



**FEED THE FUTURE**

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

# PERFORMANCE MONITORING

FACILITATOR'S GUIDE



**USAID**  
FROM THE AMERICAN PEOPLE

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August 2016

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## H. Materials, Supplies and Checklist

### Session Materials

#### Session Two

- PowerPoint slides
- NUTSENAG Case Study (in participant guide)
- 48" Biggies – Dry Erase Sticker Sheet, White (6 units)
- Handwritten Indicators on 6"x8" Canary Yellow Post-Its (6 units of 8)
- 48" x 72" FTF Framework Banner
- Dry Erase Markers (4 colors - 6 sets)
- Dry Erasers (6 sets)
- Cleaner

### 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 2: Developing Your Activity Theory of Change and Results Framework

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**Session Goal:** Create a Theory of Change for FTF activities and apply the Results Framework to the activities.

**Learning Objectives**

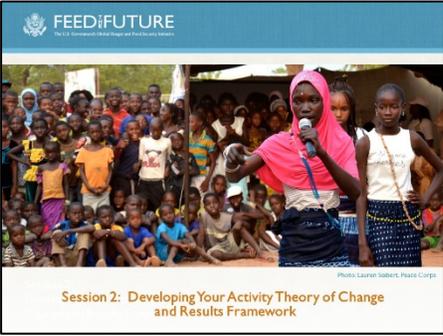
- Articulate a TOC for an activity given the activity description
- Draw the causal pathways
- Identify assumptions
- Develop a results framework based on the TOC
- Identify goal, strategic objectives, intermediate results, sub-intermediate results
- Identify, at each level, results necessary and sufficient to achieve the results in the level above, for the selected causal path.
- Draw the links between the activity results framework and the FT results framework

**Session Length:** 240 minutes

**Session Materials:**

- Session 2 slides
- NUTSENAG Case Study
- Tape
- Portable, erasable whiteboards, erasable markers, erasers (1/group)
- RF Sticky Notes (1/group)

**Facilitator Notes:**

Time & Facilitator	Content/Activities	Materials
<p>1:30 pm (30 min)</p>	<p><b>Introduction</b></p> <p style="text-align: center;"><b>Slide 1</b></p> <div data-bbox="597 380 1040 716" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">  <p style="text-align: center; font-size: small;">Photo: Lauren Sobert, Peace Corps</p> <p style="text-align: center; font-weight: bold; color: orange;">Session 2: Developing Your Activity Theory of Change and Results Framework</p> </div> <p><b>Say:</b> A Theory of Change makes explicit the way we think about a current situation or problem, its underlying causes, the long-term change we seek, and what needs to happen in order for that change to come about.</p> <p style="text-align: center;"><b>Slide 2</b></p> <div data-bbox="607 932 1029 1251" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">  </div> <p style="color: orange; font-weight: bold; margin-top: 10px;">Definition</p> <p>What is a “theory of change”?</p> <ul style="list-style-type: none"> <li>• A theory of change describes a <i>process</i> of desired change.</li> <li>• A theory of change contains a set of hypotheses, outcomes, and assumptions that make up causal pathways of change needed to bring about a desired long-term goal.</li> <li>• What are hypotheses?</li> </ul> </div> <p><b>Ask:</b> What are hypotheses?</p> <p><b>Answers:</b> Hypotheses are “if-then” statements among different levels of a pathway of change; these statements link causes and effects. If X happens, then Y will happen. For example, if I turn off the switch, then the lights will go out. Or, if I have coffee, then I will focus better!</p> <p><b>Ask:</b> Why do you think FTF activities need a theory of change? On a piece of paper, write down as many reasons that you can think of. <i>Note: Give participants time to write down their reasons.</i></p> <p><b>Say:</b> Now let us look at what we came up with. I came up with seven reasons. As I read them, see if you came up with the same reasons.</p>	

**Slide 3**

A slide from FEEDiFUTURE with a blue header. The title is "Why do we need a Theory of Change?". Below the title is a bulleted list of reasons.

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The U.S. Government's Global Health and Food Security Mission

### Why do we need a Theory of Change?

- To build a common understanding around the process needed to achieve a desired change.
- To make explicit how activities and outputs will interact within the context.
- To highlight gaps and intellectual leaps in assumptions.
- To help identify critical junctures in the change process.
- To have a conceptual map that articulates underlying assumptions, and the links between actions and outcomes.
- To identify critical areas addressed by external actors and how the program will link to them.
- To provide a detailed map showing pathways of change (e.g., how multiple activities will lead to achievement of short and longer term goals).

**Ask: Did anyone come up with additional reasons? Note: Have those who came up with different reasons share them with the class. Evaluate the reasons.**

**Elements of a Theory of Change**

**Slide 4**

A slide from FEEDiFUTURE with a blue header. The title is "Elements of a Theory of Change". Below the title is a list of seven elements.

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The U.S. Government's Global Health and Food Security Mission

### Elements of a Theory of Change

- Problem statement
- Causal analysis
- Long-term goal
- Pathways of change
- Assumptions
- Stakeholder analysis
- Interventions

**Say: For the next few minutes, we will look at the seven elements of a Theory of Change or ToC. These include:**

- 1. Problem statement**
- 2. Causal analysis**
- 3. Long-term goal**
- 4. Pathways of change**
- 5. Assumptions**
- 6. Stakeholder analysis**
- 7. Interventions**

**Let's look at each of these elements.**

**Slide 5**

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### Problem Statement

- Define the Problem Statement
  - What
  - Who
  - Where
- Examples:
  - High stunting in children under five living in Haka province
  - Low income for small-business women living in Dera city

**Say: The problem statement begins by answering the three W's of: what, who, where:**

- **What are the condition the project is intended to address?**
- **Who is affected by the condition? This is sometimes referred to as the target population.**
- **Where are they located (e.g., the area or location of the affected population)?**

#### Slide 6

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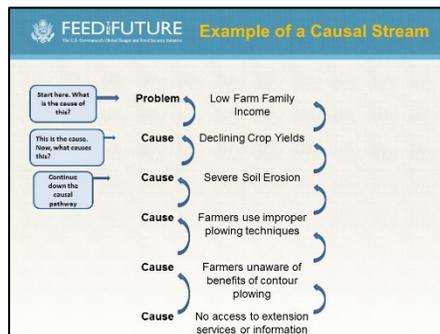
### Causal Analysis

- Conduct causal analysis
  - What are the main causes of the problem you have identified?
  - Map the key underlying causes of the problem, and create a causal stream. Make sure to include all significant social, economic, political, historical, cultural, and geographic factors

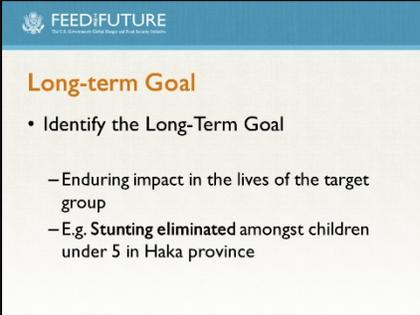
**Say: You need to conduct a comprehensive situational analysis using primary (e.g. interviews) and secondary methods (e.g. desk review) to fully understand the current context and its social, economic, political, historical, cultural and geographical realities, and the underlying causes/barriers to change, i.e. why are we where we are now?**

**Then you create a pathway of change map to identify the causal stream so that you can visualize the cause and effect linkages between phenomena as we will see on the next slide.**

#### Slide 7



### Slide 8



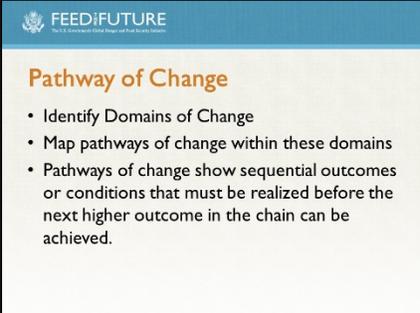
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The U.S. Government's Global Hunger and Food Security Agency

#### Long-term Goal

- Identify the Long-Term Goal
  - Enduring impact in the lives of the target group
  - E.g. Stunting eliminated amongst children under 5 in Haka province

**Say:** This is where we want to go, our destination, our long-term goal. An impact goal should be framed in terms of the desired change. For example, “stunting eliminated among children under 5 in Haka province” is the “destination” for an activity with the long-term goal of having an enduring impact in the lives of the target group.

### Slide 9



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#### Pathway of Change

- Identify Domains of Change
- Map pathways of change within these domains
- Pathways of change show sequential outcomes or conditions that must be realized before the next higher outcome in the chain can be achieved.

**Say:** The pathway of change identifies where change needs to occur. These are referred to as domains of change. Domains of change are relationships, systems, institutions, laws and policies – main areas where change must occur.

Pathways of change are a series of major conditions/outcome and related incremental changes that are needed within each domain of change in order to reach the desired long-term goal. The set of connected building blocks that make up pathways of change are interchangeably referred to as *outcomes, results, accomplishments, or preconditions*.

### Slide 10

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The Global Partnership for Food Security and Nutrition

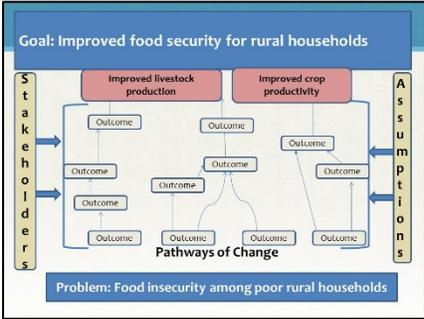
### Pathway of Change

- Numerous outcomes are part of each pathway of change, and contribute to the long-term goal
- Multiple pathways lead towards the long-term goal.

**Say:** The pathway of change may have numerous outcomes that contribute to the long-term goal. Mapping the pathway of change helps us to:

- **Prioritize the outcomes and actions linked to each outcome**
- **Eliminate outcomes that may be desired but are unnecessary to achieve the goal**

**Slide 11**

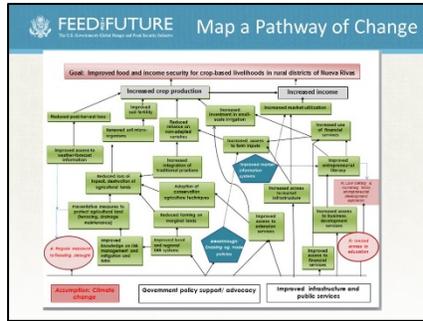


**Say:** This slide shows the elements of a pathway of change map. It has the problem statement on the bottom and the goal of the activity on the top. The map also identifies key stakeholders and assumptions. Each activity outcome is linked to the activity goal. Notice that some of these pathways of change have fewer outcome blocks.

**Ask:** Is it better to take the pathway with fewer blocks?

**Answer:** It depends on a combination of factors. It is not necessarily better to take a pathway with fewer blocks. It may be that a pathway with more outcomes is more feasible because each successive outcome is more within the manageable interest of the stakeholders and has a greater likelihood to succeed given the context.

**Slide 12**



**Say:** In your Participant Guide is a ToC for a FTF project to improve food and income security for crop-based livelihoods in rural districts of Neva Rivas. Take a few minutes to trace the pathways of change for the activity.

**Ask:** Ask for a volunteer to share the pathway(s) of change they identified.

**Ask:** Did anyone identify a different pathway(s) of change they would like to share?

**Note:** Get 2 or 3 additional examples

**Explain:** Explain why people might have identified pathway(s) differently.

### Slide 13

**Say:** Assumptions explain both the connections between incremental outcomes and the expectations about how and why key actions will bring them about. Some assumptions may be less proven and will need to be tested and documented, or challenged. For example, an assumption may be that the government will remain supportive of USAID food security programming for 10 years or trade with a neighboring country will continue, allowing export of our crops.

### Slide 14



**Stakeholder analysis**

- Identify potential stakeholders (social, economic, political, cultural actors) and their level of interest
- Assess each stakeholder's power and influence and how this affects each pathway of change
- Identify assumptions related to stakeholder power

**Read the three bullet points on the slide.**

**Say: Remember that stakeholders can affect a project's outcome positively or negatively.**

**Slide 15**



**Interventions**

- The Theory of Change helps identify the most critical, or strategic interventions.
- Three components of the ToC process will help select a pathway of change and set of interventions:
  - a thorough review of necessary and sufficient outcomes (Assumptions)
  - a good understanding of your manageable interest and timeline of action available to you
  - a good understanding of stakeholder interests

**Review the three components of the ToC process on the slide.**

**Ask: What are the most critical or strategic interventions?**

**Answer: The most critical or strategic interventions are those that, based on evidence (assessments, best practices, lessons learned, evaluation reports, community inputs, research, institutional experience), appear to be the interventions that are most manageable and that will most likely succeed within the timeline available to you, along a chosen pathway of change.**

**Ask: How do you know if your ToC is adequate?**

**Answer: After participants have shared their answers, show Slide 16.**

**Slide 16**



**Test your Theory of Change by asking is it...**

- Plausible
- Feasible
- Testable

	<p>Review each of the criteria on the slide.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• <b>Plausible:</b> the hypotheses of change, pathways of change, assumptions, stakeholder analyses, and chosen interventions are based on evidence that supports the definition of the problem, its diagnosis, and the likelihood of success of the identified solution</li> <li>• <b>Feasible:</b> the identified solutions and interventions are those that are within your manageable interest within a specified time period, taking into account all assumptions and stakeholder interests</li> <li>• <b>Testable:</b> The hypothesis that supports the theory of change, and the assumptions underlying it, can be verified and validated through application or experimentation (e.g. with a pilot intervention)</li> </ul>	
<p>2:00 pm (75 min)</p>	<p><b>Case Study: NUTSENAG</b> <i>Small Group Activity</i></p> <p>Say: We are going to create a Theory of Change for the NUTSENAG FTF activity. Please take 15 minutes to read the case study.</p> <p>Directions:</p> <ul style="list-style-type: none"> <li>• Pass out NUTSENAG case study.</li> <li>• Give participants 15 minutes to read the case study and emphasize that they read the theory of change section carefully. Keep the room quiet so that participants can finish reading the article at their own pace.</li> </ul> <p>Ask: Are there any questions about the case study? Answer the questions participants have about the case study.</p> <p style="text-align: center;"><b>Slide 17</b></p> <div data-bbox="607 1444 1029 1764" style="border: 1px solid black; padding: 5px;">  <p><b>Group Work</b></p> <ol style="list-style-type: none"> <li>1. Review the NUTSENAG case study, with a particular focus on the Theory of Change section</li> <li>2. Draw the NUTSENAG Theory of Change clearly illustrating: <ul style="list-style-type: none"> <li>➢ The Problem Statement</li> <li>➢ Causal Stream</li> <li>➢ Long-term Goal</li> <li>➢ Pathway(s) of Change</li> <li>➢ Assumptions</li> <li>➢ Stakeholder(s)</li> <li>➢ Interventions</li> </ul> </li> </ol> </div> <p>Give directions for completing the activity:</p>	<p><b>NUTSENAG</b> case study</p> <ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Erasable markers</li> <li>• Eraser</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw your Theory of Change map on the whiteboard/flipchart provided</li> </ul> <p><b>Say:</b> You have 30 minutes to complete your ToC map for NUTSENAG. As you build your ToC, ask yourself: “Is it plausible, feasible, and testable?” We will use those three criteria to evaluate each group’s map. When you are finished, select a spokesperson to explain your ToC map in plenary.</p> <p><b>Note:</b> 25 minutes into the exercise, let participants know they have 5 more minutes to complete their theory of change.</p> <p style="text-align: center;"><b>Slide 18</b></p> <div style="text-align: center;">  </div> <p><b>Conduct a Gallery Walk:</b></p> <ul style="list-style-type: none"> <li>• Have the group stand up and go to the first ToC map.</li> <li>• Ask the spokesperson for the group that created the map to explain their map.</li> <li>• Allow participants to ask questions.</li> <li>• Ask: Is their ToC plausible? Feasible? Testable?</li> <li>• Repeat for each map.</li> </ul> <p>After each map has been explained, debrief the activity.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• How were the maps similar?</li> <li>• Different?</li> <li>• What do you think caused the differences?</li> <li>• Why do you think there are differences?</li> <li>• Is there “one best” ToC for a FTF activity?</li> </ul> <p><b>Note:</b> Give participants time to fully discuss each question.</p>	
<p><b>3:15 pm</b> <b>(15 min.)</b></p>	<p><b>Break</b></p>	
<p><b>3:30 pm</b> <b>(15 min)</b></p>	<p><b>From Theory of Change to Results Framework</b></p> <p style="text-align: center;"><b>Slide 19</b></p>	

 **Theory of Change: Redux**

- ▶ Recall that a Theory of Change helps us identify the problem we want to focus on, the root causes of it, our long-term goal, pathways to achieve our long-term goal, and assumptions that undergird those pathways.
- ▶ And then, it helps us choose the pathway(s) we want to focus on, and then it helps us identify the most critical or strategic interventions to implement

**Review key points on the slide.**

**Slide 20**

 **Theory of Change to Results Framework**

Move from the things we wish to achieve

↓

to the activities and actions needed to achieve them

**Say: As we start identifying the most critical or strategic interventions, we will discover entry points for implementation. Hence begins the process of moving from a Theory of Change to a Results Framework.**

**To move from a Theory of Change to a Results Framework we move from the things we wish to achieve to the activities and actions needed to achieve them.**

**Let’s look more closely at the distinction between a Theory of Change and a Results Framework.**

**Slide 21**



**Theory of Change vs. Results Framework: Theory of Change**

- **Broad:** Shows all domains and pathways that may reach a goal, including those the project/activity will not/cannot directly address
- Non-linear and adaptive
- Describes conditions and rationales/ reasons for linkages that lead to the problem, and along pathways of change towards our long-term goal
- Used for understanding "the big picture"

**Say: The Theory of Change is broad, non-linear and adaptive. It describes conditions, reasons for problems, and pathways to change and is used to understand the big picture."**

**Slide 22**



**Theory of Change vs Results Framework: Results Framework**

- **Specific:** Based on specific pathway(s) of change that the project/activity has chosen, and the specific intervention(s) the project/activity will implement
- Linear and structured
- Illustrates outputs, outcomes, and impacts expected as a result of interventions, via the use of metrics and indicators
- Used for focused and specific project/activity monitoring, accountability, and reporting

**Say: The Results Framework is specific; illustrates outputs, outcomes, and impacts; and is focused.**

**Slide 23**

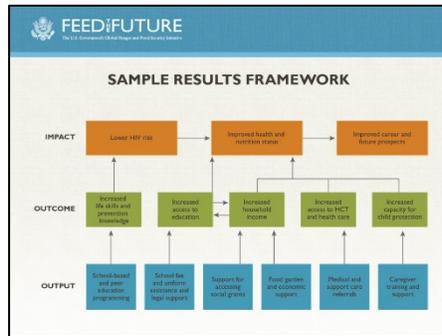


**Theory of Change vs Results Framework: Both**

- Assumptions
- Long-term goal

**Say: Both the Theory of Change and Results Framework are based on assumptions that we need to identify and long-term goals for FTF activities.**

**Slide 24**



**Say:** This is an example of a results framework. It is important to note that:

- It is linear
- Each level in the framework is a pre-condition for the next level.

In other words, the levels are linked together in an “If-Then” relationship (i.e., IF school-based and peer education programming is done successfully, THEN life skills and prevention knowledge is increased).

In this way, the framework maps out the concrete steps that have to be taken and the conditions that have to be achieved over time in order for the long term goal to be achieved.

3:45 pm  
(75 min)

**Case Study: NUTSENAG**  
*Small Group Activity*

**Say:** We are now going to create a Results Framework for the NUTSENAG FTF activity and link our Results Framework to the FTF Results Framework.

**Slide 25**

**Group Work – Part I**

- Identify the key pathway(s) of change and how they are linked to the NUSTENAG activity outputs, outcomes and impacts
- Draw your Results Framework

You have 20 minutes.

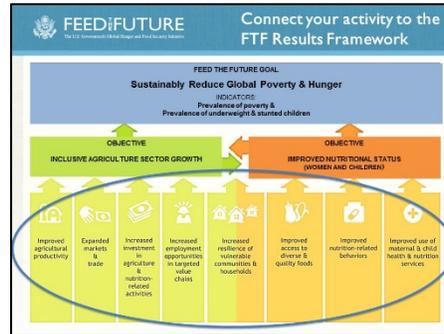
**Say:** Back with your group, identify the key pathway(s) of change and how they are linked to the NUTSENAG activity outputs, outcomes and impacts. Draw your Results Framework on a flipchart.

**You have 30 minutes to complete this activity.**

**Note:** 25 minutes into the exercise, let participants know they have 5 more minutes to complete their theory of change.

- Whiteboard/fl ipchart
- Erasable markers
- Erasers
- RF Sticky Notes

Slide 26



**Say:** Now that you have your Results Framework, you are ready for the next step: To connect your activity to the FTF Results Framework.

**Remember,** your Results Frameworks will feed in to the Intermediate Level of the FTF Results Framework, circled here, **NOT** the objective or goal level. **Why?** Because those levels of achievement are beyond the manageable interest of a single project.

**Your activity's objective** will be one of the intermediate level results of the FTF Results Framework.

**Demonstrate:** Take one Sticky Note from the FTF Results Framework and put it on a NUTSENAG Results Framework.

**Ask:** Are there any questions?

**Say:** You have 15 minutes.

**Note:** 10 minutes into the exercise, let participants know they have 5 more minutes to complete their theory of change.

**Conduct a Gallery Walk:**

- Have the group stand up and gather around one of the NUTSENAG Results Framework.
- Ask the spokesperson for the group that created the Results Framework.
- Allow participants to ask questions.
- Ask if anyone has questions about the Results Framework.
- Repeat for each group's Results Framework.

**After each Results Framework has been explained, debrief the activity.**

**Ask:**

- How were Results Frameworks different?
- What do you think caused the differences?
- Why do you think there are differences?

	<ul style="list-style-type: none"> <li>• <b>What were similarities/differences in choices groups made selecting FTF Results Framework Intermediate Level results?</b></li> </ul> <p><b>Note: Give participants time to fully discuss each question.</b></p>	
<p><b>5:00 pm (15 min.)</b></p>	<p><b>Individual Reflection</b></p> <p style="text-align: center;"><b>Slide 27</b></p> <div data-bbox="607 436 1029 751" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p style="text-align: center;"><b>Think about a FTF activity</b></p> <ul style="list-style-type: none"> <li>• What is your Theory of Change?</li> <li>• What is the Results Framework?</li> <li>• How does the activity Results Framework relate to the FTF Results Framework?</li> </ul> </div> <p><b>Say: In your Participant Guide, think about a FTF activity you are working on. What is your Theory of Change? What is your Results Framework for the activity and how does it relate to the FTF Results Framework?</b></p> <p><b>Directions: Give participants 15 minutes to complete this exercise.</b></p>	
<p><b>5:15 pm (15 min.)</b></p>	<p><b>Debrief in Plenary</b></p> <p style="text-align: center;"><b>Slide 28</b></p> <div data-bbox="607 1171 1029 1495" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p style="text-align: center; color: orange; font-weight: bold; font-size: 1.2em;">SUCCESS!</p> </div> <p><b>Have two or three participants to share their individual reflection example.</b></p> <p><b>Ask the group: How does developing a ToC and Results Framework contribute to ensuring that you achieve your intended outputs, outcomes and results? Note: Take two to three responses.</b></p>	

## **Case Study: Feed the Future Aredonia Nutrition-Sensitive Value Chain Activity (NUTSENAG)**

**Objectives.** NUTSENAG’s goal is to advance food security and nutrition in farming households while reducing rural poverty through an agriculture-led, integrated economic growth, nutrition, and natural resource management strategy. The activity targets three primary value chains: groundnuts, soybeans and maize. The first two value chains were selected because they promise high economic and nutritional return on investment. Groundnuts are commonly consumed and predominantly cultivated by women. Soy is also predominantly cultivated by women. While soy consumption is not currently widespread, significant growth through soy processed products (soy “meat”, flour and milk, especially) is possible. Maize is the primary staple crop, yet few small- and medium-sized landholders produce sufficient quantity to assure household food security and supplemental income through its sale. Without increases in maize yields, farmers are less likely to divert land to cultivate soy or groundnut.

**NUTSENAG’s objectives are to:**

1. Improve productivity (land, water, labor) through application of improved technologies and soil and water management practices;
2. Increase competitiveness of the legumes (i.e., groundnuts and soybeans) and maize value chains to mitigate food insecurity and increase incomes of the rural poor;
3. Increase access to effective community-based nutrition-specific interventions
4. Increase access to health and nutrition services
5. Enhance capacity of local organizations and institutions to promote sustainability.

**Target Population.** NUTSENAG targets “the poor with assets” for value chain interventions. These are households that theoretically have sufficient agricultural assets to benefit economically from expanding and diversifying production yet remain vulnerable to external shocks, such as climatic or economic turbulence. Specifically, the NUTSENAG value chain activities target households that:

- Cultivate between 1.25 to 3 acres (0.5 to 1.2 hectares) of land;
- Have the potential to increase maize productivity and to free up land for crop diversification to legume production; and
- Have the potential for linking to markets.

**NUTSENAG** nutrition interventions target the entire community in all communities where value chain interventions are being implemented, with an emphasis on women and children in the 1,000 day window from conception through two years of age (i.e. pregnant and lactating women and children under two years of age). NUTSENAG’s health interventions target women and children under five.

**Theory of Change.** NUTSENAG assumes that value chain activities targeting nutrient-rich products will improve household nutrition. The focus on groundnuts and soybeans will contribute to a diversified diet, improve protein in the diet, and reduce stunting. Moreover, the increased availability of nutritious foods resulting from value chain interventions is expected to reinforce nutrition efforts. Increased use of inputs such as a range of improved land preparation and management practices, improved seed varieties, inoculants (for soy), and integrated pest management will increase legume and maize productivity. Higher maize productivity will decrease land needed for maize production and increase land made available for soy and groundnut cultivation. Higher production of the nutrient-rich legume commodities will lead to increased home consumption among producer households. Improved harvesting and drying technologies and post-harvest handling and storage practices, increased processing, and better marketing strategies targeting the major cities and the local communities will lead to higher farm income, which will lead to increased household consumption and increased supply of safe, high-quality nutritious foods. Expanded community-level processing and greater availability of legumes and legume products in the market will lead to greater access to and consumption of these products to all households at community-level. Increased food production and income for farmers, and greater availability of safe nutritious food products in the market for everyone should lead to greater household food security, enhanced dietary diversity, and, to some extent, improved nutrition.

The value chain interventions will help address the underlying causes of malnutrition, such as scarcity of assets including food and income, but they are often not sufficient by themselves to improve nutrition. Improvements in pregnant and lactating women and infant and young child feeding and health-seeking behaviors and in access to health and nutrition services including treatment for severe acute malnutrition, will address barriers to improved utilization that are needed to translate improvements in household access to more and better quality food into improvements in nutritional status of women and children.

**Interventions.** NUTSENAG aims to strengthen local implementing partner capacity to provide both agriculture and nutrition support to its members and member communities. At a community level, NUTSENAG works through their main implementing partner, Aredonia National Smallholder Farmer Association (ANSFA). ANSFA provides training and support to Lead Farmers of commodity-specific farmer's clubs for soy, groundnut, and maize. ANSFA also links its Lead Farmers to public and private sources of agricultural extension for example, Ministry of Agriculture extensionists or agriculture input dealers. ANSFA promotes a range of agricultural technologies and practices for groundnut, soybean and maize value chains. These include the introduction of land preparation practices, improved seed varieties, cultivation practices, harvesting and drying practices, post-harvest practices and processing, storage, and marketing. ANSFA -supported farmers are offered free groundnut and soybean seeds via a Seed Recovery System. After harvest, farmers "repay" this loan with 2 kg for every kilogram they receive. Along with

distributing soybean seeds, **ANSFA** promotes the use of and distributes soybean inoculum that should boost production by approximately 20 percent.

**NUTSENAG** supports improved off-farm storage and collective marketing predominantly through its partner the **Aredonia Commodity Exchange (ACE)**. **ACE** is an agricultural commodity platform that operates in the spot and forward markets. It gives small-scale farmers leverage in negotiating for their crops by providing them with reliable market information. **ACE** also offers three services to **NUTSENAG** beneficiaries: the warehouse receipt system (**WRS**) allows farmers to store and sell grain at their convenience with a receipt that can be used as a collateral for short-term loans; auctions to sell; and an option whereby buyers and sellers trade during a live electronic auction. **ACE** relies on **ANSFA** to advertise its marketing and warehousing services to its farmers. Farmers can access **ACE** directly or via **ANSFAMKT**, the commercial branch of **ANSA**, which aggregates and purchases farmers' crops and sells them through **ACE**.

**NUTSENAG** integrates nutrition education and outreach and water and sanitation interventions with value chain interventions to improve household nutrition, health and hygiene practices, with the goal of improving maternal and child nutrition. The primary mechanism for nutrition advocacy, education and mentoring is social and behavior change peer education through **Community Care Groups (CCG)**. The **CCG** is a group of 10-12 **Lead Caregivers**, the so-called **Care Group Volunteers**. Each **CGV** provides an array of nutrition and health education activities through group meetings and household visits to a locally formed group of 10 mothers/ caregivers. Twice monthly nutrition activities include promotion of healthy habits and practices, consumption of fortified and diverse foods, cooking demonstrations, growth monitoring of children, and referral to health/nutritional facilities.



At a community level, **NUTSENAG** promotes increased consumption of locally adapted, diverse sources of nutrient-dense foods through support for backyard gardens based on locally available commodities, improved post-harvest handling and storage practices to reduce loss and aflatoxin, soy and groundnut processing, nutrition education through drama and other approaches, child health days, and screening and referrals for therapeutic feeding for children suffering from severe acute malnutrition.

The value chain interventions serve as a platform on which to build nutrition activities. The primary point of integration between the nutrition and value chain activities is at the level of **ANSFA's Group Action Committees (GACs)**. **ANSFA's Gender and Nutrition group** at the **GAC** level receives capacity building support from **NUTSENAG's** nutrition technical partner **GOODNUT**. Each **ANSFA** farmer's club assigns one representative to **ANSFA's Gender and Nutrition group**. The farmers' club representative receives training from the **Gender and Nutrition Group** to work with the **Village Development and Health Committees**, in collaboration with **Ministry of Agriculture extensionists** and **Ministry of Health Health Surveillance Assistants**, to organize a series of activities aimed at

improving access to diverse and quality diets and to key nutrition and health services and improving knowledge and norms to support better nutrition for all community members, and 2) create and support the CCG that provide a focus for implementing the Essential Nutrition Actions targeted at the 1,000 day period. The CCGs and community organizations are also linked with Ministry of Health Health Surveillance Assistants to support community sensitization, outreach and active case finding of acute malnutrition, and to support child health days, deworming, etc.

**Coverage.** Throughout the life of the project, NUTSENAG seeks to reach at least 275,000 rural households through agriculture-based or nutrition interventions or both, and at least 175,000 children under 5 through targeted nutrition-specific and nutrition-sensitive interventions. ANSFA will initially target 50,000 farmers already participating in one of their farmer's clubs, and then expand membership in existing clubs as well as establish new clubs in communities in years two and three of the five year activity.

<b>Table 1. ANSFA focus technologies and practices for soy and groundnut</b>	
<b>Groundnut Technologies</b>	<b>Soybean Technologies</b>
<ol style="list-style-type: none"> <li>1. Use of CG7 seeds</li> <li>2. Post-harvest processing</li> <li>3. Grading and packaging</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of SoyG1 or SoyG2 seeds</li> <li>2. Use of inoculant</li> <li>3. Post-harvest handling and processing</li> <li>4. Grading and packaging</li> </ol>
<b>Practices</b>	<b>Practices</b>
<ol style="list-style-type: none"> <li>1. Source of seeds among farmers</li> <li>2. Ridge spacing</li> <li>3. Plant spacing</li> <li>4. Double row planting</li> <li>5. Doubled-up legumes (inter-cropping with pigeon pea)</li> <li>6. Crop rotation practices</li> <li>7. Application of herbicides or pesticides</li> <li>8. Weeding practices</li> <li>9. Knowledge of harvest time</li> <li>10. Harvesting and drying practices</li> <li>11. Marketing among farmers</li> <li>12. Implementation of safety standards</li> <li>13. Implementation of quality standards</li> <li>14. Storage</li> <li>15. Marketing practices</li> <li>16. Selling in the shell</li> </ol>	<ol style="list-style-type: none"> <li>1. Source of seeds among farmers</li> <li>2. Ridge spacing</li> <li>3. Plant spacing</li> <li>4. Double-row planting</li> <li>5. Doubled-up legumes (inter-cropping with pigeon pea)</li> <li>6. Crop rotation practices</li> <li>7. Application of herbicides or pesticides</li> <li>8. Weeding practices</li> <li>9. Knowledge of harvest time</li> <li>10. Harvesting and drying practices</li> <li>11. Marketing among farmers</li> </ol>

## BIOGRAPHIES –



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### FOR MORE INFORMATION:

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