

9.0 SFB-MP-MTE: ANNEXES-

9.1 Summary of Schedules and People met (February 19 to April 04, 2012)

S.L. No.	Name of PNGO	Name of Participant	# of participants	
1	BURO	Staff	29	
		8 to 10 March 2012	Shonglap girls	16
			MF group members	13
			PO's members	12
			CMC/SMC/SST members & Parents	11
			Animator, supervisor & Teachers	39
		Total:		120
2	COAST Trust	Staff	13	
		27 to 29 Feb. 2012	Shonglap girls	14
			MF group members	28
			PO members	15
			CMC/SMC/SST members & Parents	16
			Animator, supervisor & Teachers	10
Total:		96		
3	CODEC	Staff	20	
		28-29 & 30-31 March 2012	Shonglap girls	17
			MF group members	19
			CMC/SMC/SST members & Parents	26
			Animator, supervisor & Teachers	6
			Govt. Officers (Thana-CO, UZ-EO)	2
Total:		90		
4	CODEC-CBO	Staff	54	
		25 & 26 Feb 2012	Shonglap girls	31
			MF group members	34
Total:		119		
5	RDRS	Staff	16	
		11 to 13 March 2012	Shonglap girls	32
			Prottoy boys	15
			MF group members	22
			PO members	9
			CMC/SMC/SST members & Parents	34
			Animator, supervisor & Teachers	4
			Govt. TNO/EO/Resource Centre	6
Total:		138		
6	SUS	Staff	15	
		26 & 27 March 2012	Prottoy boys	18
			MF group members	12
			PO members	12
			CMC/SMC/SST members & Parents	18
			Animator, supervisor, Teachers & Govt. Officials	20
			Govt. District & UZ Education Officers	08

Total:			103
7	VARD	Staff	40
	3 to 6 March 2012	Shonglap girls	32
		PO members	14
		CMC/SMC/SST members & Parents	18
		Animator, supervisor, Teachers & Govt. Officials	6
Total:			110
	MTE workshop		
	23 Feb. 2012	Meeting with project staff of all PNGOS	19
	Workshop	Workshop on MTE of MP	41
	22-Mar-12		
Grand Total:			836

(All supporting attendant-sheets of the Participants are with SFDO)

9.2 Terms of Reference(Final), MID TERM EVALUATION OF MASTER PLAN, 19February 2012, Strømme Foundation, Asia Regional Office– Sri Lanka

1. INTRODUCTION

Strømme Foundation's vision is to see people living in freedom of poverty. Hence, SF is committed to empower people to overcome root causes of poverty. SF recognizes poverty as a changeable condition of a human life cycle that could be compact with the holistic approach. SF highly believes and encourages community participation towards a sustainable self empowerment. SF has strong stand on participatory approaches to overcome challenges to eradicate poverty with full community participation. SF believes that changes have to come from individuals and communities thus people should own the development process and must be able to participate fully and drive their own development.

Strømme Foundation implements programmes through local partners. The main aspect of SF Asia's development approach is building the partner capacity in facilitating empowerment of poor. Through this, SF expects to establish a strong civil society mechanism to upgrade the living standards of the marginalized, vulnerable and poor people.

1.1 SF's Master Plan

The MP of SF Bangladesh programme has been developed in consultation with local partners and based on the experience and the lessons learned in the past focusing on the following intervention lines.

1. Community empowerment for democratization
2. Provision of holistic pro-poor financial and non financial services
3. Strengthening basic education, formal and non formal
4. Empowering adolescents on their rights

The MP is governed by an extensive Logical Framework Analysis (LFA) with several indicators to assess changes in the lives of the target people. These indicators have been further mapped into a Monitoring and Evaluation (M&E) Plan for developing a comprehensive M&E system. LFA and M&E plan has been develop through participatory process involving partners' staffs to own it and developed tools for reporting at output and outcome levels. SF has decided to conduct a mid-term evaluation for its Master Plan for 2009-2013.

1.2 Overall Development Goal

By end of 2013, 180,000 HHs in 44 working districts of Bangladesh are satisfying their livelihood needs in a sustainable manner

Objectives

By the end of 2013,

- (1) Access to pro-poor financial and non-financial services for 180,000 HHs increased and sustained
- (2) Increased access to quality primary education for 111,962 vulnerable children of age group 5-12 years
- (3) 100,000 Adolescents girls and 5,000 boys empowered
- (4) 41 vitalized/vibrant People's Organization (PO) advocate for rights

1.3 Target Groups

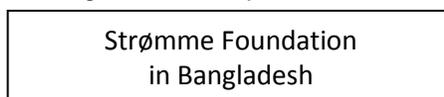
Strømme Foundation implements the program through eight direct partners (one dropped and one joined in 2011) and 28 indirect partners to reach out to the excluded communities in remote and vulnerable areas in Bangladesh. SF targets 180,000 families directly including other development programme focusing especially on children, youth and women.

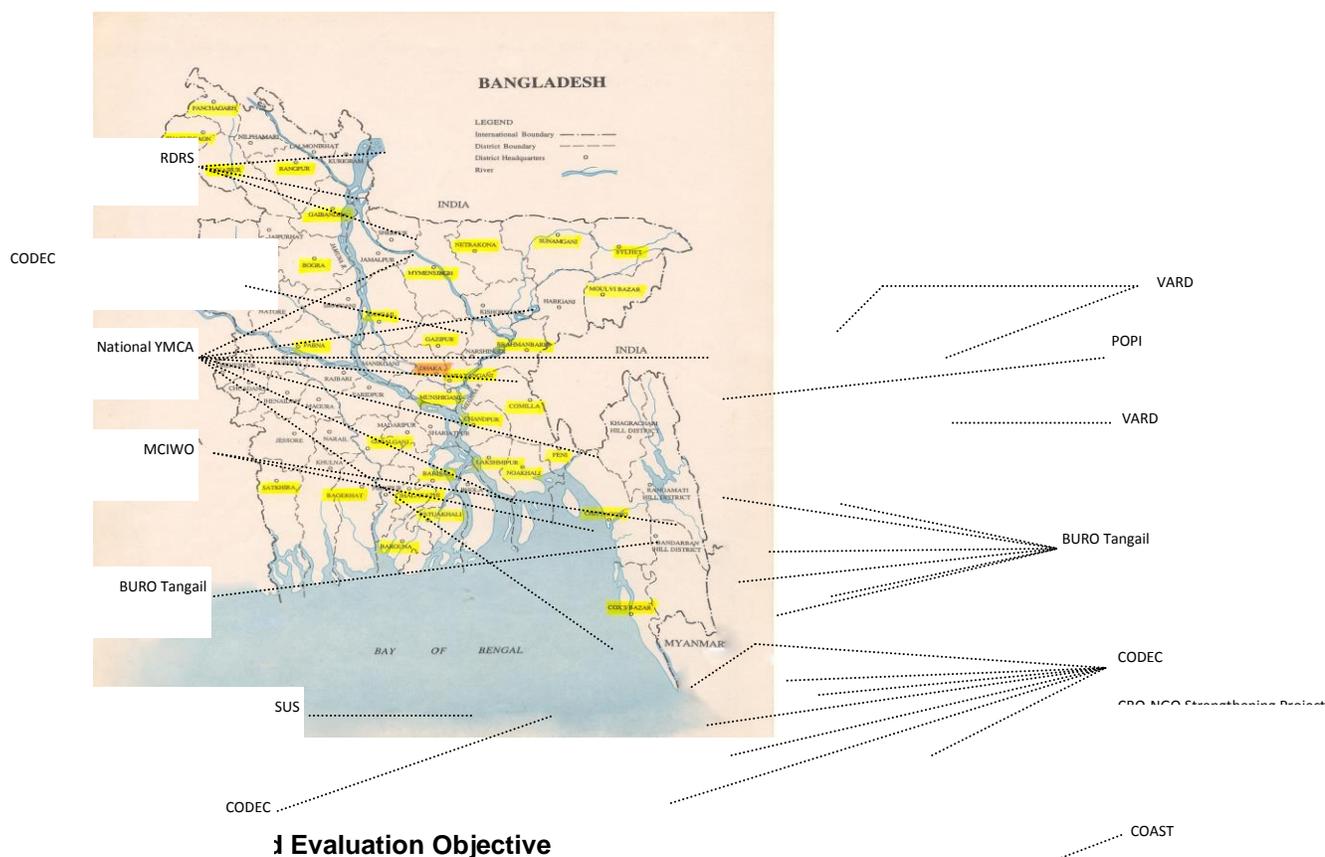
1.4 Geographical Focus

Name of the partners, working districts and target both education and MF for five years mentioned in the below table

Partner/ Project	District	Participants	
		Education	MF
RDRS	Panchagar, Thakurgaon, Dinajpur, Rangpur	11,685	6,000
VARD-SISD & ECCO	Sunamgonj, Moulavibazar, Sylhet, Comilla	21,612	14,000
CODEC-IGA & CBO	Chittagong, Cox's Bazar, Noakhali, Laxmipur, Khulna, Chandpur, Comilla, Patuakhali, Barguna, Barisal, Pirojpur, Bagerhat, Gopalganj, Joypurhat	29,810	21,000+27,000
SUS	Satkhira, Khulna, Jessore	14,858	16,600
COAST	Cox's Bazar	10,960	21,150
BURO	Dhaka, Munshigonj, Comilla, Chandpur, Gazipur	4,000	57,000
POPI	Mymensingh, Sherpur, Netrokona	4,552	6,000
MCIWC	Dhaka, Manikgonj (dropped in 2010)	2,250	834
DISA	Chandpur (new from 2011)		6,360
New	13 New MF Projects		4,056
New	New Education Projects	12,235	
TOTAL	44 Districts	111,962	180,000

Following is a map of Bangladesh citing current and planned intervention areas by SF Partners:





The overall purpose of this evaluation is mainly **learning and improvement**. SF BGD anticipates that the outcomes of this mid-term evaluation will provide relevant information to the ongoing scope of work of the partners; explore why the interventions implemented by the programme succeeded or not; and provide guidance for subsequent implementation of the programme during the next two years. The evaluation will also assess whether or not the project plans were fulfilled and resources were used in a responsible way.

Thus, the specific objectives of the MTE will be as follows:

- i. Assessing the effectiveness and efficiency of program implementation, including assessing the organizational arrangement, partnerships, risk management, M&E and project implementation
- ii. Determining the relevance of the program in relation to the existing needs of the stakeholders and environment
- iii. Assessing the outcome and impact of the MP in relation to the indicators specified in the logframe
- iv. Assessing the long term sustainability of program interventions
- v. Assessing the programme strategy and to what extent the programme intervention are integrated and producing a synergetic results
- vi. Recording the exemplary success stories for replication elsewhere and failures for lessons learn.
- vii. Identifying lessons learned on the strategic approaches and best practices and providing possible recommendations on how to improve the management of the project until its completion and for the preparation of next Master Plan starting from 2014.

Progress towards results should be based on a comparison of indicators before and after (so far) the project intervention. Similarly, the Mid-term Evaluation will also cover the partnership strategy; their capacity and changes in programme management as per SF's partner selection criteria due to various capacity building initiatives by them as well as SF as compared to the "before" situation.

3. Scope of the mid-term review

SF intends to conduct this mid term evaluation considering Master Plan as an holistic programme. Hence, the evaluator will look all partner projects as one programme which contributes to the SF's overall MP. However, SF expects the analysis to be reported both in general and partner-wise for the learning and improvement purposes.

Within this framework, specific issues and questions to be addressed will include, but not be limited to, the following:

- To what extent were the programme objectives achieved at outcome level? Are there any unintended results of the programme?
- Has the programme approach been a cost-efficient way to implement development assistance?
- How the cross cutting issues like gender, environment and peace building/culture have been incorporated and benefited in changing the poor people's lives?
- To what extent is the programme strategy relevant to the need identified? Especially related to the target group and the poverty level in the given context?
- Are the benefits from the programme, especially at community level likely to continue after the finalization of the programme? Why and why not?
- How effective are the approaches and structures such as Partner NGOs in delivering the desired results? How can they be improved?
- How have partnerships been enhanced as a result of the programme? Has the project resulted in organizations being better positioned and equipped to eradicate poverty and any challenges faced in the partnership with SF?
- Is there an effective process, built into the management structure for self-monitoring and assessment, reporting and reflection?
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4. Team Composition

SF promotes stakeholder participation in its evaluations. Hence, the consultant is expected to conduct a participatory evaluation to ensure meaningful involvement of the partners, beneficiaries and other interested parties. Especially, SF would like to get SF Programme Staff and the members of Programme Quality Assurance Core Team members involved in the evaluation in order to internalize the lessons learned and to build their capacity on evaluation methodologies as well.

Hence, the evaluation team will consist of external consultant/s and a representative/s of SF's Programme staff. The consultant is expected to plan the methodology and guide SF staff in evaluating the project, however, s/he is responsible for writing the final report.

5. Method

The MTE will be carried out in the locations of eight partners including network partners of CODEC and VARD who have already started implementing the MP.

The study will include qualitative and quantitative approaches with a variety of primary and secondary data sources including participatory methods. The data sources could include questionnaire survey, interviews focus groups to cover all dimensions of the project's logframe and M&E Plan. The quality of data with respect to accuracy, reliability and validity is crucial to the study.

The consultant will develop the methodology and an action plan in consultation with SF and will share it before implementation. Briefly, the following methods can be used.

- Study the project documents
- Discussions with SF staff and PQACT members on facilitation, implementation and monitoring procedure of the project
- Key informant interviews and Focused Group Discussions with a range of stakeholders
- Structured direct observations
- Informal surveys or application of PRA tools
- In the case of special issues, in-depth case studies of a family can be undertaken to assess impact of the programme.

However, the consultant will have to administer a separate questionnaire survey in order to capture the changes based on the outcome level indicators specified in the logframe. Hence, the consultant will have to design and plan the survey methodology. This will include designing of household questionnaire and other tools such as topical outlines for focus group discussions and key informant interviews, compiling sampling frame, training enumerators and/or partner staff on data collection tools/methods, supervising and ensure that the data collection is done according to the plan, data processing, analyzing and reporting. \

6. Specific tasks to be accomplished by the Consultant

- Submit an Evaluation Scope of Work (SoW) with target dates to start, complete & milestones and budgets
- Design the survey methodology along with SF Staff
- Analyze the data gathered from the survey in relation to the objectives specified in the project
- Submit a draft evaluation report to SF and discuss it with relevant staff
- Submit the final report to SF after incorporating any comments made by SF

7. Deliverables

The expected outputs are:

- A comprehensive MTE study design and plan outlining the execution phase with clear time-frames
- A comprehensive MTE study report which should include:
 - The data collection plan, methodologies utilized during the study; and research tools; research risks and limitations
 - An analysis of the collected data (with relevant disaggregation) and in relation to the LFA and M&E plan
 - Presentation of findings both in general and partner-wise
- An accessible (electronic and hardcopy) database with all the data collected during the study
- Seminar for dissemination of the final report (This will be organized by SF)

The Consultant will prepare the MTE report according to the prescribed format (Annex 1) that describes the evaluation and puts forward the findings, recommendations and lessons learned. The findings should include general findings and partner specific information as separate sections.

8. Evaluator Qualifications

The evaluation will be carried out by a consultant who meets the following criteria:

- Relevant educational qualifications
- Development expertise and experience
- Relevant quantitative and qualitative research skills
- Proven expertise on subject matters of MF and education

- Proven evaluation skills such as sampling, participatory evaluation methodology, appreciative enquiry methods, focus group interviews, etc.
- Proven team leader and report writing skills
- A history of performing similar evaluation/s
- High standard of professionalism

9. Period of Contract

SF envisages that the MTE studies could be completed within a period of consulting days and is expecting the assignment to be completed by March 2012. The assignment should be completed within two months after the contract with SF has been signed.

10. Method of Proposal

The consultant is expected to submit a proposal (SoW) mentioning how to achieve the expected objectives mentioned above and the budget.

11. Other Conditions

SF will procure the services of training agency/consultant for this assignment. All terms and conditions will be included in the consultancy agreement.

Annex 1: Indicative outline of the Evaluation Report

1. Executive summary

- Brief description of project
- Context and purpose of the evaluation
- Main conclusions, recommendations and lessons learned

2. Introduction

- Purpose of the evaluation
- Key issues addressed
- Methodology of the evaluation

3. The project and its development context

- Project start and its duration
- Problems that the project seek to address
- Immediate and development objectives of the project
- Main stakeholders
- Results expected

4. Findings and Conclusions

- General and partner specific

5. Recommendations

- General and partner specific

6. Lessons learned

7. Evaluation report Annexes

- Evaluation TORs
- Itinerary
- List of persons interviewed
- List of documents reviewed

- Questionnaire used etc.

9.3 List of Documents Reviewed

- Stromme Foundation Master Plan 2009-2013
- Stromme Foundation Asia- Log-Frame Multi Year Program 2009-2013- Bangladesh
- Stromme Foundation Bangladesh- Multi Year Result Based Monitoring & Evaluation Plan 2009-2013
- Stromme Foundation Bangladesh Program Brief documents
- RBM Process and Status- Up to December 2011
- Results Based Project Standards (Summary Report)
- GEC Manual: A tool for assessing Gender Equality, Environmental Sustainability, and Cultural Freedom
- Guidelines for Gender Equality in Stromme Foundation
- Guidelines for environmental Sustainability in Stromme Foundation
- Guidelines for Cultural Freedom in Stromme Foundation
- MP Progress Report up to 2011, including Financial Statements
- Multi-year Result Based Monitoring & Evaluation Plan 2009-2013 and Baseline Findings discussed in 5th PQA meeting in November 2011
- Minutes of the Program Quality Assurance Core Team Meetings
- Stromme Foundation- Quality Assurance: Result Based Project Standards
- Measuring guide of 10 awareness and life skills of Adolescents (Shonglap and Prottoy)
- Three Volumes of Shonglap/Prottoy Text and Guide Books used. School Dropout Girls and Boys (with exception of Adivasis) use them for their 9-month long awareness-raising learning. These learning materials are issue-based and focusing the lives of Adolescents. Once, FIVDB and BRAC became well known nationally for their Adult Literacy Learning Methods and most NGOs used them as their learning tools by Adult Learners. These three books of School Dropouts Learning Approach can gain such National recognition, if properly promoted.
- Organizational Profiles and Projects Annual Reports up to December 2011 of Partner NGOs visited (all partners prepared updated profiles and projects reports for the MTE. This is very appreciable. Some partners also provided their organizations' annual reports
- Capacity Development Training Plans of SFDO for Partner-NGOs and Beneficiaries (2009-2011)
- Baseline Survey Report: Main Volume for Multi-Year Plan (2009-2013)
- Baseline Survey Report: Data Pack Volume
- Projects Monitoring and Evaluation formats used by field offices of the Partner NGOs
- Savings and Loan Pass Books used by the MF women group members
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9.4 SF-MP-MTE: Selected Indicators and related Questions for Household Survey

Objective	Selected Indicators
0: Goal level: Women- Focused Integrated Family Development	<p>0.1 Women take part in decision-making process in family and in community. (List 2 major areas of decision-making at family level and 1 area at community level by each member)</p> <p>0.2 Integration of support to a family through all objectives makes outcomes more visible and sustained. (List 2 Key changes per member)</p>
1: MF	<p>1.1 Family access to food: Is there increase in number of meals per day? (Before-MTE)</p> <p>1.2 Families have at least 2 income sources (50%) by 2013. (Before-MTE)</p> <p>1.3 Family income raised 25% by 2013. (Monthly total amount: Before-MTE)</p>
2. PE	<p>2.1 Dropouts of children reduced 32% to 15% by 2013. (Before-MTE)</p> <p>2.2 Joyful learning environment exist in 80% schools. (List Joyful learning matters added per school during the Program period).</p>
3. Adolescents	<p>3.1 Adolescents practice 10 learning issues in their daily lives (50%). (List 2 issues which each adolescent prioritized most and practice).</p> <p>3.2 Adolescents participate in their family decision making process (50%). (List 2 main changes each adolescent experience in her/his family).</p>
4. CBOs	<p>4.1 POs raise voice on social issues and work for peace and harmony (50%). (List 2 social issues POs raise their voice for building peace and harmony).</p> <p>4.2 POs tap resources from Govt. Programs, NGOs and other orgs (40%). (List the resources tapped by each PO on their priority).</p>

(Note: revised on the basis of discussion with SF Team inputs on 19/02/2012 and further improved in a workshop with Program Coordinators of Partner NGOS on 23/02/2012)

9.5 ISSUES and Questions for FGDs with Beneficiaries

ISSUES	Questions

Design of the proposal	<ul style="list-style-type: none"> - Does it match with the real needs of the target population? - Was there participatory process and involvement of different actors? - Were the beneficiaries selected according to criteria well defined? - Did the beneficiaries and other stakeholders at different stages of the project participate? - What is their level of satisfaction with the project?
Relevance of objectives and strategy	<ul style="list-style-type: none"> - Are the project objectives and strategies relevant? - Do they still correspond to priority needs of the target populations? - Are the data built upon sufficient and updated? - Does the project check regularly the evolutions in the policies and stakeholders to maintain its relevance up to the mark? How?
Effectiveness (Outcome level)	<ul style="list-style-type: none"> - How far have the results (benefits) been achieved at the outcome level? - If not achieved or partially achieved, what were the reasons? - What changes are required at the input level for desired results? - How effective are the approaches and structures such as CBOs/SMCs in delivering the desired results? How can they be improved?
Impact	<ul style="list-style-type: none"> - Can the impact made by the project be measured? - If affirmative, what has been the impact on beneficiaries, the local population and the local partner? - Effects generated- positive or negative, expected or not, direct and indirect?
Sustainability (Beneficiaries & Partner NGOs)	<ul style="list-style-type: none"> - Are the benefits from the program, especially at community level likely to continue after the finalization of the program? Why and why not? - Will partner NGOs be able to continue activities through its own and or donors support after completion of the Program, if so required?
Community Participation	<ul style="list-style-type: none"> - How was the community involved in various stages of activities, management and monitoring? (for 4 objectives) - What was level of participation by local people and SMCs to management and activities? - If CBOs/MCs made any contact with the outside agencies for resource mobilization - what and how?
Strengths & Weakness	<ul style="list-style-type: none"> - What are the major Strengths and Weaknesses of the Program? - What major changes required in the program- remaining 2 years and next phase?

9.6 ISSUES and Questions for FGDs with Parents and Community Leaders

ISSUES	Questions
Effectiveness (Outcome level)	<ul style="list-style-type: none"> - How far have the results (benefits) been achieved at the outcome level? - If not achieved or partially achieved, what were the reasons? - What changes are required at the input level for desired results?
Approaches and structures (CBOs/SMCs)	<ul style="list-style-type: none"> - How effective are the approaches and structures such as CBOs/SMCs in delivering the desired results? How can they be improved?

Community Participation	<ul style="list-style-type: none"> - How was the community involved in various stages of activities, management and monitoring? (for 4 objectives) - What was level of participation by local people and SMCs to management and activities? - If CBOs/MCs made any contact with the outside agencies for resource mobilization - what and how?
Strengths & Weakness	<ul style="list-style-type: none"> - What are the major Strengths and Weaknesses of the Program? - What major changes required in the program- remaining 2 years and next phase?
Key Learning	<ul style="list-style-type: none"> - What are the key learning from the program?

9.7 ISSUES and Questions for Interviews with key Informants

ISSUES	Questions
Relevance of objectives and strategy	<ul style="list-style-type: none"> - Are the project objectives and strategies relevant? - Do they still correspond to priority needs of the target populations? - Are the data built upon sufficient and updated? - Does the project check regularly the evolutions in the policies and stakeholders to maintain its relevance up to the mark? How?
Effectiveness (Outcome level)	<ul style="list-style-type: none"> - How far have the results (benefits) been achieved at the outcome level? - If not achieved or partially achieved, what were the reasons? - What changes are required at the input level for desired results?
Strengths & Weakness	<ul style="list-style-type: none"> - What are the major Strengths and Weaknesses of the Program? - What major changes required in the program- remaining 2 years and next phase?
Key Learning	<ul style="list-style-type: none"> - What are the key learning from the program?

9.8 ISSUES and Questions for discussion with Partner NGO field staff and workshop with partner CEOs & Program Heads

ISSUES	Questions
Effectiveness (Objectives achieved at the Outcome level)	<ul style="list-style-type: none"> - How far have the Objectives achieved at the outcome level? - If not achieved or partially achieved, what were the reasons? - What changes are required at the input level for desired results? - Are there any unintended results of the program?
Efficiency	<ul style="list-style-type: none"> - Cost-Efficient: Has the program approach been a cost-efficient way to implement development assistance? - Management efficiency of partners and staff performance.
Partnerships	How have partnerships been enhanced as a result of the program? Has the project resulted in organizations being better positioned and equipped to eradicate poverty and any challenges faced in the partnership with SF?
Management	Is there an effective process, built into the management structure for self-monitoring and

Structure	assessment, reporting and reflection?
Cross-cutting Issues	How the cross cutting issues like gender, environment and peace building/culture have been incorporated and benefited in changing the poor people's lives?
Strengths & Weakness	<ul style="list-style-type: none"> - What are the major Strengths and Weaknesses of the Program? - What major changes required in the program- remaining 2 years and next phase?
Key Learning	<ul style="list-style-type: none"> - What are the key learning from the program?
Staff Capacity Improvement	Areas where staff capacity improvements are required?