FEED THE FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

PERFORMANCE MONITORING

FACILITATOR'S GUIDE

USAID
FROM THE AMERICAN PEOPLE

This publication was produced for review by the U.S. Agency for International Development (USAID). It was prepared by the Feed the Future Knowledge-Driven Agricultural Development Project (KDAD), Contract Number: AID-OAA-C-13-00137, implemented by Insight Systems Corporation. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of USAID.

August 2016

Session Materials

Session One

- ☐ PowerPoint slides
- ☐ Medium bag of milk chocolate plain M&Ms (1 per table)
- ☐ Internet access or download of YouTube video
- ☐ Downloaded version Overview of FTF, USAID University, Section 3
- ☐

Supplies

Have the following standard office supplies available:

- ☐ Pads of paper
- ☐ 5 x 7 index cards (different colors)
- ☐ Extra Pens
- ☐ Mr. Sketch markers (for facilitators and each table)
- ☐ Colored felt-tipped pens (for each table)
- ☐ Masking tape or painter's tape
- ☐ Suction cups for banners
- ☐ Paper clips
- ☐ Stapler and staples
- ☐ Scissors
- ☐ Post-It Notes (3x3, different colors)
- ☐ Chocolate (a must!!!)

Equipment

- ☐ LCD project and screen
- ☐ Laptop loaded with course PowerPoint slides
- ☐ Internet access
- ☐ Speakers
- ☐ Remote for LCD projector/PowerPoints and extra batteries
- ☐ Microphones (if necessary)
- ☐ Flipchart stands and paper (one stand per table plus two stands for facilitators)
- ☐ Chimes to ring at breaks
- ☐ Camera for photos during session
- ☐ Note: Additional laptops are needed for individual sessions (see session list of materials)

Session 1: Understanding FTF Monitoring and Evaluation Framework

---

Session Goal:	Use the FTF monitoring and evaluation framework as a tool for strategic management of FTF activities
Learning Objectives:	• Experiencing using performance management data as a strategic adaptive management tool • Describing the FTF monitoring and evaluation framework
Session Length:	240 minutes

Session Materials:	• Participant materials (e.g., participant manual, FTF Indicator Handbook, name tent, pen)
	• Table materials (e.g., sticky notes, fiddles)
	• Sign-in sheet
	• Camera
	• Session 1 slides
	• Flipchart stand, paper and colored markers (1 per table)
	• M&M activity
	  o Medium bag of milk chocolate plain M&Ms (1 per table)
	  o Internet access or download of YouTube video
	• MEL presentation
	  o Downloaded version of Overview of FTF, USAID University, Section 3

Facilitator Notes:

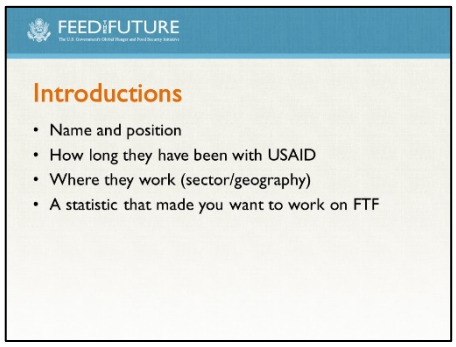
Time & Facilitator	Content/Activities	Materials
8:00 am (60 min. prior to start of session)	**PRIOR TO THE BEGINNING OF THE COURSE** **Safety and Security** Check with facility management about safety and security procedures (e.g., nearest exit, marshalling areas, etc.) If you are delivering this course at a USAID Regional Training Facility, check to see if there is a requisite security briefing and adjust your timing accordingly. A security briefing can take up to 30 min. **Arrange Seating** Depending on the composition of your participants, you may decide to assign seating. You will want to mix participants ensuring you have spread your M&E expertise, as well as have representatives from the same mission and/or function at different tables. **Set Up Room** Facilitator(s) are in the room, greeting participants as they come in, helping them with name tags and name tents. Have room ready with flipcharts and supplies. Have music playing. If you have seating instructions, have them posted on flipchart or ensure PowerPoint is displayed. **Attendance Sign-In** Have participant sign-in sheet near the door and ask participants to sign in as they enter. DO NOT have participants sign in after the session has begun—this is distracting and can delay your start. **When to Start the Session** All of your participants may not be present at the beginning of the session. You will need to make a strategic decision about how many participants must be there in order to start the workshop and how you will make up the time if you begin 10-15 min. late. Likewise, it is a good idea to thank participants who arrived on time and tell them approximately when you plan to begin.	Room: • Projector • Banners, Flipcharts prepared & hung • PowerPoint displayed & music playing • Sign-in sheet On each table: • Sticky notes • Colored marker pens • Fiddles For each participant: • Participant Manual • FTF Indicator Book • Pen • Name tent
9:00 am (30 min.)	**OPENING & WELCOME** **Introductions** **Slide 1**  	Session 1 Slides Flipcharts: • Objectives • Guidelines

Say: Welcome to Feed the Future Performance Monitoring course. The purpose of this course is to enable you to use performance monitoring as a means for strategic adaptive management of FTF activities.

Introduce: Introduce yourself and the facilitation team. Each facilitator should give a very brief introduction of themselves highlighting:

- Name and position
- A statistic that made them want to be in evaluation OR
- A personal story of how they used monitoring and evaluation as a strategic management tool to strengthen their work.

Slide 2



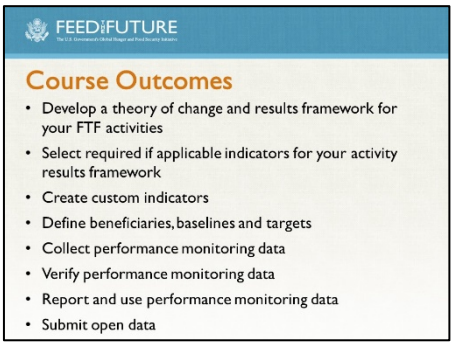
Ask: Please introduce yourself briefly giving:

- Your name and position
- How long you have been with USAID
- Where you work (sector/geography)
- A statistic that made you want to work on FTF

Workshop Objectives & Agenda

Say: This workshop was developed by the FTF performance monitoring team to enable you to move from collecting data to using data to strengthen the impact of your activities.

Slide 3



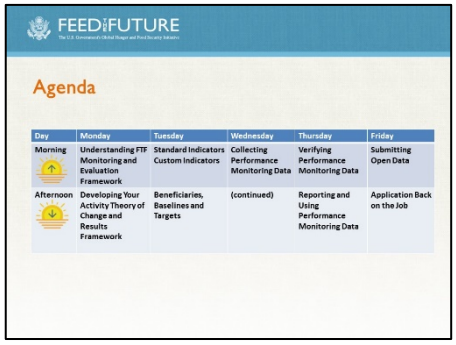
Say: Over the next five days you will discover the power of data. By the end of the course you will be able to:

- Develop a theory of change and results framework for your FTF activities
- Select require if applicable indicators for your activity results framework
- Create custom indicators
- Define beneficiaries, baselines and targets
- Collect performance monitoring data
- Verify performance monitoring data
- Report and use performance monitoring data
- Submit open data

We have structured the workshop so that:

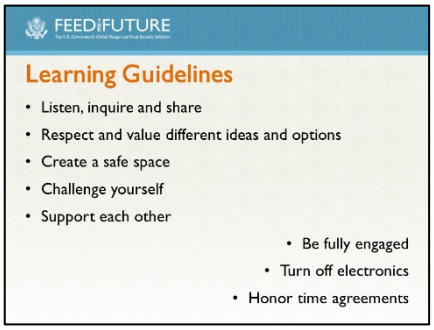
- Each day builds on the previous day
- You will be engaged in a variety of experiences that focus on the practical and the applied.
- You will work individually, in small groups and in plenary

Slide 4



Review the agenda as shown on the slide.

Slide 5



Say: In this room we have a great deal of experience and expertise spanning sectors and geographies. We will all be learning from each other. To maximize the experience, there are just a few guidelines all of us need to commit to.

The guidelines are:

- Listen, inquire and share

- Respect and value different ideas and options
- Create a safe space
- Challenge yourself
- Support each other

Ask: Are there any other guidelines you want to add? Any you want to delete?

Say: How will you do this? By being fully engaged, turning off electronics and honoring the time agreements.

Ask: Please commit to these guidelines by shaking hands with your colleague on your right and then your colleague on your left.

Say: This is our collective promise to hold ourselves to account to follow the learning guidelines.

Trainers need to do this as well. Make this light and fun, but firm. If you do not want to use a handshake, you can use a drum roll or other symbol of agreement to honor the guidelines.

Remind: Because participants are receiving continuous learning points, full participation is expected. If they must be absent, they must tell the facilitators and can miss no more than 4 hours in order to receive full credit. Each day participants need to sign in.

Logistics & Housekeeping

Say: The participant guide is your guide for the course. It is both a reference manual and a workbook. We have:

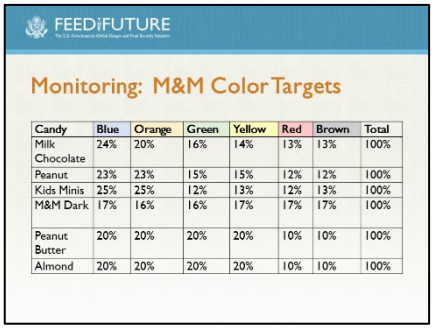
- Captured main points from the lectures in the workbook and provided space for you to take notes.
- Provided space to complete course exercises and activities
- Included additional resources such as articles and job aids

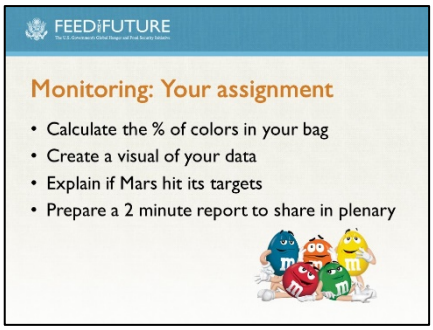
Please write your name on the front of your participant guide. Right now all the participants' guides look the same!

Slide 6

Review:

- Safety (evacuation and marshalling)
- Fiddles (for those who need to "play" with something as they are thinking/learning)
- Course sign-in sheet
- Breaks and lunch (suggest nearby locations for lunch)
- Restrooms

	• Internet access	
9:30 am (90 min.)	**Slide 7**  **Using Monitoring and Evaluation for Adaptive Strategic Management** Say: Let's begin by seeing how you can use monitoring and evaluation for adaptive strategic management. This exercise is design to give you an experience of how to use monitoring and evaluation to make strategic decisions about FTF initiatives and how to maximize impact of these initiatives. The exercise is in a different context from FTF…and into the world of chocolate. **Slide 8**  **Monitoring Exercise** Say: Mars (the manufacturer of M&Ms) sets targets for the percent of each color M&M in the M&M product line. The chart in your participant guide shows the targets for each color by product line. | Candy	Blue	Orange	Green	Yellow	Red	Brown	Total
---	---	---	---	---	---	---	---
Milk Chocolate	24%	20%	16%	14%	13%	13%	100%
Peanut	23%	23%	15%	15%	12%	12%	100%
Kids Minis	25%	25%	12%	13%	12%	13%	100%
M&M Dark	17%	16%	16%	17%	17%	17%	100%
Peanut Butter	20%	20%	20%	20%	10%	10%	100%
Almond	20%	20%	20%	20%	10%	10%	100% | *This is a small group exercise.* **Slide 9**	• Camera • Medium bag of chocolate M&Ms (1 per table) • Participant guide • Flipchart paper and set of colored markers (1 per table) • Internet access or download of YouTube video • Flipchart to record participants' color preferences



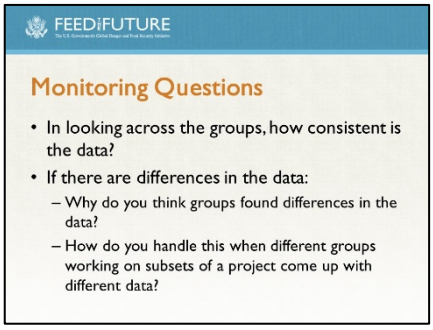
Give the following directions:

- Give each group a large bag of milk chocolate M&Ms.
- Say: Your assignment is to
  - Calculate the % of colors in your bag (Note: Participants should not eat any M&M's until you have completed this part of the exercise.)
  - Create a visual of your data
  - Explain if Mars hit its targets
  - Prepare a 2 minute report to share in plenary

Note: If possible, take photos of how each team approaches this task and a photo of each team's visual display of their data

In plenary, have each group present their data/summaries.

Slide 10



Ask:

- In looking across the groups, how consistent is the data?
- If there are differences in the data:
  - Why do you think groups found differences in the data?
  - How do you handle this when different groups working on subsets of a project come up with different data?

Evaluation Exercise

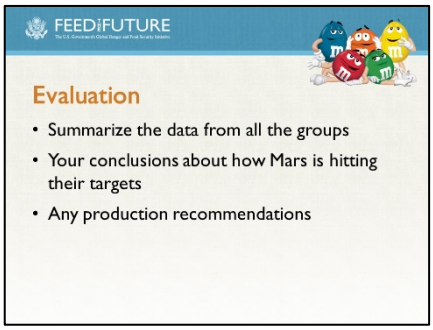
Ask: What could be causing the variation between our findings and the target percentages? To answer that question, let's look at how M&Ms are produced.

Slide 11

Show: YouTube on how M&Ms are made (https://www.youtube.com/watch?v=iapNZqTV7YQ).

Say: Each large production batch is blended to those ratios and mixed thoroughly. However, since the individual packages are filled by weight on high-speed equipment, and not by count, it is possible to have an unusual color distribution."

Slide 12



Direct participants back into their groups

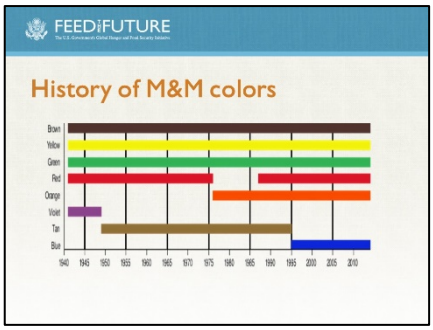
Directions: On a flipchart, write a short report to Mars summarizing the data from all the groups, your conclusions about if Mars is hitting their targets, and any production recommendations.

In plenary, have each group present their data/summaries. After all the groups have shared their flipcharts:

- Compare each group's conclusions about whether Mars is hitting their targets.
- Ask how they handle it when groups come to different conclusions about the same data.

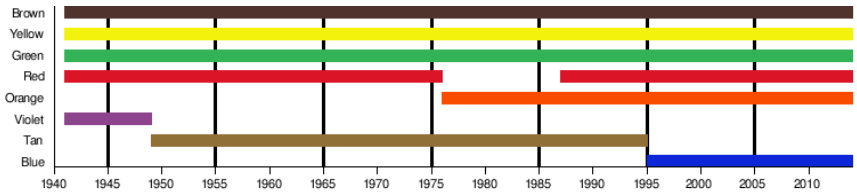
Using the Data for Determining Optimum Color Percentages

Slide 13



Say: Mars uses data to manage production. The history of the colors of M&Ms is interesting.

Read: "From 1941 until 1969, each package contained M&M's in five different colors; when red M&M's were reintroduced in 1987, they were added as a sixth color instead of replacing any of the existing colors.



In early 1995, Mars ran a promotion in which consumers were invited to vote on if blue, pink, or purple would replace the tan M&M's. Blue was the winner, replacing tan in the fall of 1995. In 2002, Mars solicited votes in their first ever "M&M's Global Color Vote" to add a new color from three choices: aqua (turquoise), pink, and purple. This time, purple won and was featured for a limited time.

Since 2004 M&M's have been available online in 17 colors with personalized phrases on each candy on the opposite side from the "m". Released around Christmas, these custom-printed M&M's were originally intended for holiday greetings but are now available all year."

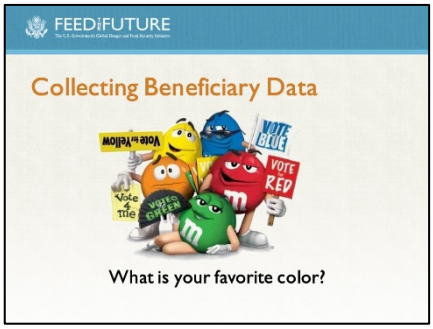
Slide 14

Ask: Why do you think the different candies have different percentages (e.g., milk chocolate has 24% blue while dark chocolate has 17%). In other words, what is your Theory of Change for M&M colors?

Have a plenary discussion on their M&M Theory of Change.

Collecting Beneficiary Data

Slide 15



Ask: What color M&M do you prefer?

Have each participant write down their preference in their participant guide. Option: Have participants record their color preference on a flipchart.

Say: It is said that each color preference tells us something about a person.

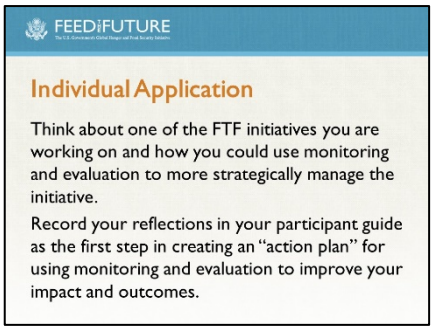
- **Red**: If your fingers tend to gravitate toward the bright red candies in the bowl, this implies that you're confident, bold, and passionate. Red is probably the most popular M&M color choice, but you don't care. If you want red, you'll take red, consequences be damned. Let the next person who comes by seeking candy settle for their second favorite. You were there first, and you deserve the best.
- **Blue:** People who prefer blue M&Ms are trendsetters. You like being on the cutting edge of things. Many of the traditionalists did not feel the need to add blue to the preexisting M&M color choices, but you were all for it, because you live for excitement and the unknown possibilities life has to offer. Charlie Sheen loves blue M&Ms.
- **Orange**: You don't play by any rules, do you? Orange enthusiasts are wild, carefree, and march to the beat of their own drum. You won't often meet someone who prefers orange, but when you do, you better prepare yourself, because it's going to be a fun night.
- **Yellow:** What is wrong with you? Yellow M&Ms are not only unnatural, but unattractive. Yellow is the least popular M&M color. People who prefer yellow M&Ms tend to go against the grain and are sometimes diagnosed with Antisocial Personality Disorders, which is directly linked with psychopathy. It's a fact. Ask Dr. Phil.
- **Brown:** The traditionalist. Chocolate is naturally brown, and therefore you reason that the brown M&Ms provide the most naturally occurring color choice. You like things to be as they should. A place for everything and everything in its place, is your motto. You might have a tendency to towards a little obsessive-compulsiveness, but that's okay. Not everyone has to be cool.
- **Green:** We're all aware that a preference for green means that you're a sexual deviant.

Ask: Given this information, does anyone want to change their preference?

11:00 am (15 mins)

Individual Application Exercise

Slide 16



Say: Think about one of the FTF initiatives you are working on and how you could use monitoring and evaluation to more strategically manage the initiative. Record your reflections in your participant guide as the first step in creating an "action plan" for using monitoring and evaluation to improve your impact and outcomes.

Ask for 2 or 3 participants to share their reflections.

Additional Facts for Facilitators
from M&M's FAQs (1993)

Q: How did you determine these ratios?

A: Our color blends are determined by conducting consumer preference tests, which indicate the assortment of colors that pleases the greatest number of people and creates the most attractive overall effect.

Q: Why are there so many browns?

A: The color blend was found to be the most suitable and pleasing for a chocolate product.

Q: What about "M&M's" Brand HOLIDAYS Chocolate Candies?

A: At certain times of the year, we produce and sell this product in festive colors appropriate to the season in addition to the regular "M&M's" which are available year-round. Presently, "M&M's" Brand HOLIDAYS Chocolate Candies are available four times a year. The percentages of each color are as follows:

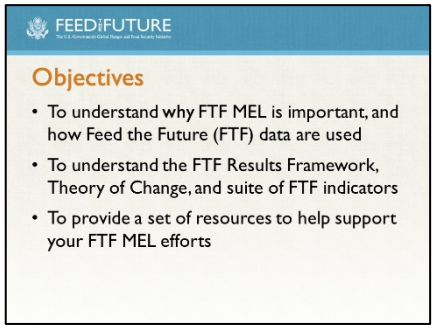
- "Valentine's": 50% red, 50% cream
- "Easter": 20% each of pastel yellows, pastel blues, pastel greens, pastel pinks and pastel purples
- "Red, White and Blue": 33.3% each of red, white, and blue
- "Christmas": 50% red, 50% green

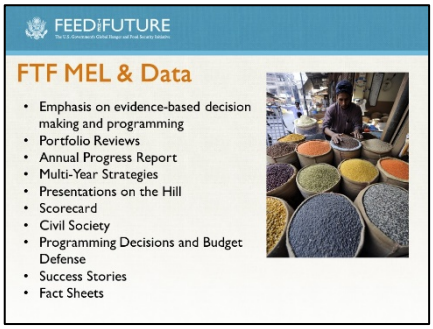
Q: Do you use natural or man-made colors?

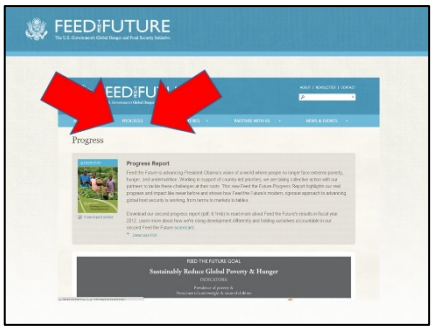
A: We use man-made colors because they resist fading, impart no aftertaste and have a consistent, strong hue so "a little goes a long way". They are called "certified colors" because each batch is inspected by the Food and Drug Administration (FDA).

Q: Do the different colors taste alike?

A: Yes.

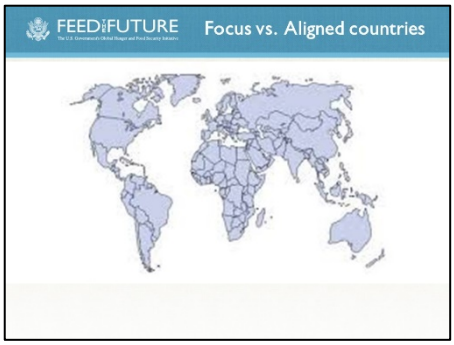
	Q: How do you put the "m" on every piece? A: With a process similar to offset printing. The specially designed machines are carefully calibrated so they don't crack the thin sugar shell. Q: Is there anything special about green "M&M's"? A: Although many consumers ask us about the special qualities of green "M&M's" Chocolate Candies, we cannot explain any extraordinary "powers" attributed to this color, either scientifically or medically.	
11:15 am (15 min)	**Break**	
11:30 am (60 min.)	**FEED THE FUTURE MONITORING AND EVALUATION FRAMEWORK** **Slide 17**  Say: As we saw with M&M's, monitoring and evaluation data can be used not only to evaluate an FTF activity's impact but also as a management tool to strengthen the impact of an activity. We need to start at the foundation of FTF monitoring and evaluation: FTF's monitoring, evaluation and learning framework, also known as MEL. **Slide 18**  Say: The objectives for this session are to: • Help you understand why robust MEL is important within FTF • Present and help you understand the FTF MEL system – the Results Framework, the FTF theory of change, the suite of FTF indicators, and the processes by which these are updated. And, importantly, how these apply to you so that you can understand how to use FTF indicators in your project results frameworks and activity logframes, as well as understand how these latter results frameworks and logframes connect to the FTF results framework.	

	• Provide you links to a set of resources to help support your FTF MEL efforts.	
	FTF MEL & Data **Slide 19**  Say: Before delving into the FTF Results Framework, theory of change, indicators, and all those exciting details, I will take a couple of minutes to talk about why solid MEL is needed in FTF in the first place. • FTF is a whole of government Presidential Initiative that aims to eliminate or reduce extreme poverty and undernutrition. • FTF has at its core a rigorous MEL system to gather empirical evidence to provide transparency and accountability and improve effectiveness (learning). • The 2010 QDDR called for an increase in evidence-based programming by the USG. FTF was created as a cutting edge initiative that specifically addressed that call. The idea was that FTF activities would be sourced in evidence – in other words, in good data. • Good data, tabulated as indicator values, or metrics, are needed because they provide evidence that helps us understand the context within which we are working, the nature and extent of the problems and issues we are addressing, the work we're doing, the progress we're making, what is working and what is not, and allows for evidence-based decision making about the allocation of resources. • Robust data and reporting allows us to identify needs and make claims about what we are achieving with resources that taxpayers are investing. • On the screen are examples of use and reporting of data – this includes data for identifying problems, conducting analyses, and reporting the results of our work to both internal and external stakeholders. • When it was initiated in 2010, FTF had as its global overall goal a 20% reduction in poverty and stunting in the 19 focus countries. **Slide 20**	



Say: Many of the ways data are used, at least by BFS in Washington, can be found on the Feed the Future site under the Progress tab. Here you can find, for example, the Annual FTF Progress Report.

Slide 21



Ask: What are the 19 FTF Focus Countries?

Answer: Bangladesh, Cambodia, Ethiopia, Ghana, Guatemala, Haiti, Honduras, Kenya, Liberia, Malawi, Mali, Mozambique, Nepal, Rwanda, Senegal, Tajikistan, Tanzania, Uganda, and Zambia.

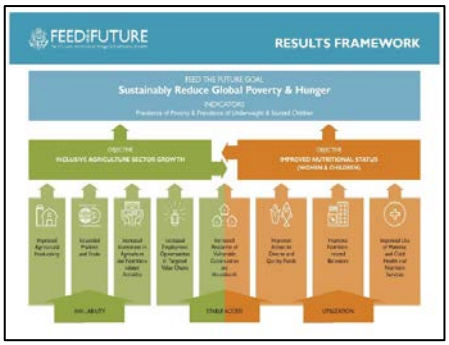
Ask: How were these Focus countries chosen?

Answer: These are countries that satisfied defined State Department criteria: Prevalence of chronic hunger and poverty in rural communities; Potential for rapid and sustainable agricultural-led growth; Opportunities for regional synergies through trade and other mechanisms; Host government commitment, leadership, governance, and political will; Resource availability and commitments by host country."

Ask: What does it mean, when I say that these are "Focus" countries?

Answer: FTF Focus countries generally have higher resource investment by USG; and importantly, FTF Focus countries have a defined Zone of Influence (ZOI). What is the ZOI? The ZOI are specific areas that USAID missions have identified within the countries in which they will "focus and concentrate" all of their agriculture and food security activities. The idea here is to get the maximum value for our investment. Importantly, this approach to "Focus and Concentrate" applies not only to USG, but also to the host government, other donors, and private sector actors. The idea is that we should coordinate all our activities, complement each other, and piggy back off each other's efforts, so that we are able to achieve strong reductions in poverty and undernutrition in the area identified as the ZOI in a relatively short period of time.

	Ask: How did USAID missions identify their particular ZOIs? Answer: These are areas that have higher rates of poverty and/or undernutrition but also have the potential of improvement with investment and present the possibility that improvements in that area may catalyze improvements for not only the rest of the country but also the broader region. So, you will notice that just as in the selection of Focus countries, the selection of ZOIs in the focus countries is made by essentially satisfying three criteria – need, plus opportunity for improvement with investment, plus potential for ripple effects in surrounding areas. Ask: If these are Focus countries, what other types of countries receive FTF funding? Answer: All 4.5 (economic growth) and 3.1.9 (nutrition) money is now FTF money. Therefore, any mission receiving any of this funding is an FTF country (even a dollar! Unless you are Afghanistan, Pakistan, and Iraq). As such, these countries have to align themselves to the Initiative—and in particular, the FTF Results framework—and adhere to the principles of evidence-based programming encompassed in its robust MEL framework. Hence, the importance of understanding the FTF MEL framework, the FTF Results framework, and its indicators – i.e. the importance of this presentation, and this course! Say: • We call non-Focus FTF countries "aligned countries." These currently are: Democratic Republic of the Congo (DRC), Dominican Republic, Egypt, Georgia, Indonesia, Kyrgyz Republic, Lebanon, Nigeria, Philippines, South Sudan, Timor-Leste, West Bank and Gaza, Yemen, Zimbabwe. • Aligned countries generally receive lower levels of FTF funding than Focus countries. And more importantly perhaps, aligned countries are not required to define a ZOI and focus and concentrate their FTF activities in the ZOI. Furthermore, aligned countries are not to report on, and target, reductions in poverty and undernutrition. • Please note that this presentation will cover FTF MEL requirements for both focus and aligned countries. The requirements are slightly different. Ask: Anyone from, or working with, the 19 FTF Aligned Countries? • Important to note – Because FTF aligned countries do not have a ZOI, this creates differences in their usage of the RF and the requirements for reporting. The top two levels of the RF do not apply to aligned countries. This, obviously, creates differences in indicator usage. • Now, let's go to the FTF Results Framework. **FTF Results Framework & Theory of Change** **Slide 22**	



This slide is animated.

Say: The Feed the Future Results framework and theory of change are at the heart of FTF MEL. What you have all been waiting for!

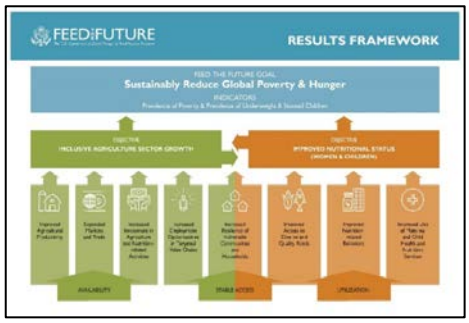
Main points to step through the framework:

- The entire MEL framework which I will describe to you is based off of a common conceptual framework, called the FTF Results Framework. [You should have this as a handout in your material.]
- All FTF countries (focus and aligned), i.e. any country receiving and using 4.5 or 3.1.9 funding, is working within this results framework to plan, design, implement, monitor, and evaluate their agriculture and food security activities.
- What you will notice is that this results framework is based off of a definition of Food Security that contains 4 components: availability, access, stability, and utilization.
- Another way to think about this is that the FTF results framework does not just look at the supply (availability, access, stability), and demand (utilization) side of the equations. Indeed, it goes even further, because it includes nutrition, so FTF sees food security as a farm to table to health approach, integrating agriculture & nutrition. Production; sale; demand; usage. Therefore, for example, FTF promotes not just any crops, but those that have high market value and those that are more nutritious.
- As you will note, our overall goals in FTF are reducing poverty and undernutrition.
- How are we going to achieve that? We have two high level objectives:
    - Inclusive agriculture sector growth
    - Improved nutritional status, especially of women and children
- This is very important to note. The important point – inclusive. This denotes the FTF special emphasis on broad-based growth – growth that provides benefits to not just those who are already well off, but especially those who are not. For example, smallholder farmers, women, and other marginalized, vulnerable groups. The second important point is the word sector. FTF wants to achieve reductions in poverty in a systemic, sustainable way, such that once FTF projects end, the gains we have made will continue, and the country will no longer need food security funding.

- And the second high level objective has to do with nutritional outcomes – it captures sustained improvements not only on the supply side but on the demand side, such that behavior change occurs within the population, which leads to long term improvements in its health and well-being.
- Next, we arrive at the intermediate level of the results framework. Here we have 8 intermediate results that flow into the high-level objectives and which run the spectrum of the demand and supply side of the equation. For example, improving agricultural productivity, which is on the supply side, to improved use of nutrition related behaviors, like increases in exclusive breastfeeding, which is behavior change on the demand side.
- Now, here is the key difference between focus and aligned countries. While focus countries have to set targets and report on each level of this results framework, i.e. from the intermediate level to the goal level, aligned countries are responsible only up to the intermediate level of the results framework. They are not accountable for setting targets and reporting on indicators above the intermediate level of the results framework. Why? Because they really do not get the level of funding where they would be able to make an impact at the goal level – on the prevalence of poverty and undernutrition.

Ask: Do you have any questions or comments about the results framework before we proceed? This is very important to understand!

Slide 23



Say:

- Now, let's look at the results framework in action. You will notice that I have added an arrow that goes from left to right to illustrate that the agriculture- and resilience-related IRs also feed into IR6 – improved access to diverse and quality foods.
- Results frameworks are simple representations of a theory of change—a summarized way of saying what we think the problem is, how we diagnose it, and how it can be solved. It's a graphical representation of the causal linkages that are the basis of any phenomenon.

Ask: With that in mind, what do you think is the theory of change that undergirds FTF?

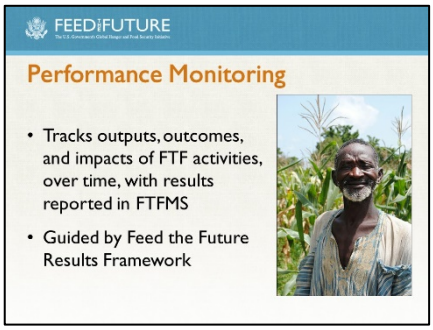
Explain the correct answer: The macro picture of the FTF theory of change is: focus geographically; increase productivity in value chains or key crop commodity (food or non-food); promote national policy reforms; leverage private sector resources; strengthen country systems; transform local economies through increased agricultural, productivity, trade, and jobs which transform local economies by improving the agricultural sector; and improving nutritional behavior, which leads to reductions in poverty and undernutrition.

Continue explaining the framework, say:

- And the micro picture of the theory of the FTF theory of change is: increased dissemination of better input technology and training LEADS TO uptake of technology LEADS TO increased yields LEADS TO increased sales LEADS TO increased income LEADS TO decrease in poverty AND increased consumption of healthier foods LEADS TO better health.

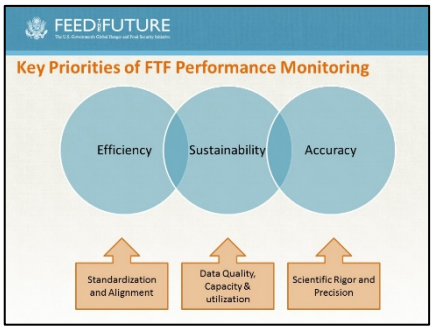
FTF Performance Monitoring

Slide 24



Say: Outputs, outcomes, and impacts are tracked by FTF indicators. FTF Indicators are reported in FTFMS – Feed the Future Monitoring System – in addition to the PPR.

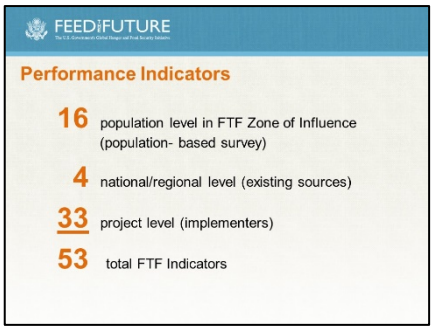
Slide 25



Say: FTF Performance Monitoring has three characteristics:

- Efficiency, to ensure standardization across FTF reporting
- Sustainability, to ensure that reporting burden is lessened
- Accuracy, to ensure that reporting is rigorous, precise, and timely.

Slide 26



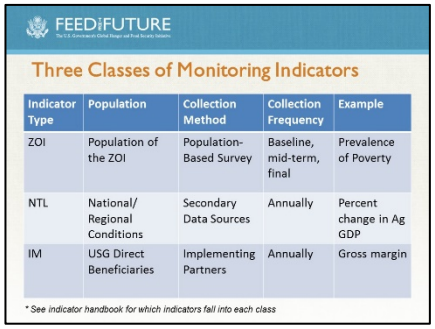
Explain the numbers on the slide:

- There are currently 53 indicators in the FTF suite. [Please see the handout and the FTF Indicator Handbook].
- All FTF indicators are standard F indicators.
- One way of distinguishing FTF indicators is via application – required (these apply only to focus countries and are impact or outcome level indicators that are collected via population based surveys that collect data using a sample representative of the population of the ZOI); required if applicable – these are applicable to both focus and aligned countries and have to be utilized if the mission is programming in the relevant IR.
- However, FTF's indicator framework also explicitly recognizes that the indicators we've identified do not constitute the entire universe of indicators that missions and their implementing partners should use. Custom indicators play an important role in the development of useful and informative M&E systems at the strategic, project and implementing mechanism level, especially at the output and IM level.

Ask:

Do you have to use them all? If so, why? If not, why not? Which do you use?

Slide 27



Say: Another way of distinguishing FTF indicators is via geographic coverage. There are three classes of indicators:

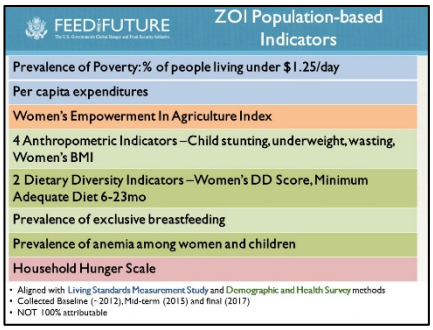
- ZOI
- National
- IM-level

These are summarized in this table.

Ask: if you are an Aligned mission, do you have to report on ZOI level indicators?

Answer: No, because you do not have a ZOI!

Slide 28

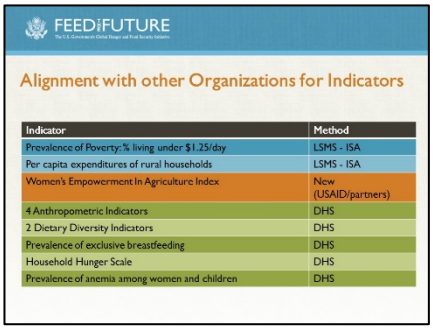


Say: The FTF Zone of Influence indicators are 13 high-level impact or goal level indicators. These are reported on by Focus countries.

Data for these indicators is collected either from secondary sources or through a primary household survey called the PBS – Population Based Survey – which collects this data from a sample representative of the population of the ZOI.

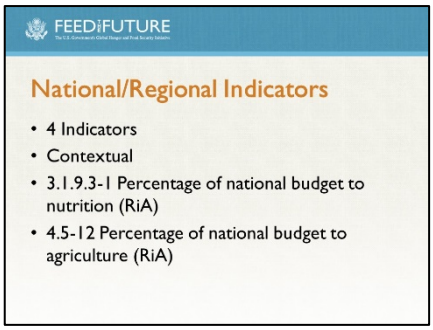
On the slide are examples of the PBS indicators.

Slide 29



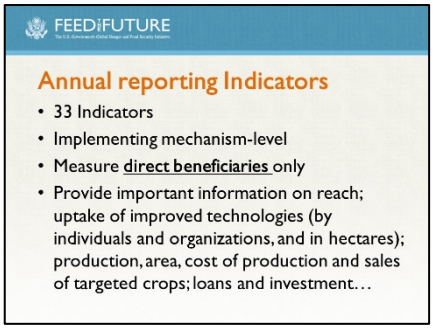
Say: Most PB indicators are collected and reported every two to three years, and as indicated, data for these can be collected/computed from other secondary sources. This table shows some secondary sources that can be utilized for obtaining indicator values for some PBS indicators.

Slide 30



Say: FTF has 4 Regional/National Indicators. These are also at the impact level. Missions are not asked to set targets against these indicators, but instead to use them as a way to monitor the macro context/environment in which they are operating. These indicators represent national and/or regional conditions. Data for these indicators are collected through secondary data sources. These indicators are reported annually. Two examples of these indicators are listed on the slide.

Slide 31



Say: Last, but in no way least, the FTF suite includes 33 IM – implementing mechanism – level Indicators. These are either output or outcome level indicators, and they provide IP and mission staff information about annual performance to answer questions about numbers of beneficiaries reached, or uptake of technology, etc. Importantly, they represent USG direct beneficiaries only! This is important.

For FTF, a direct beneficiary is defined as:

> "An individual is a direct beneficiary if s/he comes into direct contact with the set of interventions (goods or services) provided by the activity. Individuals who receive training or benefit from activity-supported technical assistance or service provision are considered direct beneficiaries, as are those who receive a ration or another type of good. The intervention needs to be significant, meaning that if the individual is merely contacted or touched by an activity through brief attendance at a meeting or gathering, s/he should not be counted as beneficiary. An intervention is significant if one can reasonably expect, and hold OUs and IMs responsible for achieving progress toward, changes in behaviors or other outcomes for these individuals based on the level of services and/or goods provided."

Annual reporting indicators are:

- Collected by IPs (or, in third party M&E contractors).
- Reported annually in FTFMS.

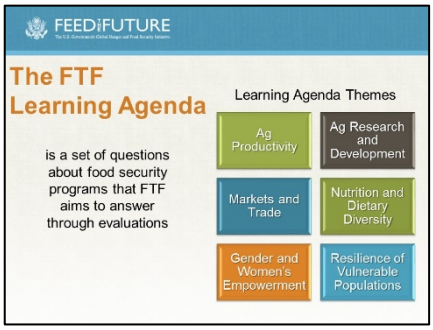
These are the indicators that you would be using in your log frames. But, it's important again to remember that you have to align your outputs to the outcomes; that will feed into impacts across the FTF RF.

Remember:

- Not all indicators have to be used. IPs should utilize only those FTF indicators that are applicable to the stream of programming in the relevant IR.
- Where relevant FTF indicators do not exist, IPs can use custom indicators.

FTF Learning Agenda

Slide 32



Say: The FTF Learning Agenda is a set of questions designed to test the hypotheses and assumptions that undergird the FTF Results framework and the FTF theory of change.

Using evaluations and studies, we test questions like:

- Does training really lead to uptake of technology?
- Does uptake of technology really lead to increased yields?
- Do increased yields really lead to increased sales?
- Do increased sales really lead to increased income?
- Does increased income really lead to a decrease in poverty?

We do such testing, because without testing our hypotheses and assumptions, we might well be just going round in circles and never learning and understanding in a way that allows us to become more effective.

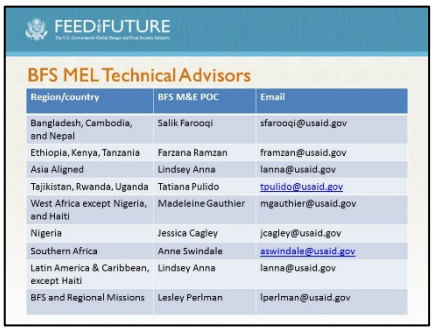
This again demonstrates the deep commitment to transparency, accountability, effectiveness, and adaptive management that is at the heart of FTF.

Resources:

Slide 33

Say: Your best resource will be your BFS MEL Technical Advisor! But there are many others, which I have listed here on this slide.

Slide 34



Region/country	BFS M&E POC	Email
Bangladesh, Cambodia, and Nepal	Salik Farooqi	sfarooqi@usaid.gov
Ethiopia, Kenya, Tanzania	Farzana Ramzan	framzan@usaid.gov
Asia Aligned	Lindsey Anna	lanna@usaid.gov
Tajikistan, Rwanda, Uganda	Tatiana Pulido	tpulido@usaid.gov
West Africa except Nigeria, and Haiti	Madeleine Gauthier	mgauthier@usaid.gov
Nigeria	Jessica Cagley	jcagley@usaid.gov
Southern Africa	Anne Swindale	aswindale@usaid.gov
Latin America & Caribbean, except Haiti	Lindsey Anna	lanna@usaid.gov
BFS and Regional Missions	Lesley Perlman	lperlman@usaid.gov

BFS MEL Technical Advisors can help with:

- Choosing indicators
- Reviewing PMPs
- Ensuring logframes align with RF
- Any evaluations that may answers questions about activities you are considering

12:30pm (60 min)	**Lunch**	

BIOGRAPHIES –

Salik Farooqi serves as Technical Advisor for Monitoring, Evaluation & Learning in the Bureau for Food Security, and oversees the Bangladesh portfolio. He also developed, and now manages, the flagship Feed the Future Monitoring, Evaluation, and Learning mechanism, PEEL. Salik joined the Bureau in September 2012 as a Presidential Management Fellow. A few weeks prior to coming on board, he completed his PhD in Sociology and Public Policy at the University of Michigan with a successful defense of his dissertation in which he conducted a sociological analysis of development effectiveness. Salik earned his Bachelor's degree in Economics and Political Science at McGill University in Montreal, Canada and his Juris Doctorate at William and Mary School of Law, where he focused on International Law.

FEED THE FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

FOR MORE INFORMATION:

For more information about the Feed the Future Performance Monitoring Course, contact:
Anne Swindale (aswindale@usaid.org) or Salik Farooqi (sfarooqi@usaid.gov)
Monitoring, Evaluation and Learning
Bureau of Food Security
USAID