE will conduct KIIs and FGDs with local public officials and traditional leaders, with members of civil society, Community-Based Organizations (CBOs) and ordinary citizens, and with Nuyok project staff. The aim is to assess how and the extent to which Nuyok’s governance-related activities have improved nutrition and food security service delivery; strengthened citizen engagement in community, civic and public processes; and overall contributed to better, more impactful and sustainable outcomes in nutrition, food security, WASH, agriculture and livelihoods. For example, has the project strengthened capacities of ordinary citizens (rights holders) and civil society to hold public officials (duty bearers) and private sector service delivery actors accountable, and what changes in public sector performance and sector outcomes are observable?

Because training was a major activity under the Foundation Purpose, the MTE seeks to assess the extent to which local officials and traditional leaders have improved their leadership and technical capacities to identify, prioritize, and overcome challenges to promoting more

inclusive, equitable governance. A key project output was to train communities and civil society to demand accountability of their leaders and service providers by using public expenditure tracking surveys, community score cards and by conducting citizen parliaments to monitor and promote service delivery. How effective have these tools been for improving nutritional and food security? Additionally, as the project evolved, social cohesion became an important project output. Did the project's efforts to strengthen social cohesion generate positive results and did they contribute to peaceful prevention and mitigation of local disputes and conflicts?

A. Questions for Officials and Traditional Authorities:

1. Please describe the duties and responsibilities of your position.
2. Please describe the training you received from the project.
 - a. How did the training help you perform your duties? Be a better leader?
 - b. What changed for you resulting from the training?
 - c. What change has the training had on governance in the area (specify district, county, sub-county, etc.)
 - d. What governance challenges remain unaddressed?
 - e. How could the training be improved going forward?
3. Please describe your relationship and interactions with your communities
 - a. Who, or which groups, do you most often meet with and what do you discuss?
 - b. How often and with what frequency do you meet with CBOs?
 - c. What do they mostly want or need from you, and are you able to satisfy them (why or why not)?
 - d. What are your expectations for them, and do they fulfill them (why or why not)?
 - e. Do citizens and citizen groups hold you accountable as a duty bearer, why or why not, and if so, how?
 - f. Has the project improved public performance and service delivery, why or why not, and if so, how?

B. Questions for Civil Society Organizations (CSOs), CBOs and Ordinary Citizens:

1. Briefly describe the groups to which you belong.
 - a. When did you join, what is your role, how many members are there, what is the purpose of the group, etc.?
 - b. What role if any did the Project play in causing you to join a group?
2. Briefly describe the training you received from the project.
 - a. What training did you receive? Explore the following:
 - i. Governance: Public expenditure tracking surveys, community score cards, and citizen parliaments for monitoring and promoting service delivery.
 - ii. Social Cohesion: Building capacities of Conflict Mitigation and Management community groups to be able to design and implement activities around water or land use to build, restore, or reinforce healthy relationships, while prioritizing the role of marginalized groups in these activities.

- iii. Peace Committees: Intermediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).
 - iv. Communications: Implementation of an SBCC radio program on the importance of social cohesion.
 - b. How did the training help you perform your duties?
 - c. What changed for you resulting from the training? How did the training improve your life and that of your family?
 - d. What change has the training had on governance in the area (specify district, county, sub-county, etc.)
 - e. What governance challenges remain unaddressed?
 - f. How can we improve the training going forward?
- 3. Describe your (or your group's) relationship and interactions with local government and traditional authorities
 - a. With whom do you most often meet, how frequently, and what do you discuss?
 - b. What do they mostly want or need from you, and are you able to satisfy them (why or why not)?
 - c. What are your expectations for them, and do they fulfill them (why or why not)?
 - d. Do citizens and citizen groups hold them accountable, why or why not, and if so, how?
 - e. Has the project improved public performance and service delivery, why or why not, and if so, how?
 - f. Have you/ your organization supported or contributed to government plans? Please describe the difference this support has made.
 - g. Have you/your organization participated in sectoral working groups? If so, what has changed as a result?
- 4. Please describe how you/your organization has contributed to the following resulting from the project:
 - a. Strengthened community capacities for
 - i. Holding government accountable;
 - ii. inclusively gathering and analyzing information and solving problems;
 - iii. building consensus and taking collective action;
 - iv. increasing social harmony and solidarity;
 - v. preventing violence and resolving disputes peacefully;
 - vi. mobilizing resources;
 - vii. engaging external actors for additional resources and support.

C. Questions for Nuyok Field Staff:

Project Background, Design, Staffing

1. How long have you worked on the project and in what capacity?
2. (*Caritas Foundation Purpose Managers and Community Supervisors/Facilitators*): Tell me about Governance in the Nuyok Program design. What are the project's main governance and social cohesion objectives, activities, and methods? How appropriate have you found them?

What changes if any would you make to project design or to current implementation strategy?

3. What documents, manuals or plans currently guide your work on governance and social cohesion? How relevant and useful have they been to advance the governance and other goals of the project?
4. How many staff are fully- and part-time-dedicated to governance strengthening/social cohesion? How adequate has this number been? What changes if any do you recommend?

Training and Capacity-Building/Strengthening

5. (*Caritas Foundation Purpose Managers and Community Supervisors/Facilitators*): What training and/or technical supervision have you received from the project to support you in your role? (Confirm what, when, and how much technical supervision and/or training, and by whom). How have you applied what you learned? Examples? How satisfied are you with the training and/or technical supervision?
6. (*CRS Nuyok Program Governance Advisor/Manager*): Describe the Project's governance-related trainings – participants, capacity assessments, tools, capacity-building plans, mentorship, and impact? Where should further training be directed? (Same for social cohesion).

Changes Associated with Governance Strengthening and Integration

7. How has governance changed or impacted the day-to-day activities of the program? Impacted outcomes in nutrition, food security, WASH, etc.? Social cohesion?
8. What changes in governance practices and social cohesion have you noticed in target communities since the Project began? (*Probe changes related to formation of groups; the way groups govern themselves and make decisions; citizen participation in civic and community affairs; public/private service delivery; and accountability mechanisms*).
9. Describe the positive and/or negative effects of these changes? (*Probe negative/positive effects on marginalized groups, including women, youth, and people living with disabilities. If any unintended negative effects have been observed, what are they and what is being done to mitigate them?*)

Determinants of Governance Quality and Effectiveness

10. Which governance and social cohesion interventions have been most successful so far? For whom? Why? What were the key factors associated with success, in your opinion?
11. Which governance/ social cohesion interventions have been less successful so far? Why? What were the major constraints to success, in your opinion? What efforts have been made to overcome these constraints? (*For both questions, listen for and probe the project design, implementation, and/or external context determinants of governance quality and effectiveness*)
12. Please comment on changes you made to the initial project design and why the changes were made. How did the changes affect project implementation? Impacts on beneficiaries?
13. Is the project on target to achieving its goals? Are the work plan and schedule feasible?

- 14. Has the Project received support from local government? Traditional authorities? Other external actors?
- 15. How are externalities such as central government-local government financial transfers, local tax collection, and decentralization policies affecting project outcomes?

Governance and Social Cohesion Lessons Learned, Suggestions, Recommendations

- 16. What have been the key lessons learned from the implementation of the project so far?
- 17. What interventions should be added/or changed to maximize governance and social cohesion impact during the remaining period? Why?

D. Questions for Resource People:

- 1. Overall, how much has decentralization policy and implementation contributed to beneficial development outcomes for ordinary people, particularly in Karamoja? How much does local government performance affect outcomes like nutrition and food security? What can you say about how social cohesion affects nutrition and food security outcomes?
- 2. What accountability mechanisms have been most effective in improving service delivery for local communities, particularly in Karamoja? How can we encourage uptake of these mechanisms?
- 3. How would you describe the LC5 and LC3 capacity in Karamoja for carrying out basic functions? Traditional authority? Are relationships between statutory and traditional authority in Karamoja facilitating nutrition and food security?
- 4. How would you describe the quality and functionality of relationships between local government and civil society in Karamoja (e.g. the district council chairperson/local council, the chief administrative officer and Regional District Officer)? How can they be made more facilitative?
- 5. Overall, what governance changes need to occur to improve nutritional, food security, WASH, agriculture, and livelihoods outcomes in Karamoja? What changes need to occur in the social fabric of Karamoja for enhanced nutrition and food security?

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TOPICAL OUTLINE

FOUNDATION PURPOSE: Gender

IO F.2.1: Women’s participation in community decision-making

IO F.2.2: Joint household decision making (Jennifer)

KEY INFORMANT INTERVIEW (KII) OR FOCUS GROUP DISCUSSION (FGD):

OVERALL PURPOSE OF THE INTERVIEWS: The overall purpose is to obtain information from the program staff, partners, and direct participants that will be useful for formulating recommendations for the remaining life of the program—with a focus on maximizing the program’s impact on gender equity and equality. The questions are designed to be able to:

- Assess the early changes resulting from the program’s promotion of gender equity and equality;
- Assess the quality and effectiveness of the gender approaches used by the program; and
- Judge the potential sustainability of gender-related outcomes.

INTRO TEXT: *Who we are; why we are here; how long the process will take; What will be done with the results of our work; answers are confidential and will not be disclosed individually* *Participation is voluntary; participants can leave at any time; participants can choose to leave and choose not to answer any question.* *Gain consent to interview and to record.*

Data source: KIs with CRS Nuyok Gender Advisor and Caritas Gender Officers

Staff roles, responsibilities, and gender human resources and capacities

- What is your role in the Nuyok Program? How long have you been in this role?
- How would you describe the program’s overall approach for integrating gender and promoting gender equity/equality?
- What documents or plans currently guide your work on gender?
- Please describe the human resources for implementing the program’s gender interventions. Does the program have the right numbers, roles, geographic distribution, and gender balance of staff? What is the program’s strategy for building staff’s and partners’ gender capacity? Main strengths and weaknesses observed in staff’s gender capacities?

Changes associated with the program’s gender integration, and effects

- What early changes have you noticed as a result of the program’s gender integration activities? *Probe changes in practice of “positive gender norms and customs”, for which Nuyok exceeded its Y2 Output-level targets; in women’s participation and leadership, where Nuyok underperformed (confirm); in household decision making dynamics, or in the factors that drive these changes, like improved couple communication. Probe variations across implementing partners and locations.*
- What have been the positive and/or negative effects of these changes? *Probe effects on women’s time poverty, community backlash, changes in GBV risk, and any evidence of Male Change Agents using their new role as a way to consolidate their own power or social position, rather than as allies of gender equality/women’s empowerment. If any unintended negative effects have been observed, what are they and what is being done to mitigate them? If any unintended positive effects have been observed, have they been documented and shared with others?*

Determinants of gender integration quality and effectiveness

- What were the most significant factors in producing these changes? Why do you think so? *Probe the design, implementation, and external context determinants of change using the Gender KI/FGD checklist (see end) of this section.*
- And what have been the major constraints to advancing the Nuyok Program’s gender objectives? *Probe using checklist.*

- In your opinion, how effective are the program's measures to ensure gender equity in targeting? Who is not being reached well enough by the program? Why?
- Have you noticed any examples of non-participants influenced by the program's strategies to improve gender equity/equality? If so, please give examples.

Potential for sustainability of gender-related outcomes

- Which gender-related Outcomes does Nuyok expect to remain after the end of the program? What services does Nuyok expect to remain?
- Are there any threats to the sustainability of these Outcomes and/or services? Has Nuyok developed a sustainability strategy specifically for SP F2 to address these threats? Please describe. *Probe using Sustainability Topical Outline, and also listen for ownership: Are the interventions aligned with local priorities? Are local partners/participants adequately engaged throughout? Will non-USAID resources be mobilized?*

Gender integration lessons learned, suggestions, recommendations

- What suggestions do you have for maximizing the program's impact on gender equity and equality for the remaining period?

Data source: KIIs with Caritas Community Supervisor under Foundational Purpose

Staff roles, responsibilities, and gender human resources and capacities

- What is your role in the Nuyok Program? How long have you been in this role?
- Tell me about gender in the program design: Why is gender equity and equality a program priority? How would you describe the program's gender approach?
- What documents or plans currently guide your work on gender?
- What training and/or technical supervision have you received from the program to support you in your role implementing SP F2/Gender activities? How have you applied what you learned? Are you satisfied with the training/technical supervision?

Changes associated with the program's gender integration, and effects

- What early changes have you noticed as a result of the program's gender integration activities? *Probe changes in practice of "positive gender norms and customs", for which Nuyok exceeded its Y2 Output-level targets; in women's participation and leadership, where Nuyok underperformed (confirm); in household decision making dynamics, or in the factors that drive these changes, like improved couple communication. Probe variations across implementing partners and locations.*
- What have been the positive and/or negative effects of these changes? *Probe effects on women's time poverty, community backlash, changes in GBV risk, and any evidence of Male Change Agents using their new role as a way to consolidate their own power or social position, rather than as allies of gender equality/women's empowerment. If any unintended negative effects have been observed, what are they and what is being done to mitigate them? If any unintended positive effects have been observed, have they been documented and shared with others?*

Determinants of gender integration quality and effectiveness

- What were the most significant factors in producing these changes? Why do you think so? *Probe the design, implementation, and external context determinants of change using the Gender KII/FGD checklist (see end) of this section.*
- And what have been the major constraints to advancing the Nuyok Program's gender objectives? *Probe using checklist.*
- In your opinion, how effective are the program's measures to ensure gender equity in targeting? Who is not being reached well enough by the program? Why?
- Have you noticed any examples of non-participants influenced by the program's strategies to improve gender equity/equality? If so, please give examples.

Potential for sustainability of gender-related outcomes

- Which gender-related Outcomes does Nuyok expect to remain after the end of the program? What services does Nuyok expect to remain?
- Are there any threats to the sustainability of these Outcomes and/or services? Has Nuyok developed a sustainability strategy specifically for SP F2 to address these threats? Please describe. *Probe using Sustainability Topical Outline, and also listen for ownership: Are the interventions aligned with local priorities? Are local partners/participants adequately engaged throughout? Will non-USAID resources be mobilized?*

Gender integration lessons learned, suggestions, recommendations

- What suggestions do you have for maximizing the program's impact on gender equity and equality for the remaining period?

Data source: FGDs or KIIs with women direct participants, including women leaders of groups (i.e., SILC, PMG, CMM, VDMC, Lead Mothers, etc.) and women enrolled in functional adult literacy (FAL) courses.

Program participation – roles - responsibilities

- Please describe your participation in the Nuyok Program: Which activities or groups are you involved in? For how long? Does your spouse or any of your family participate in the program? How?
- How did you become members of women's groups? What influenced you to participate?
- Ask the women leaders: How did you become leaders in your group? Please describe your leadership role and main activities. How does it feel to you, to be a woman leader?
- What training and/or technical supervision have you received from the program? How have you applied what you learned? How satisfied are you with the training and/or technical supervision? How well has it responded to your needs and priorities, as women? *Listen for perceived relevance, appropriateness, and accessibility of training.*

Changes associated with the program's gender integration, and effects

- Since your village started participating in the Nuyok Program, have you noticed any changes? If so, what are the biggest changes you've noticed? What was it like before? *Take note if participants start by describing changes other than those related to gender roles/relationships/dynamics and then probe: changes in frequency and quality of women's participation in community decision-making structures, and in women's access to skills development opportunities; changes in gendered distribution of household roles/responsibilities; changes in couple communication and household decision making dynamics; changes in GBV or alcohol consumption, etc.*
- What have been the positive and/or negative effects of these changes? If you observed any unintended negative effects, what was the response? How were they managed? *Probe any perceived effects on women's time poverty. If it has increased because of participation in the program, are the negative effects offset by benefits resulting from participation? How do men/family members/community members perceive women's participation in the program? Any evidence of men misappropriating or increasing their control of resources that women may have obtained through program participation?*

Determinants of gender integration quality and effectiveness

- What do you think was most responsible for producing the changes you described related to gender? What were the most important factors? *Refer to Gender KII/FGD checklist.*
- What have been the biggest challenges you've encountered as members and especially as leaders of a women's group? Were there ever activities that felt hard to do? Or to which you encountered resistance? *Refer to Gender KII/FGD checklist.*
- Have you shared any feedback about these challenges with the program? If so, what was the response?
- Are there any types of people who aren't participating in or benefitting from the program who should? (i.e., women/men, young women/young men, etc.) Who is not being reached well enough by the program? Why?
- Have you noticed any examples of non-participants influenced by the program?

Potential for sustainability of gender-related outcomes

- Of the changes you described related to gender (above), how permanent do you think they are? What's the risk of going back to the way it was before once the program ends? What are the biggest threats to sustaining them? *Probe level of satisfaction—how happy participants are with these changes, and sense of ownership: Are the interventions/changes aligned with local priorities? Are local partners/participants adequately engaged throughout? Have non-USAID resources been mobilized?*
- How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?

Gender integration lessons learned, suggestions, recommendations

- Do you have any recommendations for the Nuyok Program for the remaining years? Any recommendations for how to (further) improve the food and nutrition security of women and their families? Any recommendations on how to change the program so that it better responds to your needs and priorities, as women? Any recommendations for helping you as women overcome the challenges you mentioned (above)?

Data source: KIIs with Male Change Agents

Program participation – roles - responsibilities

- Please describe your participation in the Nuyok Program: Which activities or groups are you involved in? For how long? Does your spouse or any of your family participate in the program? How?
- How did you become Male Change Agents? What influenced you to volunteer?
- What training and/or technical supervision have you received from the program? How have you applied what you learned? How satisfied are you with the training and/or technical supervision? *Listen for perceived relevance, appropriateness and accessibility of training, including reactions to the participation of MCAs' wives in the training.*

Changes associated with the program's gender integration, and effects

- Since your village started participating in the Nuyok Program, have you noticed any changes? If so, what are the biggest changes you've noticed? What was it like before? *Take note if participants start by describing changes other than those related to gender roles/relationships/dynamics and then probe: changes in gendered distribution of household roles/responsibilities; changes in couple communication and household decision making dynamics; changes in GBV or alcohol consumption; changes in frequency and quality of women's participation in community decision-making structures, etc.*
- What have been the positive and/or negative effects of these changes? If you observed any unintended negative effects, what was the response? How were they managed? *Specifically: probe any effects on MCAs themselves, e.g., on MCAs' family relationships and/or family wellbeing and social standing. Any risk of MCAs using their new role to consolidate their own power, instead of using it to support women?*

Determinants of gender integration quality and effectiveness

- What do you think was most responsible for producing the changes you described related to gender? What were the most important factors? *Refer to Gender KII/FGD checklist.*
- What have been the biggest challenges you've encountered as MCAs? Were there ever activities that felt hard to do? Or to which you encountered resistance? *Refer to Gender KII/FGD checklist.*
- Have you shared any feedback about these challenges with the program? If so, what was the response?

- Are there any types of people who aren't participating in or benefitting from the program who should? (i.e., women/men, young women/young men, etc.) Who is not being reached well enough by the program? Why?
- Have you noticed any examples of non-participants influenced by the program?

Potential for sustainability of gender-related outcomes

- Of the changes you described related to gender (above), how permanent do you think they are? What's the risk of going back to the way it was before once the program ends? What are the biggest threats to sustaining them? *Probe level of satisfaction—how happy participants are with these changes, and sense of ownership: Are the interventions/changes aligned with local priorities? Are local partners/participants adequately engaged throughout? Have non-USAID resources been mobilized?*
- How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?

Gender integration lessons learned, suggestions, recommendations

- Do you have any recommendations for the Nuyok Program for the remaining years? Any recommendations for how to (further) improve the food and nutrition security of women and their families? Any recommendations for helping you overcome the challenges you mentioned (above)?

Data source: KIIs or FGDs with drama group members (Forum Theaters)

Program participation – roles - responsibilities

- Please describe your participation in the Nuyok Program: Which activities or groups are you involved in? For how long? Does your spouse or any of your family participate in the program? How?
- How did you become members of a drama group? What influenced you to volunteer?
- What training and/or technical supervision have you received from the program? How have you applied what you learned? How satisfied are you with the training and/or technical supervision? *Listen for perceived relevance, appropriateness and accessibility of training, especially for women and youth members.*

Changes associated with the program's gender integration, and effects

- Since your village started participating in the Nuyok Program, have you noticed any changes? If so, what are the biggest changes you've noticed? What was it like before? *Take note if participants start by describing changes other than those related to gender roles/relationships/dynamics and then probe: changes in gendered distribution of household roles/responsibilities; changes in couple communication and household decision making dynamics; changes in GBV or alcohol consumption; changes in frequency and quality of women's participation in community decision-making structures, etc.*
- What have been the positive and/or negative effects of these changes? If you observed any unintended negative effects, what was the response? How were they managed? *Specifically: probe any community resistance or backlash, and any +/- effects on drama group members themselves, e.g., improving their visibility in their communities, opportunity costs of volunteering, etc.*

Determinants of gender integration quality and effectiveness

- What do you think was most responsible for producing the changes you described related to gender? What were the most important factors? *Refer to Gender KII/FGD checklist.*

- What have been the biggest challenges you've encountered as drama group members? Were there ever activities that felt hard to do? Or to which you encountered resistance? Refer to *Gender KII/FGD checklist*.
- Have you shared any feedback about these challenges with the program? If so, what was the response?
- Are there any types of people who aren't participating in or benefitting from the program who should? (i.e., women/men, young women/young men, etc.) Who is not being reached well enough by the program? Why?
- Have you noticed any examples of non-participants influenced by the program?

Potential for sustainability of gender-related outcomes

- Of the changes you described related to gender (above), how permanent do you think they are? What's the risk of going back to the way it was before once the program ends? What are the biggest threats to sustaining them? Probe level of satisfaction—*how happy participants are with these changes, and sense of ownership: Are the interventions/changes aligned with local priorities? Are local partners/participants adequately engaged throughout? Have non-USAID resources been mobilized?*
- How could these threats be addressed? What resources, capacities, and institutional relationships would help sustain them?

Gender integration lessons learned, suggestions, recommendations

- Do you have any recommendations for the Nuyok Program for the remaining years? Any recommendations for how to (further) improve the food and nutrition security of women and their families? Any recommendations for helping you overcome the challenges you mentioned (above)?

Data source: KII with Mercy Corps staff member on the DFSA SBCC TWG

Description of the Uganda DFSA SBCC Technical Working Group

- What is your role in Mercy Corps' DFSA? How long have you been in that role? How long have you participated in the DFSA SBCC TWG?
- Can you describe the purpose of the SBCC TWG? Why was it formed?
- How is the SBCC TWG organized and how does it function? What are its main activities at this point? Have you addressed gender equity and equality through the SBCC TWG and if so, how?

Quality and effectiveness of the SBCC TWG

- What have been the 1-2 biggest successes of the SBCC TWG so far? (Give examples) Have there been any successes related to promoting gender equity and equality? What were the key factors in achieving these successes? In your opinion, is the SBCC TWG achieving its purpose (mandate)?
- What have been the biggest challenges the SBCC TWG has faced so far? Have there been any challenges related to promoting gender equity and equality? What if anything has been done to overcome these challenges?
- What is the value added of the SBCC TWG for the Mercy Corps DFSA? Is the TWG meeting your expectations? Is it fulfilling its potential?

Sustainability

- Have you talked about the role of SBCC in achieving sustainability of outcomes within the SBCC TWG? If so, describe your thinking. Which SBCC activities (services) are most important to sustain beyond the program period? And how they might be sustained?

Lessons learned, suggestions, recommendations

- If you could make 1-2 suggestions for improving the SBCC TWG and/or for improving DFSA stakeholder collaboration overall, what would you suggest?

Data source: KII with CDFU SBCC Officer

Description of the partnership

- What is your role in the Nuyok Program? How long have you been in this role?
- Please describe the CDFU team working on the Nuyok program. How do you work together with CRS and the other implementing partners on SBCC?
- What is your understanding of the program’s objectives related to gender equity and equality?
- What are the “gender” activities under CDFU’s leadership and what is their implementation status? Which activities have you been involved in, as a SBCC Officer?

Determinants of gender integration quality and effectiveness

- In your opinion, which of the program’s interventions for promoting gender equity and equality have been the most successful so far? What are the key factors associated with this success? *Probe how SBCC may have contributed to success. What are the strengths of the gender SBCC?*
- Which interventions for promoting gender equity/equality have been less successful? Which, if any, are proving problematic? *Probe SBCC activities, in particular. Why? What are the major constraints to success? Probe using KII and FGD/Gender checklist, considering: cultural acceptability and contextualization of SBCC? Is there the right balance of direct messaging and interpersonal, two-way communication? How have delays in approval of SBCC Strategy and development of key messages and rolling out Community Influencers/Community Dialogues affected progress? Do MCAs have the required capacities to facilitate two-way communication, to tailor messages and discussions? Issues with consistency and clarity of messages related to household decision making (MCA flipbook)? program is dealing effectively with the influence of alcohol abuse on gender-related Outcomes?*
- Could you tell me about the Nuyok Program Feedback and Response Mechanism? How does it work? Is it used correctly? Does response meet the flow of feedback? How can it be improved?
- What do you like about your working relationship with CRS as the lead agency and with the implementing partners? What would you like to see that changed for in the remaining period?

Potential for sustainability of gender-related outcomes

- Of the different behaviors promoted by the DFSAs, which behavior changes do you expect to be “permanent” and which could be easily reversed after the program ends? Which SBCC activities (services) should be sustained—especially related to gender?
- Are you aware of a sustainability plan for the Nuyok Program? Has anything been put in place so far—especially related to SBCC and gender? If yes what are the main building blocks of that plan? Is the SBCC TWG involved?

Lessons learned, suggestions, recommendations

- Would you recommend any changes, i.e., in program interventions or implementation systems, to maximize impact on gender equity and equality for the remaining period? Any specific changes to SBCC interventions or to approaches for partner collaboration?

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TOPICAL OUTLINE
PURPOSE I: Disaster Risk Reduction
(Amy)

(Information to assess the effectiveness of the Nuyok Program under Purpose I will be gathered through key informant interviews, focus group discussions or large group discussions with program participants, program implementation staff, program managers and observation of program activities and outputs)

Purpose I: Community capacities to manage shocks improved (TOC- Communities resilience capacities are improved)

Sub-Purpose 1.1: Communities have reduced their risks

Sub-Purpose 1.2: Communities have improved their asset base.

Collective Effect at the Purpose level - PI DRR

Intermediate Outcome 1.1.1. Community DRM
Intermediate Outcome 1.1.2. Safety Nets
Intermediate Outcome 1.2.1. Community NRM
Intermediate Outcome 1.2.2. Community Cohesion

KII Program and Implementation Staff and Partners

CRS Responsible for DRR/Resilience

WFP Kampala / Moroto

Early Warning Partners: Uganda National Integrated Early Warning System, FEWS Platform, Acted's Drought EW, National Met

SBCC Radio?

Public Works?

Caritas Morito & Kotido: (Resilience MGRs, Officers for Social Cohesion/Conflict, IWRM and NRM/DRR

FGD/KII – program members and participants

1. Village, Sub District and District DRR /Disaster Management Committees (DMC) and members
2. Participants trained in disaster preparedness (maybe members of VDMCs?)
3. Parish development and community DRM committees
4. Participants trained to collect early warning information
5. Participants trained on access to safety nets
6. Community members trained on improved NRM
7. Conflict Mitigation & Management Committee members and community members trained
8. Peace Committees members & those trained
9. Recipients of cash or voucher transfers (safety net)
10. Community based monitors (CBM)
11. Members of Early Warning & Action Platform
12. Individuals Trained and engaged in asset creation or rehabilitation

Direct Observations

Community assets created or rehabilitated

Hectares under improved NRM

Disaster Risk Management Curriculum

DRM plans incorporated in village development plans
 Early warning dissemination material and plans
 DiNER Fair?

Purpose I Disaster Risk Reduction / Community Resilience. The Nuyok Program is building community resilience by strengthening community capacities for inclusively gathering and analyzing information, solving problems, building consensus, taking collective action, mobilizing resources, and engaging external actors for additional resources and support. The program works with peace committees and disaster management committees, and plans to work in the future with traditional structures such as kraals, Councils of Women, youth groups and Councils of Elders.

Major Outputs. Following are the major outputs in the Nuyok Program under Purpose I.

- Work with District Disaster Management Committees and Sub-County Disaster management Committees to adapt and adopt existing Disaster Risk management training curricula to develop DRM committee members' skills.
- Provide guidance to parish development and community DRM committees to facilitate DRM planning to be incorporated in Village Development Plans.
- Provide support through payment-for-work to enable villages to implement DRR plans, as specified in Village Development Plans.
- Strengthen the dissemination of of early warning generated by the Uganda National Integrated Early Warning Systems (U-NIEWS), the USAID-funded Famine Early Warning Systems Network, and ACTED's Drought Early Warning System for Karamoja¹⁴.
- Build capacities of local leaders to obtain and disseminate local information around key early warning indicators.
- Facilitate the revival of traditional safety nets and introduce additional community-based safety nets, such as the SILC social fund, to support highly vulnerable households.
- In the event of a covariate crisis such as a flood or drought, provide cash/voucher transfers, including payment-for-work, food vouchers, or seed vouchers, to enable vulnerable households to cope with the shock.
- Implement a graduation model pilot activity to build the capacities of highly vulnerable women to attain sustainable livelihoods.
- Work with district education offices to identify key community influencers to sensitize and engage them to promote literacy for men, women and youth.
- Facilitate linkages for targeted participants to improved quality existing functional adult literacy services.
- Pilot the ABC Literacy Curriculum using SMS as a tool for literacy and numeracy training.
- Increase community awareness of official and traditional laws, practices and principles around land dispute resolution.
- Provide guidance to parish development and community NRM committees to facilitate NRM planning to be incorporated in Village Development Plans.
- Provide support to communities for implementing NRM activities from Village Development Plans, including intervention design, training on necessary skills for

implementation and maintenance, and resource mobilization directly from Nuyok or from the Third Northern Uganda Social Action Fund.

- Build capacities of Conflict Mitigation and Management community groups to be able to design and implement activities around water or land use to build, restore, or reinforce healthy relationships, while prioritizing the role of marginalized groups in these activities.
- Train Peace Committees on intermediation, facilitation and restorative justice techniques using a 3Bs approach (Binding, Bonding and Bridging).

A. TOPICS FOR PROGRAM MANAGERS AND IMPLEMENTATION STAFF

1. Since you have participated in NUYOK Project, please tell us what the project seeks to accomplish?
2. Please describe what has changed as a result of the NUYOK Project, e.g., how have NUYOK households and communities benefitted, what changes have occurred in policies, procedures for DRR, specifically, in mitigating and adapting to and recovering from shocks and stressors (please obtain the definition of these by different groups).
3. How lasting are these changes, i.e., are they temporary or permanent?
4. Please describe any negatively changes that have resulted because of NUYOK Project. How would you suggest these negative changes be addressed?
5. What constraints do you believe inhibit the project from fully accomplishing its purposes? What suggestions do you have for addressing these constraints or otherwise enabling the project to have greater impact?
6. What was the process followed in developing household disaster preparedness plan? How does this plan help/work in responding to disasters?
7. How has the linkages established between communities and local authorities to understand services available for protecting assets? How useful is the linkages between communities and DMC/CMM/NRM committees and local authorities to understand services available for protecting assets.
8. What changes have you seen in the DRR or CMM planning and prevention processes to strengthen inter-personal relationships, within the home and between communities, strengthening of intra-community and cross-community social cohesiveness?
9. What are the interventions implemented/planned by the NUYOK Project to link Communities to DRM Structures and systems? VDC, DCM, NRM, CC
10. What changes have you seen as a result of above-mentioned linkages between communities and the DRM structures and systems?

11. What changes have you seen as a result of the interventions implemented by the project for the Village Disaster Management Committee, VDMC, Sub County Disaster Management Committees (SCDMC) and the DMCs? How useful do you find the Village development plan (VDP) and or SCDMP or the Country DMP? Probe on links to government and sustainability. H
12. How well are the DMCs performing? Why do you think they are performing well or not so well? How effective have these DMCs been in delivering DRM services to the communities? What are the triggers for emergency support (probe types of support)
13. Are you familiar (For members - describe) with Early Warning and Action Platforms? What role the DMCs play with regards to Early Warning? How are the activities of Early Warning performing? Please describe how end use receive message? Probe linkages to government and actions taken and disaster and response plans
14. How is NUYOK Project performing in its advocacy campaign engaging traditional leaders (headmen), district stakeholders in DRR, CMM and NRM?
15. What changes have seen as a result of NUYOK Project support to functionalization of the DMCs/VDMCs/CMMs? Were there any constraints to make the DMCs or CMM fully functional?
16. Please describe reasons for delay in Asset for Public Works and any concerns you may have about environmental risks from Purpose I - DRR interventions, creation of Assets through Public Works and Cash for work.
17. What are the NUYOK Project strategies on the ways to increase the involvement of females at all levels and take necessary steps to improve outreach as appropriate.
18. How are women promoted in joint decision making in the household and community with respect to the selection of strategies for DRR to foster gender equitable undertaking of priority preparedness and risk reduction actions?
19. Describe the role of the Community Based Monitors in the NUYOK under DRR? Probe positive and negative
20. How has the Nuwoka aligned its work with relevant GoU strategies? Specifically, the National Policy for Disaster Preparedness and Management 2011 and National DRR Platform
21. Please describe any negatively changes that have resulted because of NUYOK Project. How would you suggest these negative changes be addressed?

Finally, what else would you like the reviewers to know about the project?

B. TOPICS TO BE COVERED WITH NUYOK PROJECT HOUSEHOLDS/COMMUNITY

1. Since you have participated in NUYOK Project, please tell us what the project seeks to accomplish for the (vulnerable) households?
2. How have you participated in the project? For how long have you been involved?
3. Do you have household (community/village)disaster (including both shocks and stress) preparedness plan (or NRM or CMM) developed by NUYOK Project? What was the process followed in developing this plan? What was your role in the process for developing the plan? How does this plan help/work in responding to disasters? What you have experienced using the plan in recent disasters in your area? Linkage with Government?
4. Have you participated in community risk assessments (VCA/PRA) including vulnerability mapping? How do the risks of women and adolescents as well as other disadvantaged groups vary? How are these differences taken into account in the household disaster preparedness plan?
5. What types of training and orientation you received from NUYOK Project? How useful you find these trainings/orientation?
6. What are the productive assets of your household? What are the protecting measures you have learned from NUYOK Project to protect your productive assets? How useful were the protective measures learned from the project? What were the protective measures you used to take prior to NUYOK Project?
7. How has the linkages established between communities and local authorities to understand services available for protecting assets? How useful is the linkages between communities and local authorities to understand services available for protecting assets.
8. What are the coping mechanisms you have learned through disaster curriculum, disaster plan or early warning platform or training? Have you adapted them in recent shocks/stressors? How useful you found them in pre-, during and post-disaster events?
9. What are the existing government social safety nets in your village/union? How successful you/your community leaders have been in negotiating the vulnerable households' access to the safety nets?
10. What are the interventions implemented/planned by the NUYOK Project to promote intra-community and cross-community social cohesiveness? What are non-violent methods NUYOK Project promoted to address conflict?

11. What changes have you seen in the DRR planning and prevention processes to strengthen inter-personal relationships, within the home and between communities, strengthening of intra-community and cross-community social cohesiveness?
12. Do you have link with the VDMC, SDMC, or the DMC with regards to the community-based early warning system for floods, droughts or other emergencies? How are the warnings disseminated? Are they found useful?
13. What changes have you seen as a result of above mentioned linkages between communities and the DRM structures and systems?
14. Please describe any negatively changes that have resulted because of NUYOK Project. How would you suggest these negative changes be addressed?
15. Describe the role of the Community Based Monitors in the NUYOK under DRR? Probe positive and negative

Finally, what else would you like the reviewers to know about the project?

C. TOPICS TO BE COVERED WITH VDMC/SDMC/DMC/CMM/PEACE CHAIR & COMMITTEE MEMBERS and EWA PLATFORM MEMBERS

1. Please let us know how have you participated in the project? For how long have you been involved?
2. How you have been selected / organized? What are the responsibilities of the group?
3. Who and how do you interact with? What is your experience interacting with them?
4. What kind of support you receive from the local government institutions?
5. Please describe your role with regards to the community-based early warning system for floods, droughts and other emergencies? How are the warnings disseminated? Are they found useful?
6. What types of training and orientation you received from NUYOK Project? How useful you find these trainings/orientation?
7. Please describe what has changed as a result of the NUYOK Project, e.g., how have NUYOK households and communities benefitted, what changes have occurred in household and community in context of disaster, conflict, NRM?
8. How does the village disaster preparedness plan developed by NUYOK Project help/work in responding to disasters? What you have experienced using the plan in recent disasters in your area?

9. Have you participated in community risk assessments (CRA) including vulnerability mapping?
10. Please describe any negatively changes that have resulted because of NUYOK Project. How would you suggest these negative changes be addressed?
11. What are the existing government social safety nets in your union/upazila? How successful you/your community leaders have been in negotiating the vulnerable households' access to the safety nets?
12. What are the interventions implemented/planned by the NUYOK Project to promote intra-community and cross-community social cohesiveness and or conflict mitigation? What are non-violent methods NUYOK Project promoted to address conflict to strengthen the intra-community and cross-community social cohesiveness?
13. What are the interventions implemented/planned by the NUYOK Project to link Communities to DRM Structures (linkages between communities and DMCs at the village, sub district, district) and systems (linkages between communities and national Climate Early Warning Systems)?
14. What changes have you seen as a result of above mentioned linkages between communities and the DRM structures and systems?
15. What changes have been seen (if any) in implementation of small-scale infrastructure/asset/NRM improvements supported by cash-for-work project resources?
16. Please describe any negatively changes that have resulted because of NUYOK Project. How would you suggest these negative changes be addressed?
17. How well are the DMCs, CCM, NRM EWAP performing? Why do you think they are performing well or not so well? How effective have these Committees been in engaging and delivering services to the communities?

Finally, what else would you like the reviewers to know about the project?

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TOPICAL OUTLINE

PURPOSE 2: Livelihoods

IO 2.1.1: Production, IO 2.1.2: Business Management Skills, IO 2.2.1: Marketing, IO 2.2.2: Off-Farm Income (Bernard)

FGD/KII:

1. Producer Marketing Groups (PMGs) - (1-2 representatives from 3-6 groups)
2. Community Animal Health Workers (CAHWs) - (Vet technician training and certification)

3. Lead Couple Farmers (LCF)
4. SILC groups (1-2 representatives from 3-6 groups)
5. PSPs
6. REAP Participants (Rural Entrepreneur Access Project)
7. Women and youth participants receiving vocational, leadership and life skills

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8. District Production Officers
9. District Veterinary Officers
10. MAAIF staff (Ministry of Agriculture Animal Industry and Fisheries)
11. Community Development Officers (CDOs)

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12. Micro-Finance Institutions
13. Private farm input supply companies
14. Traders or Trading companies
15. Vocational Training Institute(s)

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16. VWB

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List of possible external stakeholders to visit in rough order of importance:

- PostBank for banking services
- One or two of the following for financial services: Mango Fund, responsibility, Root Capital services, BiD Network, Yunus Social Business for
- Enabel – YouthBuild
- One or two of the following:
 - Nutreal for bio-fortified foods processing technology
 - Purdue Improved Crop Storage (PICS) Global for crop storage technologies
 - FICA Seeds
 - CEDO (distributor)

Possible Direct Observations:

- Demonstration/practice in: agriculture, livestock, Post-Harvest, NRM
- PMG/Coops, storage facilities, bulking centers
- FFA activities and results

Direct Participants General Questions:

1. What activities have you/your HH participated in and how? (P1, P2, P3, FFA, on/off site,)
2. What has changed in your/HH life concerning a) farming and b) finance/income generation/diversification and why? (better, worse, same)
3. What has worked well/is most useful and why? (activities, process, results, sustainability)
4. What has/is not working well, and why? (activities, process, results, sustainability, conflict)
5. What can be improved before the end of the project? (response to need)
6. What is provided by the project? (material and non-material)
7. What do you contribute? (material and non-material)
8. How does the staff work with you? Is it satisfactory? (when, how, how much, support, etc.)
9. Which other organization (NGO, Gov't, private sector, other) work with you and how?
10. *Targeting and accountability questions?*

Key aspects: linkages to: DRR, NRM, FFA, SILC; DiNER Fairs/vouchers; Access, training and participation by women and youth; graduation/ sustainability; Cross-component integration; governance; certification/recognition;

Staff Specific Questions:

11. What is your position and how long have you been in post?
12. How long have you been involved with the project?
13. What activities have you participated in and how?
14. Environmental considerations (tools, monitoring, results, challenges)
15. Difficulties/challenges (activities, targeting, outputs, outcomes, process, organizational (logistics/procurement/delays/support), stakeholder engagement)
16. Formative research made/applied
17. M&E
18. Use of non-paper technologies/data-information management
19. Access and participation by women and youth
20. Cross-component integration/targeting
21. Accountability
22. Conflicts and conflict sensitivity
23. Coordination: internal and external
24. Adequacy or inadequacy of resources
25. Linkages to other USAID/CRS programs/activities
26. Sustainability and self-propagation; exit/sustainability strategies
27. Lessons learned
28. What can/should be changed to make 2nd half of project better?

Stakeholders Participants General Questions:

29. What is your position and how long have you been in post?
30. How long have you been involved with the project?
31. What activities have you participated in and how? (activities, process, results, sustainability)
32. What difference is the project making in your work, the work of your organization?
33. What difference is the project making for the population?
34. What can be improved before the end of the project? (within project parameters, sustainability)

35. How else could a project such as Nuyok provide better assistance to your organization?

Key aspects: Access and participation by women and youth; unintended changes; sustainability

-- -- -- Participants FGD

IO 2.1.1: Production:

36. Which new techniques work well and why? (Ag and livestock)

37. Which do not and why?

38. What/how to change in 2nd half of project?

Key aspects: small-scale irrigation; improved pre-and post-harvest handling practices; agricultural techniques; labor-saving tools and technologies; animal health services; fodder/hay/silage production, pasture management and improved feeding practices; Multi-Use Systems (MUSs) to make water available for both farmers and pastoralists; Climate Smart Agriculture; links to NRM; drought management; gender roles; herd health days;

IO 2.1.2: Business Management Skills:

39. What have you learned about BM?

40. What is most and least useful and why?

41. Do you have a Business Development Plan?

42. What/how to change in 2nd half of project?

Key aspects: collective marketing; locally available business and financial services, including digital finance platforms; SMART skill set; financial management, marketing and entrepreneurship;

IO 2.2.1: Marketing:

43. Which value chains are you involved in and how? (inputs, tech support, selling)

44. What has changed in your marketing with the project?

45. What has been easy and what has been hard to do?

46. Information management (inputs, climate, prices, marketing, payments, etc...)

47. What services are provided by the PSPs?

48. How appropriate and useful are they? What could be improved?

49. What/how to change in 2nd half of project?

Key aspects: cooperative production and marketing; value chain; PSPs to provide bulking and selling services, weekly price information on major commodities, serve as agents for companies looking to expand distribution or sourcing into Karamoja; business linkages between PMGs, prospective buyers and other value chain actors.

IO 2.2.2: Off-Farm Income (OFI):

50. What training/resources have you received to improve your OFI?

51. How has your Off-Farm Income changed as a result?

52. How sustainable are the changes?

53. What could be improved?

SILC groups topics:

- 54. Links to P2: ag, livestock, PH, marketing, labor saving tools
- 55. Links to P3/MCHN/WASH
- 56. Links to PI
- 57. Links to youth, OFI
- 58. Links to external sources of financing
- 59. Use of non-paper technologies
- 60. What changes to standard VSLA implementation

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TOPICAL OUTLINE

PURPOSE 3: Maternal and Child Health and Nutrition

IO 3.1.1: Access to Food, IO 3.1.2: Infant & Child Care & Feeding, IO 3.2.1: Health Care-Seeking Behavior, IO 3.2.2: Health Services Coordination (Elena)

FGDs GUIDE WITH PROJECT PARTICIPANTS (Mothers, Fathers)

1. Are you familiar with the Nuyok project? (Describe the project, if the name is not familiar.)
Yes _____ No _____
2. Can you explain what this project seeks to accomplish?
3. How have you or other members of your household been involved in/affected by this project? For how long have you/they been involved?
4. Please describe any ways you or your family have benefited from the project. What type of services has you or your family received from the project?
5. Please describe any ways the project has reduced your wellbeing, or that of any member of your family?
6. Tell us what kind of services has you or your children received at the health facilities? Are these services always available? Are you satisfied with the quality of these services? What kind of information do you recall receiving from them? What suggestions do you have to improve these services?
7. What kind of messages have you received from the project? Of all the messages/advices you have received which ones have you put in practices and which ones not? What would make it easier for you to practice new behaviors?
8. Of the behaviors you have practiced, which ones do you believe will continue practicing and why?
9. How do you consider is women participation in community activities? Have you seen any changes since the project started? What recommendations do you have to improve it?

10. Looking back over the last two years, what do you think is the most significant change in the health of pregnant women and children in this community?. What do you think were some factors that contributed to these changes?
11. How (if at all) the project has contributed to this change?
12. How effective do you believe the project is in accomplishing its purposes? (These can be explained, if not adequately covered in Question 2.)
13. What constraints do you believe inhibit the project from fully accomplishing its purposes?
14. (For each of these constraints) what is your suggestion on means by which this constraint can be overcome?

**Interview or FGDs with Village Health Teams, Community-Based Monitors (CBMs)
(separate groups)**

1. How long have you lived in your communities?
2. How long have you worked as a volunteer?
3. How many hours per week do you spend and what is your role in the project?
4. What do you think the project is trying to help your community with?
5. Can you tell us how was the support you received from the project to do your job?
 - a. *Assess training: frequency, how effective was the, methodology used, visual aids, how was the trainer? How could it be improved?*
 - b. *Materials: how useful are for your job, are they understandable, does the mothers like them? How often do you use them in your job? How are you going to renew/update them?*
6. Please tell us how do you use in your job what you learned from the project and how do you use the materials?
7. List the activities, frequency, methodology used, to provide SBCC messages.
 - a. *BCC, community campaigns, mobilize mothers for community outreach*
8. What are the activities you do as a volunteer to support the project? Who is your principal group, how often do you work, and where do you do your community work?
9. Please explain how do you manage the community health record or community registry? (census of pregnant women or children under five, referral and counter referrals, assess sick child, growth monitoring)
10. Looking back over the last two years, what do you think is the most significant change in the health of pregnant women and children in this community? What do you think were some factors that contributed to these changes?
11. How (if at all) the project has contributed to this change?
12. How effective do you believe the project is in accomplishing its purposes? (These can be explained, if not adequately covered in Question 2.)
13. What constraints do you believe inhibit the project from fully accomplishing its purposes?

14. (For each of these constraints) what is your suggestion on means by which this constraint can be overcome?

Interview with implementing partners staff

1. What is (NAME of the Organization) trying to accomplish in this project?
2. What is your involvement in the project?
3. To what extent was the DIP work plan practical?
4. How inclusive has the project planning process been, and how has this affected the implementation process? Based on your experience what is needed to strengthen the work planning process for the remainder of the project?
5. How do you describe gender integration or non-integration in the design of project interventions? Who benefits most from the project services and who benefits least? What are the opportunities and challenges? What could be done to promote gender equitable benefit?
6. How often do you receive supervision visits? What you and your supervisor do during these visits? Does your supervisor use a guide during the visit? Do you receive recommendations how to improve your performance? Do you have time to discuss with your supervisor constraints in the project implementation?
7. How the logistics management (procurement and distribution of equipment, supplies, vehicles, etc.) is working and its impact on the implementation of the project?
8. Can you describe the systematic way of collecting, reporting and using data at all levels of the project? Please cite examples of how project data was used to make managerial or technical decisions?.
9. Can you describe the types of resources and technical assistance the project has provided to you?
10. Looking back over the last two years, what do you think is the most significant change in the health of mothers and children in the project area? What do you think were some factors that contributed to these changes?
11. How (if at all) the project has contributed to this change?
12. Do you think the project will be able to achieve both outputs and impact by end of project? And why?
13. What constraints do you believe inhibit the project from fully accomplishing its purposes?
14. Please share with us any suggestions to improve the quality of the project activities. What recommendations do you have to ensure the project activities are sustained or scaled up to benefit more communities.

Interview Health Facility Staff

1. Are you familiar with the _____ project? (Describe the project, if the name is not familiar.)
2. Can you explain what this project seeks to accomplish?

3. What is your involvement in the project?
4. What is your involvement with community mobilization?(activities)
5. What kind of materials have you received to provide counseling to patients? How useful has been to do the counseling? (flyers, posters)
6. What do you recommend to increase access to ANC, sick child care and preventive services for children?
7. Regarding NUYOK activities, how often do you have meetings? Who do you meet with? How do you organize it?
8. Looking back over the last two years, what do you think is the most significant change in the health of mothers and children in the project area? What do you think were the factors that contributed to these changes?
9. How do you coordinate with the project? What type of activities do you coordinate with them?
10. How effective do you believe the project is in accomplishing its purposes? (These can be explained, if not adequately covered in Question 2.)
11. What constraints do you believe inhibit the project from fully accomplishing its purposes?
12. (For each of these constraints) what is your suggestion on means by which this constraint can be overcome?

Interview Health Facility Staff

1. Are you familiar with the _____ project? (Describe the project, if the name is not familiar.)
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8. Looking back over the last two years, what do you think is the most significant change in the health of mothers and children in the project area? What do you think were the factors that contributed to these changes?
9. How do you coordinate with the project? What type of activities do you coordinate with them?

- 10. How effective do you believe the project is in accomplishing its purposes? (These can be explained, if not adequately covered in Question 2.)
- 11. What constraints do you believe inhibit the project from fully accomplishing its purposes?
- 12. (For each of these constraints) what is your suggestion on means by which this constraint can be overcome?

FGDs with Council of Women and Elders (two separate groups)

- 1. How long have you been functioning as a committee? (write the role of each member)
- 2. How do you get elected? How long do you stay in your position? How many members are in each committee? Males? Females? What activities do you do to keep the committee? (governance)
- 3. What do you think that project is trying to help your community to achieve? Probe...anything else
- 4. Have you received any training to support your work? From who, and the topics?
- 5. What is your role during the supervision or monitoring visits to the project? If no participation, why?
- 6. How do you work with the volunteers ?
- 7. Which interventions and implementation processes are acceptable to members of the target communities and why?
- 8. Looking back over the last two years, what do you think is the most significant change (positive or negative) in the health of pregnant women and children in this community?. What do you think were some factors that contributed to these changes?
- 9. How (if at all) the project has contributed to this change?
- 10. **(Of the negative mentioned)** How could the activity be modified to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation?
- 11. Which of current activities implemented by the project do you think will continue after the project ends? And what is the committee doing to ensure that?
- 12. What constraints do you believe inhibit the project from fully accomplishing its purposes?
- 13. (For each of these constraints) what is your suggestion on means by which this constraint can be overcome?

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TOPICAL OUTLINE

PURPOSE 3: Water, Sanitation and Hygiene

IO 3.2.2: WASH Services Coordination, IO 3.2.3: Social Accountability, IO 3.2.4: Safe Water Management, IO 3.2.5: Hygiene and Sanitation Practices (Nicole)

WASH Indicators (for my reference)

WASH Indicators	CRS baseline 2018	Target
Water		
% of HH using an improved water source	40.4	55.4
Available on premises	3.5	3.5
Available in 30 min or less	25.3	47.9
Available >30 min	11.6	4.0
Water generally available from source year round	56.3	
Water was unavailable for a day or more in past 2 weeks	27.1	
% HH that can obtain DW in < 30 min roundtrip (both improved and un)	47.8	68.2
Hygiene		
% HH practicing correct use of recommended water treatment	7.9	17.9
Chlorination	2.0	8.2
Flocculant/disinfectant	0.2	0.2
Filtration	1.3	1.3
Solar	0.0	0.0
Boiling	5.4	14.6
% HH with soap and water at handwashing station	3.9	18.9
Sanitation		
% HH with access to basic sanitation facility	6.7	21.7
% HH practicing open defecation	66.9	51.9
Health		

% children <5 with diarrhea in past 2 weeks	31.6	21.8
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QUESTIONS FOR CRS & Caritas STAFF

1. For water, CRS is behind on their current target.
 - a. Please explain why.
 - b. Please explain how you will make up for lost time.
2. For water, the baseline and the FY20PREP, indicated that water scarcity was a major problem. What is CRS doing to address this problem?
3. For water, CRS is adopting the WHAVE model of maintenance agreements. Has this begun yet? How is this being rolled out. Please describe this model and how it is going.
4. For water governance and WUCs, lack of trust in WUCs, user fees not collected, poorly trained hand pump mechanics, and lack of spare parts were identified as challenges. How is CRS addressing these issues? Do you think the WHAVE model will impact these issues?
5. *Note from BL: for water major issues identified are water availability (not all year), boreholes dry up, long queuing at boreholes, water quality issues (salty and hardness)*
6. For water, the FY20 PREP stated that 42 boreholes were “assessed”. Can you describe what that means?
7. For water, the FY20 PREP stated that 75 hand pump mechanics (HPMs) were “mobilized”. Can you describe what that means? What training did they receive? Considering that many boreholes are broken, how is CRS ensuring these HPMs are equipped to work in the field?
8. For sanitation, CRS has moved from CLTS to HIC (household improvement campaign). Can you describe the new way for HIC? How long have you been implementing this? Why did you change? How do you think this will impact your sanitation targets?
9. For sanitation, the FY19 Q2 report indicated latrine collapse due to sandy soils was a problem? Does the HIC method address this concern? How?
 - a. *Other concerns: many traditional beliefs impact open defecation (OD), lack of knowledge, no latrines, and soil challenges (sandy or rocky)*
10. For hygiene, can you describe how the messaging is shared with participants? How do you ensure ALL community members hear the messages?
 - a. (From FY20 PREP) In the MCG, the number of modules was reduced from 8 to 5. Did this impact WASH messaging?
 - b. In the proposal, a new WASH message was going to be promoted each month. Is this happening? If not, why not?
11. *Note: challenges from BL include lack of water and having to pay for water so don't want to pay for hygiene water also lack of facilities*
12. Can you describe the progress toward meeting the targets and explain why you are not on track (if not on track).
 - a. Access to basic drinking water service?
 - b. Access to basic sanitation?

- c. Prevalence of handwashing stations?
 - d. Diarrheal rates in children < 5 years?
13. Are all the WASH results on track?
- a. If yes, why do you think that they are on track?
 - b. If not, why do you think they aren't and what changes to the targets or to implementation would you recommend?
 - c. Some WASH targets are not being met due to ERF approvals, but some of them seem like they could be proceeding (i.e. safe water chain, WUC governance, etc). Can you provide some context on this?
 - d. *Note: no progress on water infrastructure due to ERF, also no progress on safe water chain due to ERF.*
14. Which WASH activities have been the most effective in addressing identified needs? Which activities have not been as successful? Why? How might these activities be improved?
15. Can WASH staffing be discussed? Reporting structure, how many staff there are?
- a. A lack of staff impacted the progress of HIC (previously CLTS), has this been remedied? Please discuss.
16. For the WASH mapping exercise on borehole functionality can you discuss this?
- a. 54% (165 of 303) were functional with active WUCs
 - b. 43% (129 of 303) were broken
 - c. 31% (94 of 303) needed repair
17. Have there been any other assessments done related to WASH?
18. *Note: the BL linked stunting to diarrhea and linked diarrhea to poor hygiene, lack of clean water for domestic use, OD, consumption of unsafe food and water, unsafe water chain (borehole water quality is ok)*

WASH Tools Field Participants

Informed consent:

Hello! My name is _____. I am here from a team to understand the quality of services that you receive from **CRS** and how **CRS** can do better? You are one of the several participants who will be interviewed through this process. During this interview, I will ask you questions related to **CRS** program. Your experience as a participant of the program will be valuable to our understanding and knowledge of the program.

There are no wrong answers to the questions we will be asking in the interview. The interview will take approximately 30 to 60 minutes. Your participation in this interview is completely voluntary. It is your choice whether to participate or not. You are free to withdraw your consent and stop participating in the interview at any time. Nonparticipation will not affect the services/benefits that you usually get.

All information given by you will be strictly treated as confidential and you will only be quoted if you give us permission to do so. The information collected from this interview will be recorded but kept private and will not be shared with anyone outside of the evaluation team, and nothing will be attributed to you by name.

If you have any questions, please feel free to ask me or another member of our team. We highly appreciate your participation.

- I. Are you willing to participate in the study? 1. Yes 2. No
-

PARTICIPANT TOPICAL OUTLINES

Participant KII

Can you please tell me what sorts of activities you are involved in with the CRS program? Have you, your spouse, and any other household members also been able to participate in these activities? If not, why?

WATER

1. Where do you get your drinking water?
2. Please describe the source of your water (spring, borehole, for only domestic use or multi-use, shared with animals).
3. How long or how far is your drinking water source from your household?
4. Who collects the water for your household?
5. How much water (volume) is collected?
6. Describe your water availability throughout the year. (Are there any interruptions in service or drying up of the water?)
7. Describe the taste, color, or appearance of your water for drinking. How do you evaluate if the water is “safe” for drinking?
8. Please describe any techniques or steps you take to adjust the taste, color, or appearance of your drinking water. (*Some choices: nothing, filter, chlorination, PUR sachet, solar, etc.*)
9. Describe how you store collected water for your household (type of container, for how long, do you clean the water storage container?)
10. Do you pay for water? How much does water cost? Describe what the money is used for.
11. Is there anything else you would like to discuss related to water?

SANITATION

1. Please describe your sanitation situation. Where do people defecate in your household?
2. Do you have a latrine? Why or Why not?
3. Who in your family uses the latrine? Where does your child go to the toilet?
4. If so, when was your latrine constructed? Describe how you knew how to construct a latrine. Is the latrine still standing and is the slab ok?
5. How were the costs for the construction of the latrine paid for?
6. Does the latrine meet your needs?
7. What are your major challenges related to sanitation? (latrine collapse? Lack of land? Poor soil or rocky soil?)
8. Where did you learn about the importance of a latrine? What did you learn?
9. *Observation: Overall construction quality and is there a cover for the pit?*

DIARRHEA

1. Do you have children, How many children do you have?
2. Have any had diarrhea recently? If so, what did you do for the sick child?
3. Any other members of your household have diarrhea?
4. Why do you think this child got diarrhea?
5. How do you prevent diarrhea in your household?

HYGIENE

Want to get at link from handwashing to intercepting fecal-oral routes.

1. Please describe your hygiene practices and facilities. (When should you wash your hands, do they know the 5 critical times? Do they use soap? Do they have a handwashing station?)
2. Why do you maintain good hygiene (or wash hands)?
3. Are there challenges to handwashing? (Lack of soap? Water? Cost?). Please describe.

OTHER ENVIRONMENTAL CONTAMINATION (ANIMALS)

1. Does your household have any animals? If so, what types and how many?
2. Where do you keep/store your animals?
3. *Observation: is the animal storage and defecation near to the household where children might play?*

OVERALL

Do you buy any WASH products from the market? Why or why not? And which products?

Do you know when the project will end? If so, what do you think will happen to WASH/health practices after it is over?

Is there anything else you would like to share with the review team?

Focus Group Discussion (FGD)

Health/Nutrition Groups

If you are visiting a CareGroup (Check on what called), try to observe a meeting to review the interaction and discussions. Do they follow the materials outlined in the guiding book? How many women are there? Are they engaged in the meeting/discussion? What topic are they covering?

Are there modules dedicated to WASH? Take a look at the modules.

1. **To LM:** What is the order of the modules? Are they set in stone or can they be changed (i.e. if there is a diarrheal outbreak then do they focus on hygiene)?
2. Why do you participate in this group?
3. Please describe what you have learned in your Care Group. What are the major messages?
 - a. *(do they mention safe water, sanitation, handwashing, diarrhea treatment, food safety, safe water chain?)*
4. Why are you being taught/learning these messages?

5. Are these messages being shared beyond this group and in the community? Do you think that they should? Discuss.
6. Can you tell me the order of the messages you received (i.e. when did you get WASH messages, do they align with other WASH activities such as CLTSH or rainy season)?
7. Please describe how a meeting is run (*want to know if it is didactic or not*)
8. How often do you meet with your group?
9. What does graduation from the group look like? What happens after you graduate from the group?
10. Are there follow-up visits at your household? How often?
11. How do you share the messages with your husband/household?
12. What are the biggest challenges to your learning and practicing of the messages you have learned?
13. Do you participate in any other activities with CRS (ag, gender, etc)?

Water User Committee (WUCs)

1. How was the committee formed? Please describe the structure of the committee (roles, responsibilities, selection for participation, etc)
2. When was this committee formed? (**was it before the start of the program?*)
3. Please describe the work (roles/responsibilities) of the committee. How did you learn how to do this work?
4. How are decisions made regarding the water system?
5. Has the water point been broken recently?
 - a. If so, when and for how long?
 - b. How was the issue resolved (what process was used to repair and how was the repair paid for)?
6. If one, please describe the tariff system,
 - a. How much does each household pay? How often?
 - b. How was the fee determined?
 - c. How are the fees collected?
 - d. Is this money sufficient for the O&M of the water point?
7. Further, could you provide a description of the O&M of the system, procurement of parts, etc?
 - a. Have signed a maintenance agreement? Do you know what this is?
8. Have you been linked to a SILC group?
9. Please describe the water quality (color, taste, smell). Has the water point been tested? If so, who tested the water quality? Do you get a report of the water quality and explanation of the quality?
10. What is the benefit of being on the WUC? What is the challenge of being on the WUC?
11. Please describe your engagement with CRS/Caritas/C&D? How? (*trying to understand what trainings they may have received*) Have you engaged with the GoE?
12. Do you know when the project will end? If so, what do you think will happen to WUC after it is over?

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TOPICAL OUTLINE
Environmental Compliance and Climate Risk Management (Nicole)

Investigations in this area cover two major topics, how have capacities of beneficiaries and intermediaries been expanded to be able to manage climate-related risk and how well has the program complied with environmental compliance demands for FFP programs. Questions for the first area of investigation are included mainly in the data collection for the governance dimension of the Foundation Purpose, Purpose 1, Purpose 2, and the context area of investigation. The following questions are focused on data collection for the environmental compliance analysis. In general, we want to inquire on what potential environmental impacts have been identified and how they are being dealt with. Did the program plan well in terms of staffing, budgeting, and monitoring?

KEY QUESTIONS

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

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TOPICAL OUTLINE
Gender Equity and Equality (Cross-Cutting Theme)
(Jennifer)

The MTE will investigate **the appropriateness and effectiveness of the Program’s support for gender equity in terms of access to, participation in and benefits from program interventions**, through the FGDs and KIs conducted for the “Foundational Purpose: Gender” and through specific questions integrated into the other technical sector and implementation systems topical outlines. Aspects and areas to probe include the following:

- To what extent do interventions and implementation mechanisms reflect integration of gender as a cross-cutting priority?
- How effective are program design and implementation mechanisms in addressing the cross-cutting issue of gender? Consider:
 - Participant targeting. *Probe: Are vulnerable women being reached well enough by the program or not? Are there any groups or types of vulnerable women who aren't being reached well enough by the program? Why? Are adolescent boys engaged as gender equality allies and change agents, as recommended in the Gender Analysis?*
 - Program staffing and gender capacities.
 - Appropriateness of interventions to women's specific needs. *Probe: Is the program addressing the barriers to women's skills development identified in the Gender Analysis? Is the program engaging husbands and other men as "gatekeepers" of women's participation in skills development? Has it sensitized men about the content and benefits of the training for their wives, and/or invited husbands to participate where appropriate? Is the program taking advantage of training/capacity-building activities under SP F1, P1, P2 and P3 to integrate appropriate gender SBCC key messages?*
 - Gender integration in Nuyok MEAL systems, including means of accurately monitoring progress on gender equality outcomes; capturing how gender interventions are influencing program Outcomes/Outputs across the different purposes; and tracking unintended negative effects.
 - What (if any) challenges has the program encountered in these areas that may not have been anticipated in the program design, and how has the program responded?
- Is there any early evidence of changing roles, relationships, communication and decision-making dynamics among women and men, across the Purpose Areas, in relationship to food and nutrition security at the household and community levels?
- How were the findings and recommendations of the initial Gender Analysis considered, and what specific changes to the program strategy and interventions, were made?
- Is the project activities drawing on the potential of women, men, boys and girls as much as possible? Are there any missed opportunities to develop and draw on the potential of women (including young women) and men for advancing program goals.

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TOPICAL OUTLINE
Youth Equality & Integration (Cross-Cutting Theme)
(Mike)

This topical outline provides key questions related to investigating the effectiveness of the Nuyok Program in implementing activities that build capacities of youth aged 18-35. Sources of information are participants in focus group discussions, key project staff involved in youth programming including both CRS and partner staff partners, government departments mandated to support youth, and private sector entities which should view youth as viable markets for products and services.

KEY QUESTIONS FOR PARTICIPANT GROUPS

1. Please tell me what you know about the Nuyok Program?
2. How have you been engaged with or otherwise participated in the program? When did this participation begin?
3. Roughly what percentage of your members are youth between the ages of 18 and 35?
4. What positive or negative changes have occurred on youth members as a result of program activities (changes in livelihoods activities, changes in knowledge on messages

promoted by the program, changes in group or individual activities, changes in social capital or political capital)?

5. Which program activities have had the greatest impact in achieving this change on youth between the ages of 18 and 35? Why?
6. Which program activities are having the least amount of impact? Why?
7. Are there other youth in the community who should be participating in the program, but are not? Please describe them. Why do they not participate?
8. What suggestions do you have for enabling the Nuyok Program to have greater sustained impact on youth between the ages of 18 and 35?

KEY QUESTIONS FOR NUYOK STAFF

1. Please tell me about your function in the Nuyok Program specifically related to youth programming?
2. In your estimate, roughly what percentage of Nuyok participants are youth between the ages of 18 and 35?
3. What positive or negative changes have occurred with these youth participants as a result of program activities (changes in livelihoods activities, changes in knowledge on messages promoted by the program, changes in group or individual activities, changes in social capita or political capital)?
4. Which program activities have had the greatest impact in achieving this change? Why?
5. Which program activities are having the least amount of impact? Why?
6. Are there youth in the community who should be participating in the program, but are not? Please describe them. Why do they not participate?
7. What suggestions do you have for enabling the Nuyok Program to have greater sustained impact on youth between the ages of 18 and 35?

KEY QUESTIONS FOR GOVERNMENT STAKEHOLDERS

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

KEY QUESTIONS FOR PRIVATE SECTOR ENTITIES

1. Please tell me what you know about the Nuyok Program?
2. How have you been engaged with the program? When did this participation begin?
3. What products or services does your company provide specifically for youth between the ages of 18 and 35?
4. Roughly what percentage of your business is working with this age group?
5. How important is this group, i.e., youth, to the business of your company?
6. What has the Nuyok program done as far as you know to enable youth to benefit from your products and services?
7. What suggestions do you have for enabling the Nuyok Program to be more effective in achieving sustained impact on youth between the ages of 18 and 35?

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**IMPLEMENTATION SYSTEMS
TOPICAL OUTLINE
Context & Operating Environment
(All Team Members)**

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

1. Since the Nuyok Program began implementation, what changes have occurred in the operating context (e.g., major events like disasters, slow onset events like climate change, government policy changes, etc.) that have affected program implementation, either positively or negatively?
2. How did these specifically affect implementation? What did the program do to adapt to these changes?
3. How have these changes affected the food insecurity or resilience of targeted impact groups? What other groups are becoming more food insecure or are having reduced resilience as a result of these contextual changes?
4. Given these changes in the operating environment, which program activities seem most irrelevant now in terms of having impact on the lives of targeted impact groups?
5. What suggestions do you have for adapting the program's strategy or implementation systems in order to be better able to respond to changes in the operating context?

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**TOPICAL OUTLINE
Targeting
(All Team Members)**

Topics for Program Managers and Implementation Staff

1. Please explain your understanding of the Nuyok Program's strategy for targeting communities and for identifying poor or extreme poor participants from these communities.
 - Are the targeting criteria well understood by communities/participants?
 - To what extent did communities/participants participate in drawing the criteria?
 - What is the level of community/participants engagement in the targeting process?
 - Has there been any influence from Government on targeting and selection of participants?
 - Any political interference with targeting criteria and selection processes?
 - Any alignment of the targeting framework with the government of Uganda’s overall targeting framework for vulnerable households?
2. How effective has this targeting strategy been, i.e., have the right people/communities been reached by the program or are their other communities/people that should have been targeted but were not? Who is not being reached well enough by the program? Why?
3. Are there any mechanisms put in place to gather community feedback on targeting including inclusion and exclusion errors?
4. In what ways did the program respond to problems with beneficiary selection that were observed? Were these responses effective, or could more have been done to resolve problems?
5. How does the program monitor and manage targeting issues such as changes in the list of target communities, movement of program beneficiaries out of the target communities, non-participation of selected beneficiaries in program activities?
6. Targeting of Purpose 1 activities – Value chain activities focused on field crops, but not relevant for landless households. What are options for landless households, and are the prospects for uptake of these options by landless households?
7. What has the project done to target youth? What is the appropriate definition of ‘youth’? Should different definitions be used in different contexts or issues? What challenges has the project faced in targeting youth, identifying their specific concerns, and identifying appropriate strategies to interact and support youth?

Topics for Beneficiaries and Intermediaries

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

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TOPICAL OUTLINE
Management (Mike)

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

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TOPICAL OUTLINE

Partnership (Mike)

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

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

TOPICAL OUTLINE

Knowledge Management, including Monitoring & Evaluation and Collaborative Learning and Adapting (Mara)

The purpose of the investigation is to;

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

Structure and Capacity of the M&E System

- How does the M&E system work? Who is responsible for what? Who collects data? How often? How does the data/information flow from the point of collection to CRS? How is data safeguarded? Qualitative v. Quantitative?
- Are there challenges being faced (timeliness, data losses, data manipulation)?

- Is the M&E Unit adequately staffed? What are the challenges with regards to human resources? Workload of the staff?
- What has been done so far to develop M&E capacity? Did CRS provide any M&E training to consortium partners? Do you feel that field staff are adequately trained and able to collect data in alignment with what is outlined in the M&E Plan?
- What is the role of various consortium partners in M&E? What is working well? What is not working? Where are the gaps?
- How do non-M&E staff use the M&E system?
- How is PDM conducted? What information is collected and how is it used?
- How is qualitative data recorded? What kinds of qualitative information is being systematically collected? What kind of qualitative information is NOT being collected? How is qualitative information being integrated into the M&E system and, more specifically, synthesized with quantitative data (RM or AS data)?

Questions for Field-Based Staff

- Did you receive a copy of the baseline report, or, were the baseline results reviewed with you? What did you learn from it?
- What role does performance monitoring play in the activity?
- What are your key roles/responsibilities for collecting data? How do you record it? Do you know what happens with the data after you submit the information?
- Do you feel like the data you're gathering accurately reflects the situation on the ground?
 - For example, do the data points you collect accurately reflect the participation of women, youth, or other groups? If not, what is missing?
- How does your team gather qualitative data? (Are anecdotes about things happening at trainings getting shared with the senior-level technical staff? How are these aggregated? Who analyzes and/or uses this information?)
- How involved are you in the analysis of monitoring data? What information do you receive, and when? How do you use this information once you have it?
 - For example, are you given a report or raw data? What are you expected to do with that information?
 - What do you do if the information/reports you are receiving conflict with what you are seeing on the ground? Do you feel empowered to speak up to share your thoughts? How do you typically do this?
- What training did you receive on M&E?
 - Data collection processes?
 - Informed consent and research ethics?
 - Data analysis methods?
 - Other?

- Does your team use the data collected through the official M&E system or do you use another data collection/monitoring system to complement or replace that official system?

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

- Did you review the baseline study report? Can you give an example of how Nuyok used the baseline results? Any other examples?
- Do you have any feedback on the baseline study? [probe: household survey, enumerator trainings, qualitative inquiry, management, implementation {ICF, International Research Consortium}]
- How did your team find the TOC as a design/management tool?
- How does the program monitor progress against the implementation plans? What has worked well? What has not worked so well? Why?
- Do you have any mechanisms to know whether the outputs being achieved are contributing to the desired outcomes? Do you have evidence to show that this is happening?
- How has M&E informed the programmatic decisions that have been made? Do you have any evidence of using M&E to make any programmatic adjustment?
- How has the program strategy or approach changed as a result of information generated by the program's M&E system?
- How is feedback on program monitoring reports provided back down the chain? What has worked well? What has not worked so well? Why?
- What lessons learned relative to M&E have emerged from the experience of Nuyok up to now?
- What is your recommendation to improve the system at various levels? At partner level? At CRS level?
- Recommendations for improving M&E system efficiency?
- Recommendations for improving M&E system effectiveness?

Beneficiary Accountability

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

Does the project have criteria for significant issues (e.g. fraud, waste, and abuse), and if so, how are these issues addressed?

Stakeholder Reporting

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

Knowledge In

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

Knowledge Out

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

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**TOPICAL OUTLINE
Program Integration (Mike)**

Across Purposes within the Nuyok Program

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

- What is the status of implementation strategies as identified in the NUYOK III Implementation Strategy (Coordination within NUYOK III, Integrated Platforms, Prioritization of Convergences, Monitoring and Evaluation for Integration)?

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TOPICAL OUTLINE
Coordination and Collaboration (Mike)

For Nuyok Senior Management and Technical Staff:

- How does Nuyok coordinate and collaborate with the other FFP program in Uganda being implemented by Mercy Corps?
- What has worked well with them? What has not worked well and why?
- Are there other organizations in Uganda that are implementing activities similar to those in NUYOK III? Which organizations?
- How does Nuyok collaborate with other organizations in Uganda implementing similar activities?
- What has worked well with them? What has not worked well and why?
- Do you think NUYOK III can undertake some other activities that were not initially planned? And why?
- With which technical networks in Uganda does Nuyok staff interact?
- What has been the benefit of these interactions?

For Field Implementers and Other Union-level Stakeholders:

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

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TOPICAL OUTLINE
Financial Management (Mike)

The following topics should be discussed with finance managers of CRS and implementing partners in the partner head offices in Kampala, Moroto, and in the district field offices.

Budget Questions

- ∞ What is the current LOA approved budget? How has this been revised since program start-up?
- ∞ What are expenditures through the most recent reporting period in FY 20?
- ∞ What percentage of the approved budget has been spent through this period?
- ∞ How are budgets prepared and compiled? What works well? What does not work well?
- ∞ What suggestions do you have for improving the program's budgeting processes?

∞ The following table should be completed (the table line items can be modified as needed).

Cash Expenditure Summary Programed Through 1st Quarter FY 2020 (US\$)

Cost Center	Community Development Funds (FFP)	Cost Share	Total
CRS			
Consortium Partners (listed individually)			
Total Direct Costs			
NICRA for CRS			
NICRA for any Consortium Partners (listed individually)			
TOTAL Expenses through December 2017			
TOTAL LOA Budget at Time of Approval			
Current Amended LOA Budget			
Percent of Current LOA Budget Spent by December 2019			

Cash Flow

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

Reporting

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

Cost Share

- ∞ What is the cost-share commitment and how is this being met?
- ∞ What percentage of the cost-share commitment will be achieved by December 2019?
- ∞ What other forms of cost-share have arisen since the program was initiated? How are these being reported?

Audits

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

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TOPICAL OUTLINE
Human Resource Management (Mike)

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

Staff Recruitment and Retention

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

Staff Capacity Building and Performance Management

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

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TOPICAL OUTLINE
Materials and Equipment Management (Mike)

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

1. What systems and policies are in place for ensuring effective procurement, utilization and maintenance of materials and equipment authorized for Nuyok within your organization and with other technical and consortium partners?
2. What is working well?
3. What problems have occurred relative to procurement, inventory, management, maintenance and logistics?
4. How have these problems affected the program?

5. What changes would you recommend be made to these systems to make them more effective?

ANNEX C: ILLUSTRATIVE VERIFICATION WORKSHOP PLAN
Nuyok Mid-Term Evaluation
Tuesday, February 18 & Wednesday, February 19

WORKSHOP PURPOSE

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

WORKSHOP OUTPUTS

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

WORKSHOP FLOW

DAY 1, Tuesday

SESSION 1-1: Introductions, Workshop Purpose, Objectives and Plan, Logistics (1/2 hour, Mike)

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

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

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

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

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

SESSION 1-3: Foundation Purpose - Governance (1 1/2 hours, Bob)

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

SESSION 1-4: Foundation Purpose - Gender (1 1/2 hours, To Be Determined)

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

SESSION 1-5: Purpose 1 - Disaster Risk Reduction (1 1/2 hours, Amy)

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

SESSION 1-6: Purpose 2 - Livelihoods (1 1/2 hours, Bernard)

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

DAY 2, Thursday**SESSION 2-1: Recap of the Previous Day's Discussions and Stage Setting for Day 2 (¼ hour, Mike).**

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

SESSION 2-2: Purpose 3 - MCHN (1 1/2 hours, Elena)

The MTE Team member responsible for investigating the Maternal and Child Health and Nutrition Component under Purpose 3 of the program will present an overview of key observations and preliminary recommendations. At the end of the session, participants will be asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

SESSION 2-3: Purpose 3 - WASH (1 1/2 hours, Nicole)

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

SESSION 2-4: Cross-Cutting Themes – Environment & Youth Programming (1 hour each, Bernard & Mike)

The MTE Team members responsible for investigating the two cross-cutting themes of environment and youth programming in the program will present an overview of their key observations and preliminary recommendations. At the end of the session, participants will be

asked to jot down on anonymous note cards any additional thoughts or observations that they did not have a chance to express in the session relative to the topic.

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

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

SESSION 2-6: Implementation Systems (1 1/2 hours, Mike)

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

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

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

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

ANNEX D: ILLUSTRATIVE MTE SUMMARY REPORT FORMAT

Nuyok Mid-Term Evaluation

(The length of this report should not exceed 30 pages, excluding Annexes. Preliminary target page limits for each section are shown in parentheses.)

I. EXECUTIVE SUMMARY (2 Pages, Mike)

II. BACKGROUND INFORMATION (2 Pages, Mike)

- A. Overview of Nuyok
- B. Contextual Factors Affecting Project Implementation or Impact
- C. MTE Methodology
- D. Structure of the Report

III. SUMMARY OF PROGRAM PROGRESS (10 Pages as indicated)

- A. Foundation Purpose: Governance & Gender (1 Page each for Bob & Gender Specialist)
- B. Purpose 1: Disaster Risk Reduction (1 1/2 Pages, Amy)
- C. Purpose 2: Livelihoods (1 1/2 Pages, Bernard)
- D. Purpose 3: Maternal & Child Health & Nutrition and WASH (1 Pages each for Elena & Nicole)
- E. Cross-Cutting Themes: Gender Equity, Environment & Youth Programming (1/2 page each for Gender Specialist, Bernard, and Mike)
- F. Implementation Systems (1 pages, Mike)

IV. MAJOR THEMES FOR THE REMAINING LIFE OF NUYOK (Around 15 pages depending on the number of recommendations that have been prioritized, 1 page for each recommendation written by the team member who proposed the recommendation, with one section describing observations and the second section describing and explaining the recommendation with examples for operationalizing the recommendation.)

- A. Introduction (1/2 Page, Mike)
- B. THEME A: (To be determined by the process)
- C. THEME B: (To be determined by the process)
- D. THEME C: (To be determined by the process)
- E. THEME D: (To be determined by the process)

V. HIGHER LEVEL OBSERVATIONS (1 Page depending on the number of topics)

- A. (To be determined by the process)
- B. (To be determined by the process)
- C. (To be determined by the process))

VI. CONCLUDING REMARKS (1/2 Page, Mike)

ANNEXES

Annex A: Prioritized List of Recommendations Organized by Theme

Annex B: Other Recommendations Generated by the MTE

Annex C: Finance and Human Resource Tables

MTE REPORT, VOLUME II, Contains the Initial Scope of Work for the Nuyok MTE, the MTE Evaluation Plan and the full list of Persons Interviewed and Sites Visited for Data Collection

Sites Selected for the Nuyok MTE

District	Sub-County	Parishes	Villages	Participating Households	Number of Purposes	Accessibility
Napak	LTC	Lorengchora B	Lokeru	90	2 or 3	Easy
	LSC	Cholichol	Cholichol	160	All	Easy
	LSC	Kokipurat	Rapada	166	All	Easy
	Lokopo	Lorikita	Ljojora	67	2 or 3	Easy
	Iriiri	Nabwal	Duol	299	All	Fair
	Lopee	Lokudumo	Lotop	71	All	Easy
	Lokopo	Akalale	Adipala	30	All	Easy
	Iriiri	Nabwal	Naminit	99	All	Easy
	Lopee	Lopee	Lomaul	50	All	Easy
	Matany	Lokupoi	Lomariamong	32	2 or 3	Easy
	Ngoleriet	Narengemoru	Ajokomoliteny	66	All	Easy
	Lotome	Nariamaregae	Longaroi	108	All	Easy
District Total	8	31	161	11,405	IP = 1 2 or 3 Ps = 35 All Ps = 125	Difficult = 1 Fair = 13 Easy = 147
Sample Total	8	12	12	1,238	IP = 0 2 or 3 Ps = 3 All Ps = 9	Difficult = 0 Fair = 1 Easy = 11
Nakapiripirit	Loregai	Loreng	Aoyareng ¹⁵	130	All	Easy
	Kokomongole	Tokora	Nabur-Ekale	26	2 or 3	Easy
	Loregai	Loregai	Nabukut	204	All	Easy
	Namulu	Kokuwuam	Kocholikikoi	80	All	Easy
	Namulu	Lokatapan	Nakuyon	106	All	Easy
	Namulu	Moruajore	Okudud	103	All	Fair
	Namulu	Kaiku	Nakipenet	67	2 or 3	Easy

¹⁵ The MTE team members assigned to this village were unable to reach the village due to bad roads.

	Kokomongole	Akuyam	Lokaale	174	All	Easy
	Loregai	Loreng	Lokibuyo	315	All	Unspecified
	Namulu	Kokuwuam	Nakuyot	116	All	Easy
	Kokomongole	Namorotot	Lorengedwat	33	2 or 3	Easy
	Loregai	Loasam	Nayoroit	167	2 or 3	Unspecified
District Total	3	15	78	7,441	IP = 3 2 or 3 Ps = 31 All Ps = 44	Difficult = 2 Fair = 13 Easy = 52 Unspecified = 12
Sample Total	3	10	11 (Unable to access 1 village)	1,521	IP = 0 2 or 3 Ps = 3 All Ps = 9	Difficult = 0 Fair = 1 Easy = 9 Unspecified = 2
Nabilatuk	Nabilituk	Kalokwameri	Napao	101	2 or 3	Easy
	Nabilituk	Kosike	Nayonaiangikalio	427	All	Fair
	Nabilituk	Lokaala	Nakudep	242	All	Easy
	Lolachat	Lotaruk	Nacele	202	2 or 3	Easy
	Lorengedwat	Kamaturu	Lokwakwa	99	2 or 3	Easy
	Lolachat	Natirae	Nakurobuin	139	2 or 3	Easy
	Lolachat	Nakuri	Lousugu	78	2 or 3	Easy
	Lorengedwat	Kamaturu	Lorukamo	159	2 or 3	Easy
	Lolachat	Sakale	Lopeduru	195	2 or 3	Easy
	Lolachat	Natirae	Natirae	112	2 or 3	Easy
	Nabilituk	Moruangibuin	Ariamaoi	242	All	Easy
	Nabilituk	Acegeretolim	Cucu	409	All	Easy
District Total	3	13	35	6,041	IP = 0 2 or 3 Ps = 22 All Ps = 13	Difficult = 0 Fair = 3 Easy = 32
Sample Total	3	11	12	2,405	IP = 0 2 or 3 Ps = 8 All Ps = 4	Difficult = 0 Fair = 1 Easy = 11
Abim District	Abim SC	Atunga	Otalabar Central	81	All	Easy
	Morulem	Arema	Lobolwala	277	All	Easy
	Magamaga	Koya	Bedata West	65	2 or 3	Unspecified

	Awach	Awach	Adagkolo North	49	All	Easy
	Nyakwae	Opopongo	Cung Apenyi	41	2 or 3	Fair
	Lotuke	Gangming	Gangming Newline	24	All	Easy
	Awach	Barlyech	Aroo	22	2 or 3	Fair
	Nyakwae	Rogom	Aguleruka	53	All	Easy
	Lotuke	Orwamuge	Tyen Opko North	28	All	Easy
	Abim TC	Oyaro	Oliabang	56	All	Easy
	Morulem	Katabok West	Rachkoko North	68	All	Easy
	Awach	Awach	Pemkworo	67	All	Easy
District Total	8	29	241	10,862	IP = 2 2 or 3 Ps = 67 All Ps = 172	Difficult = 10 Fair = 53 Easy = 178
Sample Total	7	11	12	831	IP = 0 2 or 3 Ps = 3 All Ps = 9	Difficult = 0 Fair = 3 Easy = 9
Sample Total All Districts	21	44	47	5,995	IP = 0 2 or 3 Ps = 17 All Ps = 31	Difficult = 0 Fair = 6 Easy = 40 Unspecified = 2

ANNEX F

GROUND RULES FOR OBSERVERS

The Nuyok DFSA intends to conduct a mid-term evaluation in January & February of 2020. The evaluation will be conducted by a team comprised of USAID, CRS and independent evaluators led by an independent team leader. USAID Uganda Mission activity managers and CRS HQ staff, who are not on the MTE team, can participate as observers of the MTE. Following are some ground rules that we would like these observers to follow as they provide support to the MTE team conducting the evaluation.

- The main priority for logistical support provided by CRS Uganda for the MTE will be for the core evaluation team. Adjavon (CoP), David (HoO) and Rodwell (MEAL Sp) will be responsible for organizing the logistical needs of the core MTE team, and observers will be considered only after the logistics for the core team have been organized. Observers are asked to utilize the services of their own organizations to arrange logistics for them for the MTE.
- During the field work, observers are asked not to engage core team members while they are conducting interviews or focus group discussions, nor should they ask questions directly of respondents during interviews or FGDs without obtaining permission from the core team member doing the interviews to do so. After the interview or discussion has been completed, observers are free to hold discussions with the core team member.
- Observers are free to attend MTE team meetings and evening discussions usually held on the second day in each district.
- Observers will **not** be allowed to attend the Verification Workshop.
- Observers who are CRS HQ staff are welcome to attend the Stakeholder Debriefing scheduled for February 24, and observers who are USAID staff are welcome to attend the USAID Debriefing scheduled for February 26.
- Observers are requested to participate as much as possible in the full evaluation process so that they acquire a reasonably complete picture of the product being developed by the MTE team. An observer who only participates in part of the field work and only a few of the analysis meetings is at risk of forming a partial, incomplete understanding of why a recommendation has emerged with the evidence to support it.
- Observers are under the guidance of the MTE team leader during data collection. If there are any questions about proper protocol, the observer is asked to consult with the team leader beforehand.

IV. PERSONS INTERVIEWED & SITES VISITED

PERSONS INTERVIEWED/SITES VISITED IN THE NUYOK MTE

Foundation Purpose Governance

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 27	Kampala	Haydee, Head of Programs, CRS – KII	Bob Groelsema
		Niek de Goiji, Country Representative, CRS – KII	
		Florence Ayo, Technical Advisor Capacity Strengthening Lead- OVC, SOCY Catholic Relief Services, Uganda – KII	
Jan 28	Kampala	Henry Muguzi, Executive Director, ACFIM – Alliance for Finance Monitoring – KII	Bob Groelsema
Jan 30	Moroto	Denis Okori, Governance Nuyok, KII	Bob Groelsema
		Molly Akao Foundation Manager, Caritas Kotido -KII	
		Agnes Achilla, Gender and Governance Manager, Caritas Moroto – KII	
Jan 31	Moroto	Francis Alumai, and Basil Tushabe, DCFU - KII	Bob Groelsema
		Adjavon Vewonyi, COP Nuyok – KII	
		Nicolas Obonyo and Obonyo Livingston, Caritas Kotido – KII	
		Tracy Kaye, Deputy COP Nuyok – KII	
Feb 1	Iriiri	Gender/Governance Manager – KII	Bob Groelsema
		Community Planning Officer – KII	
	Lukeru Village, Napak District	CBM – KII	Bob Groelsema
		Traditional Leaders – KII (2 M, 1 F)	
		Community Groups – FGD (12 M, 8 F)	
	LC1 Committee – FGD (8 M, 3 F)		
Feb 2	Duol Village	LC1 Chairman and Council – FGD (6 M, 3 F)	Bob Groelsema
	Naminitt Village	LC1 Chairman and Council and TLs – FGD (8 M, 3 F)	
		CBM (Male)	
		Community Members (25 mixed FGD)	
Feb 3	District HQ Napak	Deputy CAO – KII	Bob Groelsema
	Ajokomoliteny Village	Traditional Leaders - FGD (3 – 2 M, 2 F)	
		CBM – female – KII	
Ngeleiyet Sub-County	Sub-County Chief (F) Ngeleiyet Sub-County - KII		
Feb 4	Nuyok Program Team Nakapiripirit	Community Planning Officer (F) - KII	Bob Groelsema
		Community Supervisor (F) - KII	
	Lorengai Sub-County	Sub-County Chief – KII	
		Parish Chiefs (2) - KII	
		Community Supervisor and Community Facilitator – KII	
	Nayorit Village	Water User Committee – FGD (6 M, 3 F)	
		CBM – KII	
	VDMC – FGD (mixed group)		
Feb 5	Lokibuyo Village Nakapiripirit District	VDMC – FGD (9 M, 7 F)	Bob Groelsema
		VDC – FGD (12 M, 8 F)	
		LCI Chair and Council – FGD (9 M, 2 F)	

Feb 6	District HQ Nakapiritpirit	CAO – KII	Bob Groelsema
		LC5 Chairman – KII	
		RDC – KII	
	Caritas Moroto at Nakapiritpirit	Community Protection Officer, Caritas Moroto/Nakapiritpirit	
Feb 7	Lolachat SC Nayanaiangkailo Village	Sub-County Chief (Senior Ass't Sec'y)- KII	Bob Groelsema
		CBM - KII	
Feb 8	Nacele Village	CBMs (2) 1 M, 1F – KII	Bob Groelsema
		Woman Leader – KII	
		Literacy Trainer – KII	
		Literacy Instructor – KII	
	Community Facilitator – KII		
	Lousugu Village	LC1 Chairman - KII	
	Woman Leader - KII		
Feb 10	Cucu Village Nabilatuk District	CBMs (2) 1 M, 1 F – KII	Bob Groelsema
		Sec'y LC1 Council (M) – KII	
	Sub-County Office Nabilatuk Sub-County	Finance Officer, Sub-County Office	
Feb 11	Abim Program Office	Foundation Mgr and Community Planning Officer – KII	Bob Groelsema
Feb 13	Gangming Village Gangming Parish Lotuko Sub- County	Traditional Leaders - FGD (6 M, 0 F)	Bob Groelsema
		CBM - FGD (5 M)	
		VHT - FGD (2 M, 4 F)	
Feb 13	Tyen Opok North Village	Hygiene and Sanitation Cluster – FGD (7 F, 2 M = 9 total)	Bob Groelsema
		CBM – KII (1 F, 1 M)	
		PMG - FGD (9 F, 11 M = 20 total)	
	Lotuke Sub- County	Sub-County Chief – KII	
Feb 14	Abim District HQ	Deputy CAO, HR Officer, Assistant CAO – (met them separately) 3 KIIs	Bob Groelsema
	Health Center Visit	Nurse in Charge, Midwife – KII	
	Oliabiang Village	LC1 Chairwoman – KII	
Feb 17	Nuyok Program HQ, Moroto	Nuyok Program Mgr., Governance	Bob Groelsema
Feb 20	Nuyok Program HQ Moroto	Nuyok Program Mgr. Governance	Bob Groelsema

Foundation Purpose Gender

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 30	Moroto	KII with CRS Nuyok Program Gender Advisor (one woman)	Jennifer Loucks

		KII with Nuyok SBCC Coordinator/CDFU; CDFU MEL Officer, Kampala; and CDFU Executive Director, Kampala (three men)		
Jan 31	Moroto	KII with CRS Nuyok Technical Advisor MCHN/WASH, CRS Nuyok Health Systems Advisor, and CRS Nuyok PM Nutrition (three men)	Jennifer Loucks	
		KII with Nuyok SBCC Coordinator/CDFU; CDFU MEL Officer, Kampala; and CDFU Executive Director, Kampala (con't from previous day)		
		KII with Nuyok YouthBuild Coordinator (one woman)		
		KII with CRS Nuyok Program Manager Livelihoods (one man)		
		KII with CRS Nuyok REAP Coordinator (one woman)		
Feb 1	Iriiri	KII with Caritas M. Nuyok Foundation Purpose Manager in Napak, Gender Officer, and two Community Supervisors (one man, three women)	Jennifer Loucks	
		KII with Caritas M. Nuyok Graduation Supervisor (REAP) in Napak (one woman)		
	Rapada Village, Napak District	KII with Male Change Agents (two men) FGD with 11 women primarily from REAP Business Groups and Mother Care Groups (11 women)	Jennifer Loucks	
Feb 2	Duol Village Napak District	KII with Male Change Agents (two men)	Jennifer Loucks	
	Naminitt Village, Napak District	FGD with 15 women members of REAP Business Groups KII with Community Mentors of REAP Business Groups (one man, two women)		
Feb 3		Napak District HQ	KII with District Animal Husbandry Officer (one woman)	Jennifer Loucks
	Lomariamong Village, Napak District	KII with Male Change Agents (two men) Visit to see drying rack, shower, and latrine built by Male Change Agent household KII with traditional leaders (two men, two women)		
		Moroto	KII with Regional Technical Advisor BOMA Project, based in Nairobi (one woman)	
Feb 4	Nakapiripirit	KII with Caritas M. Nuyok Gender Officer for Nakapiripirit and Nabilatuk and Community Supervisor (one man, one woman)	Jennifer Loucks	
	Nabur-Ekale Village, Nakapiripirit District	KII with Male Change Agents (two men) FGD with women direct participants in Nuyok, including Lead Mothers, SILC group members, FAL participants, and members of livestock/crush committees (10 women)		
Feb 5		Nakipenet Village, Nakapiripirit District	FGD with women direct participants in Nuyok, including mothers in MCG, members of livestock/crush committees, and a drama group member (15 women)	Jennifer Loucks
	FGD with SILC group members (10 women)			
	Nakuyot Village, Nakapiripirit District	KII with Nuyok Community-Based Monitor (one woman) FGD with women participants in FAL courses (15 women)	Jennifer Loucks	

		KII with Nuyok-trained woman leader, Treasurer of her VSLA mobilized under RWANU (one woman)	
Feb 6	Nakapiripirit District HQ	KII with DCDO/Gender (one woman) KII District Education Officer (one woman)	Jennifer Loucks
	Nakapiripirit	KII with Caritas M. Nuyok Gender Officer for Nakapiripirit and Nabilatuk (con't)	
Feb 7	Lolachat Sub County, Nakapiripirit	KII with Sub County Chief (one woman)	Jennifer Loucks
	Napao Village, Nabilatuk District	KII with Male Change Agents (two men) KII with one young woman targeted to participate in Nuyok's women's leadership training (but not yet trained)	
Feb 8	Nakurobuin Village, Nabilatuk District	KII with Male Change Agents (two men) FGD with traditional leaders and future Community Influencers (two men, one woman) KII with Nuyok Community Facilitator (one woman)	Jennifer Loucks
	Lopeduro Village, Nabilatuk District	FGD with women SILC group members (three women) KII with CAHW not yet trained by Nuyok (one woman)	
Feb 10	Ariamaoi Village, Nabilatuk District	KII with Muranguibuin Parish Chief (one woman)	Jennifer Loucks
		KII with Nuyok Community Facilitator (one man)	
Feb 11	Abim District	KII with CRS Nuyok MEAL Officer (<i>in the car on the way to Abim</i>) (one man)	Jennifer Loucks
		KII with three Caritas K. Nuyok Community Supervisors (two men and one women)	
Feb 12	Bedata Village, Abim District	KII with Nuyok-trained woman leaders: the Treasurer of a VDMC and Treasurer of a WASH Cluster (two women) FGD with Caritas K. Nuyok frontline staff (Community Facilitators, and P2 staff—four men, three women)	Jennifer Loucks
	Abim District	KII with Caritas K. Nuyok Foundational Purpose Manager and Gender Officer (one man, one woman) Quick meeting with CDFU's SBCC Officer for Nuyok in Abim, to ground information (one man)	
Feb 13	Cung Apenyi Village, Abim District	KII with Male Change Agents from three villages (four men) FGD with women enrolled in PMGs, MCGs, VDMCs that have not yet started meeting (20 women)	Jennifer Loucks
	Aguleruka Village, Abim District	FGD with Male Change Agents from four villages (eight men) KII with Caritas K. Nuyok frontline staff (Community Facilitator and Livestock Agent—two men)	
Feb 14	Rachkoko North Village, Abim District	FGD with young women participants in YBI's youth entrepreneurship pilot (eight women)	Jennifer Loucks
		KII with traditional leaders/future Community Influencers (two men)	
Feb 17	Moroto	KII with CRS Nuyok MEAL Coordinator (one man)	Jennifer Loucks

Purpose 1 DRR/Resilience

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 28	Kampala	KII WFP Fred & Do	Amy Mintz & Mara Mordini
Jan 30	Moroto CRS Nuyok Office	KII Resilience Manager	Amy Mintz
		KII Program Mgr Public Works	
		Caritas Moroto KII Resilience Manager	
		Caritas Kotido CMM/Social Cohesion Officer	
Jan 31	Mercy Corps Apolou Office Moroto	KII Resilience Director	Amy Mintz
	Moroto CRS Nuyok Office	KII Resilience Manager	
		KII Deputy COP Nuyok	
		KII COP Nuyok	
		KII MEAL Specialist	
Feb 1	Napak District Program Office	KII– DRR Officer	Amy Mintz
		KII Resilience Manager	
		KII IWRM Officer	
		KII CMM/Social Change Officer	
	Rapada Village Kokipurat Parish Lorengchora Sub-County	KII LC1/ VDMC Chair	
		KII Resilience Facilitators (2)	
		FDG VDMC members	
Feb 2	Lotoop Village Lokudumo Parish Lopee Sub- County	LC1 Chair/VDMC Chair MCC Chair	Amy Mintz
		VDMC (9 members)	
		Resilience Facilitators (3) new hires	
	Lomaul Village Nakwamoru Parish Lopee Sub- County	KII LC1/Chair VDMC	
Feb 3	Napak District Govt Office	KII CAOW / Chair DDMC	Bob Groelsema & Amy Mintz
		KII DFO	Amy Mintz
	Ajokomoliteny Village Narengemoru Parish Ngoleriet Sub- County	FDG VDMC members	
		KII LC1/VDMC Chair	
		KII 2 new Resilience Facilitators –	

	Sub County Office Ngoleriet, Napak District	Sub County Chief	Bob Groelsema & Amy Mintz
Feb 4	Nakapiririt District Nuyok Program Office	KII MEAL Specialist KII, Resilience Mgr	Amy Mintz
	Nabukut Village Loregai Parish Loregai Sub- County	FDG VDMC ?/ Community members KII DRR Nyuok Officer for both Nakip & Nab	
		KII 2 Resilience Facilitators KII Supervisor Foundation CM	
Feb 5	Lokaale Village Akuyam Parish Kokomongole Sub Country	KII LC1 KII 2 Village Disaster Committee Members	Amy Mintz
		KII Chair VDMC and WASH Agent	
	Lorengedwat Village Namoroto Parish Kokomongole Sub Country	KII 5 MCA KII village walk and observation	
Feb 6	Nakapiririt Nuyok Program Office	Acting Head Caritas Foundation Officer	Amy Mintz
Feb 7	Nabilatuk District Government Office	KII Deputy Support to CAOW & Natural Resource Officer	Amy Mintz
		KII Head District Planner and Deputy Planner	
	Nakudep Village Lokaale Parish Nabilatuk Sub- County	KII Parish Chief (former Nuyok Silk Agent FDG VDMC	
		FDG Misc. Community Members KII Resilience Facilitators (3)	
		KII Lead Mother, MCG & LC1	
Feb 8	Lokwakwa Village Komaturu Parish Lorengedwat Sub-County	KII 4 Misc Community Members (2 men and 2 women) KII Parish Chief	Amy Mintz
		KII Resilience Facilitator	
	Lorukamo Village Kamaturu Parish Lorengedwat Sub-County	FDG LC1 VDMC members KII Foundation Community facilitators (2)	
Feb 10	Cucu Village Acegeretolim Parish Nabilatuk Sub- County	KII 4 male community members	Bob Groelsema & Amy Mintz
Feb 11	Abim Nuyok Program Office	FDG CK Resilience Team (R.Mgr, DRR Officers, IWRM Officer, SC Officer, PW Officer)	Amy Mintz
Feb 12	Bedata W, Village Koya Parish Magamaga Sub County	KII LC1	Amy Mintz
		FGD Silk members, PMG, Community Members	

	Sub County Office Government	Finance Officer	
	Abim Nuyok Program Office	KII Public Works Officer CRS based in Abim KII DRR/NRM Officer KII IWRM Officer	
Feb 13	Gangming Newline Village, Gangming Parish, Lotuke Sub County	KII VDMC Chair/LC1	Amy Mintz
		FDG VDMC members	
		KII Resilience Facilitator	
	Tyen Opok North Village, Orwamuge Parish, Lotuke Sub County	KII LC1/Chair VDMC & Peace Committee Rep KII Lokuke Sub County Parish Chief	
Feb 14	Rachkoko North Village Katabok West Parish Morulem Sub-County	FDG VDMC	Amy Mintz
		KII LC1	
		KII Resilience & Foundation Facilitators	
	Abim District Program Officer	KII, Social Cohesion Officer KII, CK Resilience MGR	

Purpose 2 Livelihoods

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 30	Moroto	FGD P2 - 3 CRS: Livelihood Team Leader, Livestock Manager, REAP Graduation Manager; 2 Caritas Moroto: P2 Program Manager, Business Development Manager; 1 Caritas Kodito: P2 Program Manager (1 woman and 5 men)	Bernard Crenn
Jan 31	Moroto	KII: Mercy Corps Livestock Advisor, deputizing for the Livelihood Manager (1 woman)	Bernard Crenn
		FGD P2 - 2 Caritas Moroto: P2 Program Manager, Business Development Manager; 1 Caritas Kodito: P2 Program Manager (3 men)	
		KII: CRS Livelihood Team Leader (1 man)	
Feb 1	Iriri Project Office	KII Caritas Moroto: Youth Officer, Literacy trainer, Livestock officer, 2 REAP supervisors, SILC supervisor (3 women, 3 men)	Bernard Crenn
	Lokeru, Napak	FGD: PMG (5 women, 6 men)	
		FGD: LCF livestock + CAHW (1 woman, 3 men)	
Feb 2	Lotop / Lopeei, Napak	KII: VTI youth (1 woman)	Bernard Crenn
		FGD: 3 REAP groups (8 women)	
		OBS: 2 REAP groups	
		OBS: Bulking center Lopeei	
		FGD: PMG (3 men)	

		FGD: LCF (2 women, 1 man)	
	Lomaul, Napak	FGD: PMG (4 women, 4 men) KII: CAHW (1 man)	
Feb 03	Napak District Office	KII: GoU District Commercial Officer (1 man) KII: GoU District Veterinary Officer (1 woman)	Bernard Crenn
	Moroto	KII: CRS Regional MicroFinance Advisor (1 man)	
	Nathinyonoit, Napak	FGD: SILC + PMG (11 women, 2 men)	
Feb 04	Nabur-Ekale, Nakapiripirit District	FGD: SILC + PMG (9 women, 6 men)	Bernard Crenn
		FGD: LCF (2 women, 2men)	
		Observation of a bulking centre	
		FGD: SILC + FAL (13 women)	
Feb 05	Lokibuyo, Nakapiripirit	FGD: Livestock group (6 women, 6 men) FGD: SILC (6 women, 5 men)	Bernard Crenn
	Nayoroit, Nakapiripirit	FGD: LCF+CAHW (1 woman, 2 men)	
		Observation of a cattle crush	
		FGD: SILC (6 women, 5 men)	
Feb 06	Nakapiripirit District Office	KII: District Commercial Officer (1 man)	Bernard Crenn
		KII: District Veterinary Officer (1 woman)	
		KII: Project Livestock Officer (1 man)	
		KII: Project SILC Officer (1 man)	
		KII: Project Agriculture Officer (1 man)	
Feb 07	Natuk District Office	KII: District Veterinary Officer (1 man) KII: District Production Officer (1 woman)	Bernard Crenn
	Nayonaiangkaliao, Natuk	FGD: CAHW+LCF (1 woman, 2 men)	
		FGD: SILC+PMG (8 women, 8 men)	
Feb 08	Nakurobein, Natuk	KII: Agriculture Field Agents (2 women, 1 man)	Bernard Crenn
		FDG: CAHW+LCF+Livestock Field Agent (1 woman, 2 men)	
		FGD: SILC+PMG (4 women, 5 men)	
	Lopeduro, Natuk	KII: CAHW (1 woman)	
		KII: SILC and Livestock Field Agents (2 men) FGD: SILC (5 women, 5 men)	
Feb 10	Moroto	KII: CRS Ag Coordinator (1 man)	Bernard Crenn
		KII: CMD Ag coordinator and CMD livelihood Coord (2 men)	
Feb 11	Abim	FGD: P2 staff Caritas Kodito Diocese (5 men)	Bernard Crenn
Feb 12	Abim	KII: Agrodealer (1 man)	Bernard Crenn
		KII: District Production and Agricultural Officers (2 men)	
	Otalabar, Abim	FGD: PMG (6 women, 5 men)	
		FGD: SILC + FAL (9 women, 6 men) FGD: Ag, Livestock, SILC Ffield Agents (4 men)	
Feb 13	Gangming, Abim	KII: Ag FA, Livestock FA (1 woman, 1 man)	Bernard Crenn
		FGD: PMG (12 women)	
		FGD: Livestock group (5 women, 4 men)	
	Tyen Opok North, Abim	OBS/KII: Bulking center (2 men)	
		FGD: PMG (8 women, 3 men) KII: SILC FA and FAL teacher (1 woman, 1 man) FGD: PMG+FAL+SILC (6 women, 3 men)	
Feb 14	Abim Office	KII: Livelihood Manager (1 man)	

		KII: Agriculture Officer (1 man)	Bernard Crenn
		KII: Livestock Officer (1 man)	
		KII: CAHW (1 man)	
		KII: Sub-County Extension Worker (1 man)	
		KII: Ag Field Agent (1 man)	

Purpose 3 Maternal & Child Health & Nutrition

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 28	Kampala	Health and Nutrition Technical Adviser	Elena McEwan
		Commissioner Health, Nutrition, Disability and Rehabilitation Department	
		Observed consultation technical working group on nutrition working on the nutrition advocacy and communication strategy for Karamoja	
Jan 30	Moroto	Senior Nutritionist, Moroto Regional Referral Hospital	Elena McEwan
		Nutritionist Moroto Regional Referral Hospital	
		MEL Officer CDFU	
		Executive Director CDFU	
Feb 1	Napak District Program Office	Nutrition Supervisor Iri subcounty Napak	Elena McEwan
		Nutrition Supervisor Lokopo subcounty Napak	
		Nutrition Supervisor Lotome Napak	
		Nutritionist Caritas Moroto Diocese	
	Rapada Village, Napak District	FGDs with 20 mothers	
		FGDs with 6 Lead Mothers	
Feb 2	Lojojora Village	Observation during mothers' care group session about the benefits of IYCF	Elena McEwan
		FGDs with mothers (19)	
		Interview with LMs (3)	
		Interview with VHTs (one female and one male)	
	Adipala Village	FGDs mothers (30)	
		Interview with LMs (5)	
	Napak District	District Health Officer	
	Lokopo Health Facility III	Interview with Nurse in charge of monitoring system	
Feb 3	Lotome Health Facility 3	Nursing officer and Nutrition Focal Person	Elena McEwan
	Longoaroi Village	FGDs with mothers (40)	
		Interview with 5 LMs	
Feb 4	Nakapiripirit District Program Office	Nutrition Supervisor Lolachat sub district/Nabilatuk District	Elena McEwan
		Nutrition supervisor for Moruita and Kakomongole sub-counties	
		Internship Nutrition	
	District Local Government Nakapiripirit	Chief Sub-County Nakapiripirit	
Feb 5	Nakipenet Village	Interview with 4 LMs	Elena McEwan
		Interview with VHTs and peer VHT (One female and two males)	

	Nakoyot Village	FGDs with mothers (30) Interview with 7 LMs Interview with VHTs (One female and one male)	
Feb 6	District Health Office Nakapiripirit	District Health Inspector SBCC Officer/ CDFU	Elena McEwan
	Tokora Village	Observe stand up drama, topic domestic violence/local brew consumption and men instead of malnourished child consuming Plumpy'Nut at market day Drama played by 15 female volunteers led by chair	
Feb 7	Nabilatuk District GoU Offices	Chief Administrator Officer District Education Officer District Natural Resources Officer Senior Community Development Supervisor District Coordinator Production Officer Acting DHO Environmental/Nutrition Focal Point	Elena McEwan
	Napao Village Nabilatuk Sub-County	FGDs 10 lead mothers Interview female and male VHTs	
Feb 8	Nacele Village Lolachat Sub-County Lolachat HC III	Interview with VHT male Interview with 5 LMs Interview with Nurse Officer in charge of MCH Department	Elena McEwan
	Lousugo Village Lolachat Sub-County	FGDs with 12 lead mothers Interview with 1 male VHTs	
Feb 10	Natirae Village Lolachat Sub-County	Interview with 11 LMs Interview with VHTs one male one female Interview with Nurse	Elena McEwan
Feb 11	Abim District HQ	Interview with Nutrition Supervisors (8) Interview with Nutritionist	Elena McEwan
Feb 12	Lobolwala Village	FGDs with 19 LMs FGDs with mothers >30 Interview with VHT female	Elena McEwan
	Morulem HCIII District Hospital	Interview with Health Staff Interview with Nutritionist	
Feb 13	Adagkolo North Village Awach Sub-County	FGDs with 19 mothers one male caregiver Interview with 3 lead mothers Interview with two VHTs (one male one female) Interview with health center Administrator	Elena McEwan
	Awach HC II	Observation MCG session with 10 mothers and one lead mother facilitating the session	
	Aroo Village Awach Sub-County	GFs with 10 mothers one male caregiver Interview with two lead mothers Interview two VHTs (male and female)	
Feb 14	Abim Program Office	Meeting with Nutritionist and 8 Nutrition Supervisors	Elena McEwan

Purpose 3 Water, Sanitation & Hygiene

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 28	Kampala	Country Representative and Nuyok Program Coordinator, Institute for International Cooperation & Development	Nicole Van Abel, Mike DeVries, Bernard Crenn
Jan 30	Moroto	Environmental Compliance; CRS WASH Program Manager; Caritas Moroto	Nicole Van Abel
Jan 31	Moroto	WASH Officer; Caritas Kotido; WASH Manager; C&D Team Lead MCH & WASH; CRS Moroto	Nicole Van Abel
Feb 1	Napak District Program Office	KII with Caritas Moroto (WASH Mobilizer & WASH Officer) and C&D (WASH Officer)	Nicole Van Abel
	Cholichol Village Cholichol parish Lorengechora Sub-County	Short KII with LC1 about successes and challenges	
		FGD with Sanitation and Hygiene Cluster, including 3 women and 6 men	
		Visit to functioning Borehole (not Nuyok); issues included sunken cattle trough, no fence, poor drainage	
		FGD with Water User Committee (not Nuyok), including 0 women and 4 men	
	Visit to traditional pit latrines in variety of stages from partway to fully complete		
Feb 2	Duol Village Nabwal Parish Iriiri Sub-County	FGD with MCG (including 8 women with 2 LMs & 1 VHT) Visit to borehole (not Nuyok) Visit to community to see pit latrines under construction	Nicole Van Abel
	Naminit Village Nabwal Parish Iriiri Sub-County	FGD with WUC (9 people; 7 men/2 women) KII with 2 VHTs (1 man/1 woman) KII with VHT supervisor Visit to borehole (not Nuyok)	
Feb 3	Napak District HQ	KII with Assistant District Health Officer KII with Health Inspector	Nicole Van Abel
	Longaroi Village Nariamaregae Parish Lotome Sub-County	KII with HPM (not Nuyok) FGD with Sanitation and Hygiene Cluster (8 people; 2 man/6 women) Visit to household to see toilet (not Nuyok) and other hygiene things KII with WASH Field Agent	
Feb 4	Nakapiripirit District Program Office	KII with C+D WASH Mobilizer and Caritas WASH Officer and Caritas WASH Mobilizer	Nicole Van Abel
	Nabukut Village Loregai Parish Loregai Sub-County	KII with WUC Secretary of WUC for borehole that will be repaired by C+D and LC1 Visit to non-functional borehole that will be rehabbed by C+D in future (\$ collected)	
Feb 5	Lokaale Village Akuyam Parish Kakomongole Sub-County	FGD with Sanitation and Hygiene Cluster (10 people; 4 men/6 women) KII with woman and HH visit (Not in Nuyok-not there on reg day)	Nicole Van Abel

		KII with man and HH visit (not in Nuyok-not there on reg day) KII with WASH field agent	
	Lorengedwat Village, Namoroto Parish, Kokomongole Sub-county	FGD with Mother Care Group (22 people; 7 Lead mothers) KII and HH visit with mother from the MCG	
Feb 6	Nakapiripirit District HQ	KII with Assistant District Water Officer	Nicole Van Abel
	Nakuyon Village Lokatapan Parish Namulu Sub-County	FGD with some WUC members (4 women) Visit to rehabbed borehole from C&D KII with Namalu sub-county Community Development Officer	
Feb 7	Nabilatuk District HQ	KII with District Water Officer who is also District Engineer and WASH Mobilizer	Nicole Van Abel
	Nakudep Village, Lokaale Parish, Nabilatuk Sub-county	FGD with WUC (Nuyok rehabbed borehole) (9 people, 6 men/3 women) Visit to rehabbed borehole (not yet open for use, waiting for cement to harden) Mini KII with C&D WASH Mobilizer KII with Caritas WASH Mobilizer Visit to latrines in various stages of construction	
Feb 8	Lokwakwa Village Komaturu parish Lorengedwater Sub-county	FGD with WUC (5 people; 3 men/2 women) (not Nuyok) KII with 3 VHSC members (1 MCA and 2 women) Visit to constructed latrine of MCA KII with WASH field agent	Nicole Van Abel
	Lorukamo Village Kamaturu Parish Lorengedwat Sub-county	Visit to broken borehole KII with HPM and 2 other village men FGD with MCG (9 people; 9 women)	
Feb 10	Ariamaoi Village Murangibuin Parish Nabilatuk Sub-county	FGD with WUC (9 people; 5 men/4 women) KII with 2 WASH field agents	Nicole Van Abel
Feb 11	Abim District HQ	KII with Caritas Kotido WASH Officer and 4 WASH Supervisors KII with C&D WASH Officer	Nicole Van Abel
Feb 12	Otalabar Village Atunga Parish Abim Sub-county	Visit to borehole undergoing a pump test KII with HPM KII with LC1 chairperson and caretaker of WUC Visit to latrine of LC1 chairperson FGD with VHSC (#=8 4 men /4 women)	Nicole Van Abel
	Abim District HQ	KII with Assistant District Water Officer	
	Caritas Kotido HQ Abim	KII with CDFU	
Feb 13	Cung Apenyi Village Opopongo Parish	KII with VHSC (4 people; all men) Visit to 3 broken boreholes and 1 functioning borehole (none Nuyok)	Nicole Van Abel

	Nyakwae Sub-County	Visit to dug pits, a completed latrine, and a collapsed latrine KII with 2 VHTs (both men)	
	Aguleruka Village Rogom Parish Nyakwae Sub-county	FGD with MCG (10 people; all women and 2 LMs) FGD with VHSC (6 people; 1 men/5 women)	
Feb 14	Oliabang Village Oyaro Parish Abim Town Council	FGD with 6 WUCs (not all Nuyok) (24 people; 8 men/16 women) FGD with WUC from C&D borehole (7 people; 2 men/5 women) Visit to broken borehole that will be repaired by C&D	Nicole Van Abel
	Caritas Kotido HQ Abim	Follow-up KII with 4 WASH supervisors	

Implementation Systems

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 27	Kampala	Head of Programs, CRS Uganda	Mike DeVries & Mara Mordini
		Country Representative, CRS Uganda	
Jan 28	Kampala	Country Representative and Nuyok Program Coordinator, Institute for International Cooperation & Development	Mike DeVries, Bernard Crenn & Nicole Van Abel
		Head of Team, Nuyok Activity Manager, Apolou activity Manager, USAID Uganda	Full team
		CoP Apolou, MEL Advisor Apoulou, Mercy Corps	Mike DeVries & Bernard Crenn
		Head of Operations, CRS Uganda	Mike DeVries
Jan 30	Moroto	Technical Advisor, Nuyok, Youth Build	Mike DeVries
		CoP, Nuyok, CRS	
Jan 31	Moroto	DCoP, Nuyok, CRS	Mike DeVries
		Executive Director, Caritas Kotido	
		Executive Director, CDFU	
		Youth Livelihoods Manager, Nuyok, CRS	
		Head of Youth Programs, Nuyok Youth Coordinator, Youth Program Volunteer, Institute for International Cooperation & Development	
Feb 1	Iriiri	Finance & Admin Asst, Caritas	Mike DeVries
		Asst Project Manager for Youth, C&D	
		Female VTI Graduate Baker, Iriiri	
Feb 2	Lotop Village Napak District	FGD with youth between ages 07 17 to 30 (7 males)	Mike DeVries
		KII with LC1 Lotop Villlage	
		KII with Livestock Field Agent responsible for Lotop Village, Caritas	
	Lomaul Village Napak District	FGD with Women participants between the ages of 19 and 25 (5 women) KII With LC1 Lomaul Village	
Feb 3		Chairman LC5, Napak District	All Team Members
		Asst Project Manager for Youth, C&D (2nd Interview)	

	Napak District Headquarters	District Education Officer, Napak District	Mike DeVries	
		District Youth Officer, Napak District		
	Kobulin Vocation Training Institute	Resident Social Worker, Ministry of Gender, Youth & social Affairs		
Feb 4	Nakapiripirit Caritas Office	Mobilizer/Counselor, VTI Youth, C&D	Mike DeVries	
		Gender & Governance Manager, Caritas Nakapiripirit		
		Principal, Nakapiripirit Vocational Training Institute		
		Acting Nuyok Project Coordinator, Caritas		
Feb 5	Nakipenet Village Nakapiripirit	LC1, Nakipenet	Mike DeVries	
		Nuyok SILC Field Agent, Caritas, & Community-BASed Monitor, Nakipenet		
	Nakuyot Village Nakapiripirit	Two Agroforestry VTI Graduates (both male)		
		3 Baking and 1 Hairdressing VTI graduates (all females)		
Feb 6	Nakapiripirit District Headquarters	Chief Administrative Officer, Nakapiripirit District	Mike DeVries & Bob Groelsema	
		District Education Officer, Nakapiripirit District		
		Nakapiripirit Caritas Office	District Community Development Officer, Nakapiripirit District	Mike DeVries
			District Commercial Officer (also Agric Marketing Officer and Cooperatives Officer), Nakapiripirit District	
	Nakapiripirit Caritas Office	Mobilizer/Counselor, VTI Youth, C&D		
		Resilience Manager, DRR Officer, Integrated Water Resource Manager, Caritas Nakapiripirit		
Feb 7	Nabilatuk District Headquarters	Chief Administrative Office, Nabilatuk District	Mike DeVries	
		District Education Officer, Nabilatuk District		
		District Youth Officer, Community Development Office, Nabilatuk District		
	Nakudep Village Nabilatuk	2 Nuyok WASH Field Agents & a Nuyok Community Facilitator		
Feb 8	Nacele Village Nabilatuk	FGD with a mixed group of youth (7 women & 6 men)	Mike DeVries	
		FGD with Village Elders (5 men)		
	Lousugu Village Nabilatuk	KII with male youth		
Feb 9	CRS Nuyok Office Moroto	Head of Office, CRS Moroto	Mike DeVries	
Feb 11	Caritas Abim Nuyok Office	Nuyok Youth Coordinator and Youth Lifeskills Facilitator, Caritas Abim, Asst Project Manager for Youth, C&D	Mike DeVries	
Feb 12	Caritas Abim Nuyok Office	Nuyok Activity Coordinator, Caritas Abim	Mike DeVries	
		Finance Officer, Caritas Abim		
	Abim Technical Institute	Deputy Principal, Abim Technical Institute		
	Kiru Town	Male student from 2nd VTI class doing practical training on a job site in Kiru		
		Female Graduate 1st VTI class doing Tailoring in Kiru		
		2 Female Graduates from 1st VTI class Partnering in a Tailoring business in Kiru		
Caritas Abim Nuyok Office	Sr. Grants Officer, CRS Moroto			
		FGD YBI Youth Group (7 women & 6 men)		

Feb 13	Pemkwo North Village Abim	SILC Supervisor & Entrepreneurship Facilitator, Awach Sub-County, Caritas Abim	Mike DeVries
		Sub-County Chief & Community Development Officer, Awach Sub-County	
	Aroo Village Abim	FGD with LC1, Elders and Young Men (9 men)	
		KII with three members of two YBI Groups (2 men & 1 women)	
Caritas Abim Nuyok Office	SBCC Adviser, CDFU Abim		
	Karibu Guesthouse Abim	Abim District Community Development Officer	
Feb 14	Caritas Abim Nuyok Office	Nuyok Activity Coordinator, Caritas Abim	Mike DeVries
		Nuyok Youth Coordinator	
Feb 17	CRS Moroto Office	Monica Zeno-Martin, Chief Program Officer, YouthBuild International	Mike DeVries (Via Skype)

Monitoring, Evaluation, Accountability & Learning

Date	Location	Name of Respondent or Type of Focus Group	Team Member(s)
Jan 27	CRS office - Kampala	Head of Programs, CRS	Mike DeVries & Mara Mordini
		Country Representative, CRS	
		Chief of Party, CRS	Mara Mordini
Jan 28	Le Petit Village - Kampala	Programme Officer and IT Operations Officer, World Food Programme	Mara Mordini
Jan 29	Moroto	None	Mara Mordini
Jan 30	CRS office - Moroto	Health and Nutrition Advisor, CRS	Mara Mordini
		MEAL Officer, Caritas Moroto	
		MEAL Manager, CRS	
		MEAL Manager, Caritas Kotido	
Jan 31	CRS office - Moroto	Governance Project Manager (former Learning Manager), CRS	Mara Mordini
		MEAL Officers (two), CRS	
		ICT4D Officer, CRS	
		MEAL Specialist, CRS	
Feb 1	CM office - Iriiri	Acting Coordinator (current Deputy Coordinator and former MEAL Manager), Caritas Moroto	Mara Mordini
		Livelihoods Manager, Caritas Moroto	
Feb 2	Lojojora Village	Village Health Team (one male, one female)	Mara Mordini
		Community Based Monitors (one male, one female)	
	Adipala Village	Agriculture Agent, male	
		FGD with Mother Care Group/Producer Marketing Group (nine females)	
Feb 3	CRS office - Moroto	Livestock Advisor, CRS	Mara Mordini
		Health Systems Strengthening Advisor and Nutrition Manager, CRS	
		Governance Program Manager, Caritas Moroto	

Feb 4	CM office - Napak	Acting Coordinator (current Deputy Coordinator and former MEAL Manager), Caritas Moroto	Mara Mordini
Feb 5	Lokaale Village	FGD with Male Change Agents (three) Male Change Agent supervisor (female)	Mara Mordini
	Lorengedwat Village	WASH mobilizer (male) SILC Agent (male)	
Feb 6	CM office – Napak	MEAL Officer, Caritas Moroto	Mara Mordini
	CRS office - Moroto	ICT4D Officer, CRS	
Feb 7	Nabilatuk district office	District Planner (male)	Mara Mordini
	Nabilatuk district office parking lot	Resilience Manager, Caritas Moroto	
Feb 8	Lokwakwa Village	Livestock Agent (female)	Mara Mordini
		Agriculture Agent (female)	
		Community Based Monitors (one male, one female)	
	Lorukamo Village	Village Health Team member (male) Lead Mother	
Feb 10	Natirae Village	Community Supervisor (male)	Mara Mordini
		Community Facilitator (male)	
Feb 11	CK office – Abim	Functional Adult Literacy Trainer (female), Caritas Kotido M&E Assistant, Caritas Kotido	Mara Mordini
Feb 12	CK office – Abim	M&E Assistant, Caritas Kotido (continued from 2/11/20)	Mara Mordini
		M&E Officer, Caritas Kotido	
		M&E Manager, Caritas Kotido	
		Markets Officer, Caritas Kotido	
		ICT4D Officer, Caritas Kotido	
Feb 13	Cung Apeyi Village	FGD with four male VHTs (two from neighboring villages Obalanga and Aria Matolia)	Mara Mordini
		Two Male Change Agents	
		Community Facilitator (male)	
	Aguleruka Village	Lifeskills Trainer/Counselor (male)	
		FGD with Village Disaster Management Committee (five men, one female) Community Based Monitors (one male, one female)	
Feb 14	CK office – Abim	FGD with MEAL (three) and ICT4D Officer, Caritas Kotido	Mara Mordini
Feb 15	Kara-Tunga - Moroto	MEAL Specialist, CRS	Mara Mordini
Feb 16	Lokopori village	Observation and FGD with Producer Marketing Group (12 women)	Mara Mordini
		Agriculture Agent (male)	
Feb 17	CRS office – Moroto	ICT4D Officer, CRS	Mara Mordini