Annex 1: Correlation matrix

Annex 1 table 1 on the next page shows the pairwise Pearson Correlation between *'access to food'*, *'annual household income'*, *'R&T production/processing'* as main source of income, *'total value of R&T production/processing'*, *'total investment in R&T production'*, *'total investment in R&T processing'*, *'total investment in R&T transportation and other livelihood activities'*, *'access to technology'* and *'access to finance'*.

The table shows that *'access to food'* is positively correlated to *'R&T production/processing'*. As more households moved into R&T production and processing as their main source of livelihood, more households gained access to food (p 0.27). The relationship is mostly significant (sig.000) though not direct/linear (p<0.5). Although the increase in *'total value of R&T production/processing'* has positively affected access to food (p 0.22), it directly influenced total income increase more directly (p 0.54). Both correlations are mostly significant (sig 0.000), though a more direct relationship exists between total R&T value and income (p>0.5). *'R&T production/processing'* as main source of income is also positively correlated to '*annual household income'* (p 0,24), though its relationship with *'total value of R&T production/processing'* is more direct (p 0.48), while both are highly significant (sig 0.000). From this, we can conclude with high level of confidence (>95%) that, as more people turned to R&T as their main livelihood in RTIMP areas, more people have gained more value out of R&T production/processing in the past five years, and as a consequence more people have increased their income resulting in more people having access to food.

'Total investment in R&T production' as well as *'access to technology'*, however, are negatively correlated to '*production/processing of R&T'* as main source of livelihood. In other words, as more households depended on R&T, investments in R&T production decreased (p -0.31) while also access to technology decreased (p -0.24). Both relationships are mostly significant thus strong (sig.000) yet not linear or direct (p<0.5), meaning other influences were at play. As it appears there is no correlation (p<0.1 ; sig>0.3) between *''total investment in R&T processing'* and '*production/processing of R&T'* as main source of livelihood, this indicates that households with R&T-based livelihoods must have shifted from production to processing as production increased, clearly indicating a market deficiency.

Annex 1 table 1: Correlation Matrix

		Access to Food	Production/ Processing of R&T	Annual HH Income	Total Value of R&T Production/ Processing	Total Investment in R&T Production	Total Investment in R&T Processing	Access to technology	Access to Finance
Access to Food	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	651							
Production/Processing of R&T	Pearson Correlation	.271[**]	1						
	Sig. (2-tailed)	.000							
	N	651	837						
Annual HH Income	Pearson Correlation	.319[**]	.239[**]	1					
	Sig. (2-tailed)	.000	.000						
	N	651	837	837					
Total Value of R&T Production/Processing	Pearson Correlation	.221[**]	.479[**]	.543[**]	1				
	Sig. (2-tailed)	.000	.000	.000					
	N	651	837	837	837				
Total Investment in the R&T Production	Pearson Correlation	-.061	-.311[**]	-.049	-.107[**]	1			
	Sig. (2-tailed)	.132	.000	.172	.003				
	N	607	770	770	770	770			
Total Investment in the R&T Processing	Pearson Correlation	-.027	.031	.005	-.016	.068	1		
	Sig. (2-tailed)	.506	.394	.892	.652	.061			
	N	607	770	770	770	770	770		
Access to technology	Pearson Correlation	-.004	-.237[**]	-.019	-.141[**]	.142[**]	.220[**]	1	
	Sig. (2-tailed)	.924	.000	.583	.000	.000	.000		
	N	651	837	837	837	770	770	837	
Access to Finance	Pearson Correlation	-.005	.083[*]	.018	-.007	-.026	.059	.073[*]	1
	Sig. (2-tailed)	.907	.016	.604	.836	.478	.103	.034	
	N	651	837	837	837	770	770	837	837

Annex 2: Inventory of available raw data and sub-reports

- Desk review and design workshop report (1)
- Aggregated data collation table (1)
- National sensemaking workshop report (1)
- District sensemaking workshop reports (23)
- District data collation tables (25)
- Sub-report on household survey analysis
- Sub-report on Sensemaker analysis
- Constituent feedback analysis spread sheets
- Sub-report on synthesis & reflections report

Annex 3: Overview of stakeholders interviewed

National and Zonal Stakeholders Interviewed / Consulted

Name	***Location/District***	***Person Interviewed***	***Position***
IFAD	Accra	Andrew Macpherson	Consultant – Supervision mission leader
IFAD	Accra	Ulac Demirag	Country Program Manager
IFAD	Accra	Theophilus Otchere Larbi	Country Program Officer
RTIMP	Kumasi	Akwasi Adjei Adjekum	RTIMP Coordinator
RTIMP	Kumasi	Julius Opuni Asamoah	
RTIMP	Kumasi	John Amakye	M&E Manager
RTIMP	Kumasi	David Yankey	
RTIMP	Kumasi	Angela Osei-Sarfo	
RTIMP		Oppong Mensah Aborampah	
RTIMP		Joseph Yeboah	
RTIMP		Vincent Akoto	
RTIMP		Lambert M. B. Dandeebo	
RTIMP		George Osei-Asibey	
RTIMP		Samuel Kwarteng Nyamekye	
Freshmacs	Accra	Charles Kumi-Amoah	Yam Supply Chain Facilitator
Ecobank Head Office	Ridge Accra	Hanetta Hayford	Credit Analyst

GPCs and other enterprises

Company Name	***District (clusters)***	***Person Interviewed***	***Position***	***Type & Functioning***
Northern Belt				
Kanyitiwale	West Gonja (Damango)	Salamatu Braimah	Head	GPC - functional
Unity Gari	Nkwanta South (Krotang)	Samuel Amese		GPC - functional
Aworowa Cassava Processing Centre	Techiman (Aworowa)	John K. Amoah	Head	GPC - functional
Hansua Women Gari Processing Centre	Techiman (Hansua)	Rebecca Kwartey Maa	Head	GPC - functional
Asueyi	Techiman (Asueyi)	Kofi Sakyi Daniel & Faustina Sakyi	Head	GPC - functional
Maxwell Gari	West Gonja (Damango)	None	None	Enterprise –NOT functional
Middle Belt				
Hari Farms	Ahafo Ano South (Abesewa)	Kwaku Sarfo Mensah	Head	GPC - functional
Josma Agro-Industries Ltd	Ashanti Mampong (Woraso)	Gibson Senya Amoah	Manager/ Accountant	GPC - functional
Adwenepa GPC	Tano North (Apesika)	Mensah Aborampah	Secretary	GPC - functional

Mark & B-face	Adansi South (Okyerekrom)	Boniface Nickson	Head	GPC - functional
Bredi Agric Enterprise	Tano North (Dua Yaw Nkwanta)	None	None	Enterprise –NOT functional
Southern Belt				
Biakoye	Birim Central (Otaipro)	Mr. Otoo	Head	GPC - functional
Charity & Co. Processing Centre	Suhum (Amanase)	Stephen Sekle	Manager	GPC - functional
Jenefal Industry Ltd	West Akim (Adeiso)	Stephen Okyere	Head	GPC - functional
Tropical Starch	Asebu Kwamankese (Abura Dunkwa)	Alhaji Musah	Head	GPC - functional
Dannes Annointed	Assin South (Assin Dominase)	Daniel Ankomah Mends	Head	GPC - functional
Gomoa Obuasi Agrico Cassava Processing Centre	Gomoa East (Gomoa Obuasi)	John Awutey Agbenorxevi	Head	GPC - functional
Progressive Women's Movement	North Dayi/Kpando (Wusuta)	None	None	GPC – NOT functional
Bentumah Cassava Processing Group	Agona East (Mankrong)	Aunty Kate	Head	GPC – NOT functional
Marbet	Ho (Akrofu)	Gilbert Asiamah	Head	Enterprise (not GPC)

Zonal research leaders and FFF facilitators

Name	***Position***
Northern Region	
Dr. Stephen Kwaku Asante	Principal Research Scientist, Savanna Agricultural Research Institute (SARI), Northern Region
Ashanti Region	
F.M Tetteh	Research Leader, Centre for Scientific and Industrial Research (CSIR) –SRI, Kumasi
Dr. Joseph Sarkodie-Addo	Research Leader, Crop & Soil Sciences Department, KNUST, Kumasi
Dr. Joe Manu-Aduening	Research Leader, Centre for Scientific and Industrial Research (CSIR) –CRI, Fumesua, Kumasi
Central Region	
Dr. Jonathan Padi Tetteh	Associate Professor & Research Leader, Department of Crop Science, University of Cape Coast (UCC)

PFIs Interviewed

Name	***Location/District***	***Person Interviewed***	***Position***
Nkoranza-Kwabre Rural Bank	Techiman North	Victoria Bonya	Finance Officer
Bawjiase Area Rural Bank	Bawjiase	Wilberforce Kwaku Adjartey	Project/Finance Officer
Kwamaman Rural Bank	Kwamaman, Ashanti Mampong	James Kwarteng	Finance Officer
Ecobank	Tamale	Steven Amoako	Relationship Manager

Off-takers Interviewed

Name	*Location/ District*	*Person interviewed*	*Designation*
Bibiani Logging and Lumber Company Ltd (BLLC)	Kumasi Metropolitan Assembly	Mr. Nyameaye	Manager
Bondplex	Kumasi Metropolitan Assembly		
Samartex Timber and Plywood Company	Wassa Amenfi West	Valentine and S. Mensah	Procurement Officers
Alhaji Imoro Ibhrahim &Nat Dasana	Nanumba North	Alhaji Imoro Ibrahim & Nat Dasana	Yam Off-takers
Hajia Azara Badawee	East Gonja	Hajia Azara Badawee	Yam Offtakers
Victor Djan	Techiman	Victor Djan	Cassava off-taker

Annex 4: Distribution of participatory research participants

Summary distribution of participatory research participants

Type of method	F	%	M	%	N
KIIs with district officials					36
KIIs with service providers[1]					39
Generic Change Analysis with RTIMP intended beneficiaries	222	51	217	49	439
Livelihood Analysis with RTIMP intended beneficiaries	189	47	211	53	400
Constituent Feedback with DSF participants	42	49	43	51	85
Constituent Feedback with FFF participants	58	41	84	59	142
Constituent Feedback with GPC participants	79	69	35	31	114
District Sense-Making Workshops with RTIMP intended beneficiaries, participants, district officials and service providers					640

Distribution of research participants in KIIs

District	Community Cluster	Zone	Officials	Service providers
Central Gonja	Bupei	NZ	3	3
East Gonja	Sisipe	NZ	1	2
Nanumba North	Bimbilla	NZ	1	1
Nkwanta South	Krotang	NZ	3	2
Wa East	Gulemga	NZ	2	0
West Gonja	Damongo 1	NZ	1	2
	Damongo 2	NZ	0	0
Techiman	Aworowa	CZ	1	4
	Hansua	CZ	0	0
	Asueyi	CZ	0	0
Adansi South	Akrofuom	CZ	1	2
Ahafo Ano South	Abesewa	CZ	1	3
Kintampo South	Akora	CZ	2	1
Kumasi Metropolitan Assembly	Kumasi 2	CZ	0	1
	Kumasi 2	CZ	0	1
Ashanti Mampong	Kyeremfaso	CZ	2	3
	Woraso	CZ	0	0
Pru	Zabrama	CZ	1	1
Tano North	Dua Yaw Nkwanta	CZ	1	0
Tano South	Apesika	CZ	1	2
Abura Asebu Kwamankese	Abura Dunkwa	SZ	2	1
Agona East	Mankrong	SZ	2	0
Assin South	Assin Dominase	SZ	1	1
Birim Central	Otaipro	CZ	2	2
Gomoa East	Gomoa Obuasi	SZ	2	1
Ho Municipal	Ho	SZ	2	2
Kpando/North Dayi	Wusuta	CZ	1	0
Suhum	Amanase	CZ	1	2
Wassa Amenfi West	Samreboi	SZ	0	1
West Akim	Adeiso	CZ	2	1
TOTAL			**36**	**39**

[1] Service providers also include private actors involved in the program, such as GPC leaders or managers, and local branches of PFIs.

Distribution of participatory research participants in Generic Change and Livelihood Analysis

District	Community	Zone	Generic Change Analysis						Livelihood Analysis					
			F	%	M	%	N	%	F	%	M	%	N	%
Central Gonja	Yapei	NZ	8	47	9	53	17	100	8	50	8	50	16	100
East Gonja	Sisipe	NZ	7	47	8	53	15	100	9	47	10	53	19	100
Nanumba North	Bimbila	NZ	9	47	10	53	19	100	9	47	10	53	19	100
Nkwanta South	Krotang	NZ	8	53	7	47	15	100	11	52	10	48	21	100
Wa East	Gulemga	NZ	9	50	9	50	18	100	8	50	8	50	16	100
West Gonja	Damongo 1	NZ	8	57	6	43	14	100	5	38	8	62	13	100
	Damongo 2	NZ	9	56	7	44	16	100	9	60	6	40	15	100
Techiman	Aworowa	CZ	7	50	7	50	14	100	7	47	8	53	15	100
	Hansua	CZ	6	43	8	57	14	100	8	57	6	43	14	100
	Asueyi	CZ	8	50	8	50	16	100	8	47	9	53	17	100
Adansi South	Akrofuom	CZ	7	54	6	46	13	100	10	50	10	50	20	100
Ahafo Ano South	Abesewa	CZ	9	53	8	47	17	100	7	64	4	36	11	100
Kintampo South	Akora	CZ	9	50	9	50	18	100	8	50	8	50	16	100
Kumasi Metropolitan Assembly	Kumasi 1	CZ	0	-	0	-			0	-	0	-		
	Kumasi 2	CZ	0	-	0	-			0	-	0	-		
Ashanti Mampong	Kyeremfaso	CZ	7	41	10	59	17	100	2	22	7	78	9	100
	Woraso	CZ	8	57	6	43	14	100	7	54	6	46	13	100
Pru	Zabrama	CZ	8	47	9	53	17	100	0	-	11	100	11	100
Tano North	Dua Yaw Nkwanta	CZ	10	50	10	50	20	100	0	-	8	100	8	100
Tano South	Apesika	CZ	9	64	5	36	14	100	2	33	4	67	6	100
Abura Asebu Kwamankese	Abura Dunkwa	SZ	10	56	8	44	18	100	5	38	8	62	13	100
Agona East	Mankrong	SZ	8	57	6	43	14	100	8	53	7	47	15	100
Assin South	Assin Dominase	CZ	7	47	8	53	15	100	9	60	6	40	15	100
Birim Central	Otaipro	SZ	8	57	6	43	14	100	9	64	5	36	14	100
Gomoa East	Gomoa Obuasi	SZ	8	50	8	50	16	100	8	50	8	50	16	100
Ho Municipal	Giviefe-Ho	CZ	10	53	9	47	19	100	5	45	6	55	11	100
Kpando/North Dayi	Wusuta	CZ	5	42	7	58	12	100	8	53	7	47	15	100
Suhum	Amanase	CZ	10	56	8	44	18	100	8	47	9	53	17	100
Wassa Amenfi West	Samreboi	SZ	10	53	9	47	19	100	7	47	8	53	15	100
West Akim	Adeiso	CZ	0	-	6	100	6	100	4	40	6	60	10	100
TOTAL			**222**	**51**	**217**	**49**	**439**	**100**	**189**	**47**	**211**	**53**	**400**	**100**

Distribution of participatory research participants in DSF, FFF and GPC Constituent Feedback (CF) FGDs

District	Community cluster	Zone	CF with DSF participants						CF with FFF participants						CF with GPC participants					
			F	%	M	%	N	%	F	%	M	%	N	%	F	%	M	%	N	%
Central Gonja	Yapei	NZ	3	43	4	57	7	100	3	38	5	62	8	100	0	-	0	-	-	-
East Gonja	Sisipe	NZ	5	56	4	44	9	100	4	50	4	50	8	100	0	-	0	-	-	-
Nanumba North	Bimbila	NZ	5	56	4	44	9	100	3	33	6	67	9	100	0	-	0	-	-	-
Nkwanta South	Krotang	NZ	0	-	0	-	-	-	4	50	4	50	8	100	7	78	2	22	9	100
Wa East	Gulemga	NZ	4	50	4	50	8	100	5	56	4	44	9	100	0	-	0	-	-	-
West Gonja	Damongo 1	NZ	0	-	0	-	-	-	0	-	6	100	6	100	6	67	3	33	9	100
	Damongo 2	NZ	0	-	0	-	-	-	4	44	5	56	9	100	0	-	0	-	-	-
Techiman	Aworowa	CZ	0	-	0	-	-	-	2	25	6	75	8	100	7	100	0	0	7	100
	Hansua	CZ	0	-	0	-	-	-	4	50	4	50	8	100	5	62	3	38	8	100
	Asueyi	CZ	0	-	0	-	-	-	4	44	5	56	9	100	7	88	1	12	8	100
Adansi South	Akrofuom	CZ	0	-	0	-	-	-	0	-	0	-	-	-	8	100	0	0	8	100
Ahafo Ano South	Abesewa	CZ	0	-	0	-	-	-	1	14	6	86	7	100	0	-	0	-	-	-
Kintampo South	Akora	CZ	0	-	3	100	3	100	2	40	3	60	5	100	0	-	0	-	-	-
Kumasi Metropolitan Assembly	Kumasi 1	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
	Kumasi 2	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Ashanti Mampong	Kyeremfaso	CZ	4	57	3	43	7	100	4	57	3	43	7	100	5	36	9	64	14	100
	Woraso	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Pru	Zabrama	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Tano North	Dua Yaw Nkwanta	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Tano South	Apesika	CZ	0	-	0	-	-	-	4	57	3	43	7	100	2	50	2	50	4	100
Abura Asebu Kwamankese	Abura Dunkwa	SZ	4	50	4	50	8	100	3	38	5	62	-	-	3	38	5	62	8	100
Agona East	Mankrong	SZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Assin South	Assin Dominase	SZ	0	-	0	-	-	-	1	17	5	83	6	100	5	62	3	38	8	100
Birim Central	Otaipro	CZ	7	88	1	12	8	100	4	57	3	43	7	100	7	88	1	12	8	100
Gomoa East	Gomoa Obuasi	SZ	2	25	6	75	8	100	0	-	0	-	-	-	5	62	3	38	8	100
Ho Municipal	Giviefe- Ho	SZ	3	38	5	62	8	100	0	-	0	-	-	-	0	-	0	-	-	-
Kpando/North Dayi	Wusuta	CZ	0	-	0	-	-	-	0	-	0	-	-	-	0	-	0	-	-	-
Suhum	Amanase	CZ	0	-	0	-	-	-	2	40	3	60	5	100	9	100	0	-	9	100
Wassa Amenfi West	Samreboi	SZ	0	-	0	-	-	-	0	-	0	-			0	-	0	-	-	-
West Akim	Adeiso	CZ	5	50	5	50	10	100	4	50	4	50	8	100	3	50	3	50	6	100
TOTAL			**42**	**49**	**43**	**51**	**85**	**100**	**58**	**41**	**84**	**59**	**142**	**100**	**79**	**69**	**35**	**31**	**114**	**100**

Distribution of participants in the district sensemaking workshops

District	Community Cluster	Zone	Officials & Service Providers	Farmers & Processors						Transporters & Traders					
				F	%	M	%	N	%	F	%	M	%	N	%
Central Gonja	Yapei	NZ	7	7	44	9	56	16	100	0	-	5	100	5	100
East Gonja	Sisipe	NZ	4	5	42	7	58	12	100	6	86	1	14	7	100
Nanumba North	Bimbila	NZ	3	3	23	10	77	13	100	4	80	1	20	5	100
Nkwanta South	Krotang	NZ	5	8	47	9	53	17	100	0	-	1	100	1	100
Wa East	Gulemga	NZ	1	8	47	9	53	17	100	0	-	1	100	1	100
West Gonja	Damongo 1	NZ	5	10	48	11	52	21	100	0	-	0	-	-	-
	Damongo 2	NZ	0	0	-	0	-	0	-	0	-	0	-	-	-
Techiman	Aworowa	CZ	7	11	48	12	52	23	100	0	-	0	-	-	-
	Hansua	CZ	0	0	-	0	-	0	-	0	-	0	-	-	-
	Asueyi	CZ	0	0	-	0	-	0	-	0	-	0	-	-	-
Adansi South	Akrofuom	CZ	3	17	53	15	47	32	100	0	-	0	-	-	-
AhafoAno South	Abesewa	CZ	6	6	55	5	45	11	100	0	-	0	-	-	-
Kintampo South	Akora	CZ	2	12	44	15	56	27	100	0	-	0	-	-	-
Kumasi Metropolitan Assembly	Kumasi 1	CZ	0	0	-	0	-	-	-	0	-	0	-	-	-
	Kumasi 2	CZ	0	0	-	0	-	-	-	0	-	0	-	-	-
Ashanti Mampong	Kyeremfaso	CZ	4	9	60	6	40	15	100	0	-	0	-	-	-
	Woraso	CZ	0	0	-	0	-	-	-	0	-	0	-	-	-
Pru	Zabrama	CZ	2	9	50	9	50	18	100	8	67	4	33	12	100
Tano North	Dua Yaw Nkwanta	CZ	2	21	40	31	60	52	100	0	-	0	-	-	-
Tano South	Apesika	CZ	2	9	38	15	62	24	100	0	-	0		-	-
Abura Asebu Kwamankese	Abura Dunkwa	SZ	3	13	52	12	48	25	100	0	-	0	-	-	-
Agona East	Mankrong	SZ	3	15	54	13	46	28	100	0	-	0	-	-	-
Assin South	Assin Dominase	SZ	5	17	65	9	35	26	100	0	-	0	-	-	-
Birim Central	Otaipro	CZ	3	11	58	8	42	19	100	0	-	0	-	-	-
Gomoa East	Gomoa Obuasi	SZ	5	12	50	12	50	24	100	0	-	0	-	-	-
Ho Municipal	Giviefe- Ho	SZ	3	3	19	13	81	16	100	0	-	0	-	-	-
Kpando/NorDayi	Wusuta	CZ	3	12	55	10	45	22	100	0	-	0	-	-	-
Suhum	Amanase	CZ	5	12	46	14	54	26	100	0	-	0	-	-	-
Wassa Amenfi	Samreboi	SZ	0	0	-	0	-	-	-	0	-	0	-	-	-
West Akim	Adeiso	CZ	7	17	49	18	51	35	100	0	-	0	-	-	-
TOTAL			**90**	**247**	**48**	**272**	**52**	**519**	**100**	**18**	**42**	**13**	**58**	**31**	**100**

Annex 5: Overview of national sensemaking workshop participants

National level

Name	Organisation
Akwasi Adjei Adjekum	RTIMP
Julius Opuni Asamoah	RTIMP
John Amakye	RTIMP
Angela Osei-Sarfo	RTIMP
Oppong Mensah Aborampah	RTIMP
Joseph Yeboah	RTIMP
Vincent Akoto	RTIMP
George Osei-Asibey	RTIMP
Samuel Kwarteng Nyamekye	RTIMP
Osei Tutu	MOFA, Mampong
Obrien Nyarko	MOFA, Sekyere Central
Roy Ayariga	GASIP
Represenative	GASIP Climate Change
Ulac Demirag	IFAD
Theophilus Larbi	IFAD
Sarah Ashu-Davis	IFAD
Franck Luabeya Kapiamba	IFAD
Daniel Pasos	IFAD
E.K Nkansah	MOFA
Angela Dannson	MOFA, Accra
Abdul Abdulai-Rahman	Ecobank, HQ Accra
Hanetta Hayford	Ecobank , HQ Accra
Prof Jonathan Padi Tetteh	UCC
Dr Joseph Sarkodie-Addo	KNUST
Wilberforce Kwaku Adjartey	Bawjiase Area Rural Bank
Victoria Bonya	Nkranza-Kwabre Rural Bank
Prosper Yaw Klu	Brim Central Desk Officer
Yakubu Iddris Sheref	NRGP
Fordjour K. Minka	RDA, Ashanti Region
Lambert Abusah	PPMED, MOFA
Emmanuel Garti	PPMED, MOFA
Dr. Emmanuel Moses	CRI, Kumasi
Dr. Stephen K. Asante	CSIR-SARI, Nyamkpala
Dr. F. M. Tetteh	CSIR-SRI
Robert Arthur	Asuansi Agric Station
Samuel Forson	LD Consult, Accra
Benedict Tuffuor	TREND, Accra
James Kwarteng	Kwamanman Rural Bank
Theophilus Larbi Tetteh	Akatachiman Rural Bank

Northern zone

Name	District	Designation
Loverage Amenu	Nkwanta South	Desk Officer
Atchulo Azara	Central Gonja	AEA
Julius Gamegah	West Gonja	Desk Officer
Langa M. Thomas	East Gonja	Desk Officer

Augustine Akono	Techiman	Desk officer
B. A. Samsun	Central Gonja	Processor
Margaret Kumah	East Gonja	Farmer/trader
Faustina Ama Ameyaa	Techiman, Hansua	farmer/processor
Samuel Amese	Nkwanta South	Processor
Mrs. Faustina Sakyi	Techiman, Asueyi	processor/farmer
Tsetsefle Doris	Nkwanta South	Processor
Dokurugu Tandana	Nanumba North	Yam Farmer/ Service Provider
John K. Amoah	Techiman	Farmer/Service provider
Salamatu Braimah	West Gonja, Damongo	Processor
Danso Christiana	Nkwanta South	Farmer
Alhaji Imoro Ibrahim	Nanumba North	Yam Farmer/trad
Jaliatu Moro	West Gonja, Sori 3	Processor

Southern zone

Name	District	Designation
Cecilia Gboloo	Kpando	DDA
W.H. Fordjour	Abura-Asebu-Kwamankese	DDA
Felix Agbenyega	Ho Municipal	Desk Officer
Asante Andrews	Upper West Akim	Desk Officer
Samuel Naah	Assin South	Dannes Annointed Ltd GPC
John Agbenorxevi	Gomoa East	Agrico Cassava Processing Center GPC
Stephen Okyere	Upper West Akim	Jenefal Industries Ltd
Alhaji	Abura-Asebu-Kwamankese	Tropical Starch
Anastasia Fynn	Abura-Asebu-Kwamankese	Processor
Hawa Otwe	Abura-Asebu-Kwamankese	Farmer/ Processor
Samuel Okyere	Gomoa East	Farmer
Juliana Aboagyewaa	Suhum	Farmer/ Processor
Nicholas Dwamena	Suhum	Farmer
Alfred Agbordzor	Ho Municipal	Processor
Gilbert Asiamah	Ho Municipal	Processor
Issah Killanu	Ho Municipal	Farmer
Christopher Kofi	West Akim	

Central zone

Name	District	Designation
Yaw Okyere	Mampong	Desk Officer
Thomas Fofie	Mampong	BAC Officer
Ali Umaru	Ahafo Ano South	AEA
Asher Owusu Toku	Adansi South (New Edubiase)	Desk Officer
Mr. Opoku	Ahafo Ano South	Cassava Farmer
Fatima Salifu	Ahafo Ano South	Cassava Farmer
Grace Addai	Mampong	Cassava Farmer
Lydia Nyantakyiwaa	Mampong	Cassava Farmer
Dwomoh Boateng	Mampong	Gari Processor
Osei Yaw Benett	Mampong	Cassava Farmer
Eno Mary	Mampong	Gari Processor
Adobea Ama	Kintampo South	Yam Farmer
Kofi Waja	Kintampo South	Yam Farmer

Niyangnan Wajabu		Yam Farmer
Michael Ndema	Pru	Yam Farmer
Paul Amoah	Kintampo South	Yam Farmer
Suya Sona	Pru	Yam Farmer
Josma Agro-Industries (Janet)	Mampong	
Afia Jiga	Pru District	Yam Trader
Emmanuel D. Kuwornu	Kumasi	RTIMP
Asomani Odei-Mensah		DDA

Research & facilitation team

Name	Organisation
Glowen Kyei-Mensah	PDA
Adinda Van Hemelrijck	IFAD
Nana Sikaba King	PDA
Kobby Optson	PDA
Essi Haffar	PDA
Darlene Okai	PDA
Ama Gyan	PDA
Abubakar Mohammed	PDA
Bernard Alando	PDA
Samuel Entee	SNV
Anthony Amuzu	GSS
Johnathan Anaglo	University of Ghana

Annex 6: Sampling frame

The sampling frame used is the frame of the list of the commodity supply chains from the four main types of the commodities in the RTIMP market system stratified into agro ecological zones. Table 1 shows that there are 67 catchment districts of the commodity supply chains of the 4 types of commodity chains developed by RTIMP. Table 2 shows the relative distribution of the total number of the supply chain leaders per type of commodity chain. Table 3 presents the number of districts sampled (25 in total) that has been proportionally allocated to each zone. Six districts were systematically selected in the North zone, 12 in the Central zone and 7 in the South zone. Table 4 presents the numbers of distribution of the proportional allocation of commodity supply chain areas among the sampled districts. Table 5, finally, presents the numbers of distribution of the proportional allocation of commodity supply chain areas among the 3 main agro-ecological zones covered by the program.

The samples are stratified and selected independently in two stages from this sampling frame. In the first stage, 25 districts will be selected with probability proportional to size (PPS) selection procedure according to the sample allocation given in Table 3. Implicit stratification with proportional allocation will be achieved at each of the lower administrative unit levels by sorting the frame before the sample selection according to a certain geographical order, within each of the explicit stratum, and by using a probability proportional to size selection procedure.

After the selection of districts a list of the distribution of the various types of the commodity supply chain in each district has been prepared. This list helps identify the communities and locations of the commodity supply chains in each of the selected districts.

A fixed number of 30 locations/clusters have been proportionally allocated to each commodity using a probability proportional to size (PPS) according to the sample allocation given in Table 4. These locations form the centres of the supply chain areas in which qualitative interviews and household surveys will be conducted.

In each of the supply chain areas, 30 households will be systematically selected among three communities that form the cluster, i.e. approximately 10 in each community with equal probability.

Table 1: Distribution of the number of catchment districts of the commodity supply chains

Zones	Name of zone	Number of catchment districts of the commodities
1	North (Savannah)	14
2	Central (Transitional & deciduous)	36
3	South (Deciduous)	17
Total		67

Table 2: Distribution of the number of supply chains for each type of commodity chain

	Type of commodity	Supply chain population
1	PCF Chain	8
2	High Quality Cassava Flour (HQCF)	7
3	Fresh Yam Export chain (FYE)	7
4	Gari Chain	29
Total		51

Table 3: Distribution of the proportional allocation of districts among the zones

Zones	Name of zone	Allocation of districts to agro-ecological zones
1	North (Savannah)	6
2	Central (Transitional & deciduous)	12
3	South (Deciduous)	7
Total		25

Table 4: Distribution of the proportional allocation of commodity supply chain areas among the sampled districts

Zones	Type of Commodity	Number of supply chains
1	PCF Chain	5
2	High Quality Cassava Flour (HQCF)	4
3	Fresh Yam Export chain (FYE)	4
4	Gari Chain	17
Total		30

Table 5: Distribution of the proportional allocation of commodity supply chain areas among the zones

Zones	Name of zone	PCF	HQCF	FRESH YAM	GARI
1	North (Savannah)	1	0	2	4
2	Central (Transitional & deciduous)	3	2	2	9
3	South (Deciduous)	1	2	0	4
Total		**5**	**4**	**4**	**17**

Annex 7: Poverty distribution tables

Poverty distribution of the households

Wealth Status	Frequency	Percent
Poorest	335	40,0
Less Poor	162	19,4
Better Off	340	40,6
Total	837	100,0

Poverty distribution of the households by Zone

Wealth Status	ZONE			Total
	Northern	Central	Southern	
Poorest	47	197	91	335
Less Poor	40	76	46	162
Better Off	97	151	92	340
	184	424	229	837

Poverty distribution of the households by Region

Regions	Wealth Status			Total
	Poorest	Less Poor	Better Off	
Northern	37	29	58	124
Upper West	6	6	18	30
Ashanti	23	6	30	59
Brong Ahafo	129	55	90	274
Eastern	45	15	31	91
Central	61	26	47	134
Volta	23	20	49	92
Western	11	5	17	33
	335	162	340	837

Poverty distribution of the Male households by Region

Regions	Wealth Status			Total
	Poorest	Less Poor	Better Off	
Northern	36	25	51	112
Upper West	6	4	14	24
Ashanti	15	4	25	44
Brong Ahafo	90	47	65	202
Eastern	21	13	22	56
Central	34	21	36	91
Volta	21	13	40	74
Western	10	4	15	29
Total	233	131	268	632

Poverty distribution of the Female households by Region

Region	Wealth Status			Total
	Poorest	Less Poor	Better Off	
Northern	1	4	7	12
Upper West	0	2	4	6
Ashanti	8	2	5	15
Brong Ahafo	39	8	25	72
Eastern	24	2	9	35
Central	27	5	11	43
Volta	2	7	9	18
Western	1	1	2	4
Total	102	31	72	205

Poverty distribution of the Male households by Zone

Zone	Wealth Status			Total
	Poorest	Less Poor	Better Off	
Northern	45	33	81	159
Central	126	64	112	302
Southern	62	34	75	171
Total	233	131	268	632

Poverty distribution of the Female households by Zone

Zone	Wealth Status			Total
	Poorest	Less Poor	Better Off	
Northern	2	7	16	25
Central	71	12	39	122
Southern	29	12	17	58
Total	102	31	72	205

Annex 8: Household survey questionnaire

IMPACT SURVEY QUESTIONNAIRE

CONSENT.Hello. My name is ___________.We are conducting a survey with IFAD and the Ministryof ___________________.This survey will help us investigate changes in people's lives in areas where cassava, yam and other roots and tubers are produced and sold. You are invited to participate in this survey voluntary. You can choose not to answer any questions, and you can stop the interview at any time. All of your responses will be confidential. Would you like to ask me anything about the survey? Do you agree to participate in this survey?
Respondent agrees to be interview YES ☐ NO ☐ Exit → END
↓ Continue

QUESTIONNAIRE IDENTIFICATION

ZONE: ________________________________ CODE ____________________________

REGION NAME: ______________________________________ CODE_________________

DISTRICT NAME: _____________________________________ CODE_________________

COMMUNITY CLUSTER NAME: _______________________ CODE_________________

INTERVIEWER NAME _________________________________ CODE_________________

NAME OF HOUSEHOLD HEAD: ___________________________________

HOUSEHOLD NUMBER:_________________

DATE OF INTERVIEW: ___ ___ / ___ ___ / ___ ___ ___ ___

TOTAL NUMBER OF MEMBERS IN THIS HOUSEHOLD: _________________

OUTCOME OF INTERVIEW

Completed	1
Incomplete	2
Absent	3
Refused	4
Could not locate	5

SECTION 1: HOUSEHOLD SOCIO-DEMOGRAPHICS

Please tell me the first name of each person who usually lives here, starting with the Head of the Household. *List adult members of the household first, then list children.*											
No.	**FIRST NAME:**	**SEX:** Male= 1 Female = 2		**AGE** How old was *(name)* on his/her last birthday?		**HIGHEST LEVEL OF EDUCATION** For only member who are 6 years or older					
	NAME	**M**	**F**	**AGE**		Never attended school	Primary /JHS	Secondary /Diploma	Tertiary	**Grade Completed at that Level**
01	(*Head of Household*)	1	2			1	2	3	4	
02		1	2			1	2	3	4	
03		1	2			1	2	3	4	
04		1	2			1	2	3	4	
05		1	2			1	2	3	4	
06		1	2			1	2	3	4	
07		1	2			1	2	3	4	
08		1	2			1	2	3	4	
09		1	2			1	2	3	4	
10		1	2			1	2	3	4	
11		1	2			1	2	3	4	
12		1	2			1	2	3	4	

SECTION 2: SURVEY QUESTIONS

NO.	QUESTIONS AND FILTERS	CODINGCATEGORIES								
A. ACCESS TO FOOD										
A.1	**Did your household experience periods of food shortage during….?** ***(Yes / No)***	**YES NO**								
A.1.a	The past year 2014	1 2								
A.1. b	The year before (2013)	1 2								
A.2	**Have any of the children under 15 in this household experienced illness in the past 12 months?** ***(Yes / No)***	**YES NO N/A** 1 2 3								
A.3	**How often have children under 15 in this household been put to sleep at night without sufficient food (thus remaining hungry) in the past 12 months?** ***(Once/ Twice/ Three or more times)***	**Once Twice Three or more times Never** 1 2 3 4								
A.4	**What is the main source of drinking water for your household?** ***(Pond, river or stream / Boor holes / Pipe water / Sachet or bottled water)***	**Pond, river or**	**Bore hole**	**Pipe water**	**Sachet or**	**Other**				**Specify**
		1	2	3	4	5				
B. ECONOMIC ACTIVITIES, INCOME & PROFIT										
B.1	**What are the MAIN sources of income for your family?** ***(most important / 2nd most important / 3rd most important)*** **Who controls the income?** ***(Husband / Wife / 2nd or 3rd Wife / Husband and wife/s / Other)***	**Most**	**2nd most**	**3rd most**		**Husband**	**Wife/s**	**Husband and**	**Other**	**Specify**
B.1.a	Growth of Cassava	1	2	3		5	6	7	8	
B.1. b	Growth of Yam	1	2	3		5	6	7	8	
B.1.c	Growth of Cocoyam	1	2	3		5	6	7	8	
B.1. d	Growth of other roots & tubers ***(specify)***	1	2	3		5	6	7	8	
B.1.e	Processing of Cassava into High Quality Cassava Flour (HQCF)	1	2	3		5	6	7	8	
B.1.f	Processing of Cassava for Plywood industry	1	2	3		5	6	7	8	
B.1. g	Processing of Cassava for Gari	1	2	3		5	6	7	8	

B.1.h	Processing of Cassava for other use ***(specify)***	1	2	3		5	6	7	8	
B.1.i	Trading and transportation of Fresh Yam for Export	1	2	3		5	6	7	8	
B.1.j	Trading and transportation of other Root & Tubers	1	2	3		5	6	7	8	
B.1.k	Other types of livelihood activity ***(specify)***	1	2	3		5	6	7	8	
B.2	**In what range did the TOTAL income of your household fall in …?** **How many members of the household contributed to this total income?** ***(0-500, 501-1000, 1001-2000, 2001-5000, or 5001 or more GHS / year)***	**0-500**	**501-1000**	**1001-2000**	**2001-5000**	**5001**	**Number of household members who contributed**			
B.2.a	The past year 2014?	1	2	3	4	5				
B.2.b	The year before (2013)?	1	2	3	4	5				
B.2.c	Five years ago (2009)?	1	2	3	4	5				
B.3	**In what range did the value of TOTAL R&T production (including from farming and processing) of your household fall in …?** ***(0-500, 501-1000, 1001-2000, 2001-5000, or 5001 or more GHS / year)***	**0-500**	**501-1000**	**1001-2000**	**2001-5000**	**5001**	**Not R & T household**			
B.3.a	The past year 2014?	1	2	3	4	5	6			
B.3.b	The year before (2013)?	1	2	3	4	5	6			
B.3.c	Five years ago (2009)?	1	2	3	4	5	6			
B.4	**In the past 5 years, has your household established a new, or increased an existing, livelihood activity that forms a RELIABLE source of income?** **If yes, who has done most of the new or extra work?** ***(Husband / Wife(s) / Husband and wife(s) / Other)***	**No Skip to C.1**	**New**	**Existing**		**Husband**	**Wife/s**	**Husband and wife/s**	**Other**	**Specify**
B.4.a	Production of Cassava	1	2	3		5	6	7	8	
B.4.b	Production of Yam	1	2	3		5	6	7	8	
B.4.c	Production of Cocoyam	1	2	3		5	6	7	8	
B.4.d	Production of other roots & tubers ***(specify)***	1	2	3		5	6	7	8	
B.4.e	Processing of Cassava into High Quality Cassava Flower (HQCF)	1	2	3		5	6	7	8	
B.4.f	Processing of Cassava for Plywood industry	1	2	3		5	6	7	8	
B.4.g	Processing of Cassava for Garry	1	2	3		5	6	7	8	

B.4.h	Processing of Cassava for other use ***specify***	1	2	3		5	6	7	8	
B.4.i	Trading and transportation of Fresh Yam for Export	1	2	3		5	6	7	8	
B.4.j	Trading and transportation of other Root & Tubers	1	2	3		5	6	7	8	
B.4.k	Other types of livelihood activity ***specify***	1	2	3		5	6	7	8	
C. ASSETS										
C.1	**Financial assets:** **In the past 5 years how much financial support has your family received to invest in these new, or increase these existing, livelihood activities?** ***(Range 0-5000 or more)*** **Who controls most of these financial resources and decides when and for what to use them?** ***(Husband / Wife(s) / Husband and wife(s) / Other)***	**0**	**1 - 500 (specify type)**	**501 – 5000 (specify type)**	**5001 and above (specify type)**	**Husband (specify type)**	**Wife/s (specify type)**	**Husband and wife/s (specify**	**Other (specify type)**	**Specify**
C.1.a	From relatives and friends	1	2	3	4	5	6	7	8	
C.1.b	**Specify whether it is for new or existing livelihood (2=new, 3=existing)**									
C.1.c	From Susu or local money lender	1	2	3	4	5	6	7	8	
C.1.d	**Specify whether it is for new or existing livelihood (2=new, 3=existing)**									
C.1.e	From local rural bank ***specify***	1	2	3	4	5	6	7	8	
C.1.f	**Specify whether it is for new or existing livelihood (2=new, 3=existing)**									
C.1.g	Government programs such as RTIMP ***specify***	1	2	3	4	5	6	7	8	
C.1.h	**Specify whether it is for new or existing livelihood (2=new, 3=existing)**									
C.1.i	Other sources ***specify***	1	2	3	4	5	6	7	8	
C.1.j	**Specify whether it is for new or existing livelihood (2=new, 3=existing)**									
C.2	**Productive assets:** **How many of the following items does your household currently owned?** ***(Number)***									
C.2.a	Land plots (convert to the nearest acres)									
C.2.b	Farm equipment – hoes and cutlasses									
C.2.c	Farm equipment –animal drawn plow									
C.2.d	Farm equipment –tractor-drawn plow									
C.2.e	Farm equipment –power tiller									

C.2.g	Farm equipment –other ***specify***									
C.2.h	Processing equipment ***specify***									
C.2.i	Storage for agricultural produce									
C.2.j	Other productive assets ***specify***									
C.3	**Household assets:** **How many of the following items does your household currently have?** ***(Number)***	**0**	**1**	**2**	**3 or >3**					**Specify**
C.3.a	Electricity									
C.3.b	Radio									
C.3.c	Television									
C.3.d	Refrigerator									
C.3.e	Cell phone									
C.3.f	Bicycle									
C.3.g	Motorcycle or scooter									
C.3.h	Car or truck									
C.3.i	Other means of transportation ***specify***									
C.3.j	Water storage									
C.4	**Knowledge assets:** **In the past 5 years, in how many of the following training or demonstrations did someone from your family participate?** **Who decides whether/when to use most of what is learned or obtained in these trainings/demonstrations?** **(*Husband / Wife(s) / Husband and wife(s) / Other)***	**0**	**1**	**2**	**3 or >3**	**Husband**	**Wife/s**	**Husband and wife/s**	**Other**	**Specify**
C.4.a	Training on R&T production technology									
C.4.b	Training on R&T seed multiplication									
C.4.c	Training on R&T trading and financial recordkeeping									
C.4.d	Demonstration of cassava processing equipment and quality management									

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

ADDITIONAL NOTES OR COMMENTS: ____

Annex 9: Key Informant Interviews Questionnaires

Participatory Financial Institutions (local Branch Manager assigned)

Overarching evaluation/learning questions:

- *To what extent and under which conditions have resource-poor processors and farmers (in particular women and young adults) been able to access financing through the MEF to invest in their businesses?*
- *Who has the MEF been able to reach, and who not, and what is the most plausible explanation for this?*
- *What are the effects of the MEF on growth of the funded agro-processing businesses?*
- *What has been done to avoid elite capture?*
- *To what extent have Participating Financial Institutions (PFIs) been prepared to accept MEF applications and provide credit to resource-poor processors and farmers (in particular women and young adults) up to 50% of their planned investments? Under what conditions?*

KII Questionnaire:

1. How does the MEF work within your institution?
    - What are your specific functions in relation to the RTIMP?
2. What is your catchment area? (District, community?)
3. Who qualifies to apply for funding? What are the criteria? (e.g. received business training; resource-poor…)
4. How do you verify these criteria?
5. How many people have applied for funding?
    - How many of these were males, females, younger than 35 years old? Explain why
6. How many have received funding and why?
    - How many of these were males, females, younger than 35 years old? Explain why
    - What percentage of those who received MEF were resource-poor farmers? How do you know? (probe)
    - What were the barriers to receiving funding?
    - What were the barriers to accept MEF applications and provide credit to resource-poor farmers and processors?
    - What was done to overcome these barriers?
7. Do you monitor how funding is used?
    - How do you monitor this? What are the monitoring mechanisms you use?
8. To what extent do you think your funding has contributed to the growth of small R&T agro-processing businesses in the area? Explain.

**Ask for any document that might help to find out the number/overview of all those who have taken loans

<u>FFF Facilitators and Research Leaders</u>

(You may not find the research leaders in the districts, since they are regionally based, but if they are there, they also should be interviewed)

Overarching evaluation/learning questions:

- *To what extent have FFF enabled resource-poor R&T farmers and seed producers (including women and young adults) to commercialize and organise themselves?*
- *Have FFFs sufficiently reached the more vulnerable and/or illiterate resource-poor farmers (including women and young adults)? What have FFFs done to help them overcome barriers to participate?*

KII Questionnaire:

1. What are your specific roles with respect to R&T?
2. How are the FFFs organised?
   - Who participates in them?
3. In the past year how many FFFs has your team facilitated?
   - In how many communities has your team conducted FFFs?
   - How frequent were the trainings your team facilitated?
   - Who is targeted? (specify characteristics of target groups)
   - Who participated? (specify characteristics of participants)
   - Were females and young farmers (under 35 years) targeted in any of your trainings? How do you target them?
   - **<u>COMPARE WITH CONSTITUENT FEEDBACK:</u>**
     On average, what percentage of your participants were <u>women</u> and <u>men</u>, and what percentage were <u>young farmers</u> (under 35 years) in the past year? Have these percentages changed in the past 5 years? Explain.
   - Compared to the last 5 years, has there been an increase or decrease in training and participation? Why?
4. In your opinion, do your trainings sufficiently reach more vulnerable and/or illiterate resource-poor farmers and seed growers (including women and young adults)?
5. After the trainings, do R&T farmers and seed producers have access to improved production technologies?
6. What kind production technologies have they received? Can you provide an overview?
7. How are these improved production technologies distributed? Who is targeted?
8. How many individuals have received improved production technologies? Can you provide a list?
9. Have R&T farmers and seed producers been able to adopt the improved production technologies (explain)? How are you able to verify this?
10. Have R&T farmers and seed producers been able to afford the improved production technologies? How do you know this?
11. What are some of the barriers that prevent the adoption of improved production technologies?
12. **<u>COMPARE WITH CONSTITUENT FEEDBACK:</u>**
    To what extent did the trainings help farmers expand your farming businesses?
    - Please give a score from 1 to 5
    - Why/why not?
13. **<u>COMPARE WITH CONSTITUENT FEEDBACK:</u>**
    How confident do you thing <u>all farmers</u> are to express their needs and ask for help at an FFF meeting?
    - Please give a score from 1 to 5
    - Why/why not?

- How is this different for women than for men? What about young farmers?

14. **<u>COMPARE WITH CONSTITUENT FEEDBACK:</u>**
    To what extent did the training help farmers expand your farming businesses?
    - Please give a score from 1 to 5
    - Why/why not?
15. **<u>COMPARE WITH CONSTITUENT FEEDBACK:</u>**
    Have farmers been able to <u>produce more at lower cost past/two/three years ago</u> through participating in the FFF?
    - Yes / No
    - Why/why not?

** Obtain list of FFFs organised with thematic areas, and review RTIMP productivity surveys and progress reports from the SRID, GLDB, DDAs and ZOCs.

<u>Off-Takers</u>

Overarching evaluation/learning question:

- *What are the main barriers to linking resource-poor farmers and processors (including women and young adults) to old and new R&T commodity markets?*
- *What conditions need to be in place to help them overcome these barriers? What is missing (e.g. certification, packaging, traceability, market prospection)?*

KII Questionnaire:

1. What is the process of acquiring R&T raw materials?
    - What are some of the challenges you encounter in acquiring some of these raw materials?
2. Have you had new suppliers of R&T raw materials in the past 5 years?
3. To what extent is the produce of the standard/quality that you need? Explain.
4. To what extent is the produce of the quantity that you need? Explain.
5. Are your R&T raw materials delivered in a timely manner? Why/why not?
6. How did you establish your linkages with the raw material producers?
7. Do you know if women and young adults are part of your raw material producers?
8. In your opinion, what are the main barriers to linking small farmers and processors to your industry? Have you done anything to help overcome these barriers?
9. Are you aware of R&T programmes? Which ones?
10. Are you a part of any of these programmes?
    - If yes, which one(s)?
    - Are there any advantages to being a part of these programmes?
11. Have you ever attended a District Stakeholder Forum (DSF)? If yes, were they beneficial to you? Why/ why not?

<u>District Officials</u>

(including District Head, DDAs, RTIMP Desk Officer, Extension officer)

Overarching evaluation/learning question:

- *To what extent have the DSF contributed to the development of sustainable and inclusive commodity chain linkages?*
- *Who participated in the DSF –who did not? What motivated farmers and processors to participate (or not)?*

- *What enables or thwarts DSFs to become viable "chambers of commerce" –i.e. member networks that serve as private business linking and market-information platform empowering buyers, producers and processors (including women and young adults) to address their demand & supply issues independently?*

KII Questionnaire:

1. What is your role in RTIMP?

1. Who are the primary target groups of RTIMP?
   - How do you define resource-poor?

2. Which institutions are involved in the organisation of the DSFs?
   - What are the respective roles of MOTI and MOFA in organising the DSFs?
   - Did the persons in charge include MOTI, MOFA in the organisation?
   - How is the collaboration between these institutions?

3. How are DSFs supposed to help establish Commodity Chain linkages? To what extent, and how, did DSFs contribute to the establishment and maintenance of market linkages?
   - What is the role of DSF? Why did it work well, why didn't it work well?
   - What markets existed for resource-poor farmers in this district before 2009? What markets existed for processors in this district before 2009? Has it changed? How? What additional markets have been included, if any?
   - What linkages existed before the DSFs?
   - What are the problems encountered in establishing links with these new markets? Any advantages?
   - What needs to be done to overcome these problems? What is missing? (e.g. certification, packaging, traceability, market prospection)?
   - To what extent has the capacity-building (business development and marketing)of resource-poor farmers and processors contributed to the development of commodity chain linkages?
   - In your opinion what is preventing strong linkage of resource-poor farmers and processors to old R&T markets? What about to new R&T commodity markets?

4. How are the DSFs organised?
   - What were the issues discussed at each DSF?
   - Which actors patronise the DSFs? (specify characteristics of actors)
   - Is there a fair representation of different actors at the DSFs? (buyers, producers and processors) Why/why not? Explain.
   - How are participants invited/selected to participate in the DSFs?
   - If you had the opportunity to include some things to make a positive change in how the DSFs are organised, what would they be? Why?
   - In your opinion what are the main barriers to the positive change your would like to see?

5. According to you, what makes DSFs function well?
   - To what extent do they function as independent member networks?
   - **COMPARE WITH CONSTITUENT FEEDBACK:**
     To what extent are decisions made at the DSF carried out in practice by all the actors?
     - Please give a score from 1 to 5
     - Why/why not?
   - To what extent do they help buyers, producers and processors (including women and young adults) to address their demand & supply issues independently?
   - In your opinion, who do you think benefits most from participating in the DSF? And in what way?
   - In your opinion what enable/thwarts the DSF's to become viable chambers of commerce?

6. Who participates in DSFs?
   - How frequent have DSFs been organised in the past 5 years?
   - Who participated? (specify characteristics of participants)

- To what extent are the resource-poor farmers and processors actively engaged in the DSFs? What are the barriers that exist for the resource poor farmers and processors to actively participate in the DSF's? Explain.
- In your opinion what are the reasons for low/high attendance of women/young adults?
- Have females and young farmers (under 35 years) been encouraged/targeted to participate? What are the barriers for them to participate? What has been done to overcome the barriers for them to participate?
- **COMPARE WITH CONSTITUENT FEEDBACK:**
  On average, what percentage of the DSF participants were women and men, and what percentage were young farmers (under 35 years) in the past year? Have these percentages changed in the past 5 years? Explain.
- Compared to the last 5 years, has there been an increase or decrease in participation in the DSF? Why?

7. **COMPARE WITH CONSTITUENT FEEDBACK:**
   How confident do you think resource poor farmers and processors are or feel to express their views and ask for support/assistance at the DSF?
   - Please give a score from 1 to 5
   - Why/why not?
8. **COMPARE WITH CONSTITUENT FEEDBACK:**
   In your opinion, have farmers and processors been able to buy/sell more in the past one/two/three years through participating in the DSF?
   - Yes / No
   - Why/why not?

** Review:
- RTIMP Enterprise Record Books (ERBs);
- ZOCs progress reports;
- MoFA and DADU Organisational Capacity Assessments;
- RTIMP M&E data.

Business Advisory Centres (BAC's)

Overarching evaluation/learning question:

- *To what extent has the training organised by the BACscontributed to the capacity building needed to establish and sustain Commodity Chain linkages? Probe for barriers, opinions, reach, enablers***

KII Questionnaire:

1. Approximately, how many resource-poor farmers and processors participated in the trainings last year?
   - Who qualifies to be part of the trainings? (specify)
   - How many were women? How many were men? How many younger than 35?
   - How has this changed over the past 5 years?
   - What is done to reach more women and young farmers (<35 years)?
2. Can people easily come to the trainings? Are there difficulties? What is done to help those living far and have less possibility to attend the trainings?
3. To what extent are your trainees also participating in DSF's? Why/why not? Explain.
   - In your opinion, to what extent does your training (business development and marketing) contribute to enabling farmers and supply chain processors solve their supply and demand issues?
4. To what extent has the training organised by the BACs contributed to increased access to business financing?
   - How many of your participants have applied for MEF?

- Were they successful? How many and why?

5. **COMPARE WITH CONSTITUENT FEEDBACK:**
   To what extent have your trainings helped improve the profitability of the businesses of your clients?
   - Please give a score from 1 to 5
   - Why/why not?

Good Practice Centres (GPC)

(including leader and financial manager)

Overarching evaluation/learning questions:

- *Who has been engaged in/exposed to the GPC, and who not?*
- *To what extent have GPCs been able to reach and teach resource-poor processors about good quality processing and management practices, including the use of improved technologies and standardized equipments?*
- *How and to what extent has participation in GPCs affected the processors' ability to develop more profitable agri-processing businesses?*
- *What conditions need to be in place for GPCs to become profitable and attractive businesses particularly for young adults living in remote areas?*
- *What supports or hinders GPCs to better link the supply chain farmers to old and new markets, and how is this influenced by the DSF?*

KII Questionnaire:

1. When and how did your enterprise become a GPC?
2. How is the GPC managed? What is the organizational structure?
3. Does your GPC receive any funding or subsidies or other financial support? Is this support needed to survive or can the GPC stand on its own?
4. Do you organise demonstrations?
   - If yes, how often annually?
   - What is the purpose of the demonstrations?
   - Have the numbers of participants increased or decreased in past years? (Can you supply a list of participants)
   - Who attends your demonstrations? (specify characteristics of participants)
   - How are people invited/selected?
   - What would you have hoped to see as an impact/outcome of your demonstrations on people's farms and businesses?

9. In what other ways do farmers and processors engage with the GPC?
   - Who participates? (specify characteristics of participants)
   - What are the barriers that exist for resource poor farmers and processors to actively engage with GPC? What has been done to overcome these barriers?
   - Have females and young farmers (under 35 years) been encouraged/targeted? What are the barriers for them to actively engage with the GPC? What has been done to overcome these barriers?

10. **COMPARE WITH CONSTITUENT FEEDBACK:**
    On average, what percentage of the GPC participants were women and men, and what percentage were young farmers (under 35 years) in the past year? Have these percentages changed in the past 5 years? Explain.

11. **COMPARE WITH CONSTITUENT FEEDBACK:**
    To what extent do you think resource poor farmers and processors have been able to obtain the support, training and services they need through your GPC in the past 2-3-4-5 years in order to expand their processing business?

- Please give a score from 1 to 5
- Why/why not?

12. **COMPARE WITH CONSTITUENT FEEDBACK:**
    To what extend do you think resource-poor farmers and processors feel confident to express their needs and ask for help from the GPC?
    - Please give a score from 1 to 5
    - Why/why not?

13. **COMPARE WITH CONSTITUENT FEEDBACK:**
    To what extent do you think small resource-poor farmers and processors have been able to adopt and apply what they learned at your GPC?
    - Please give a score from 1 to 5
    - Why/why not?

14. **COMPARE WITH CONSTITUENT FEEDBACK:**
    To what extent do you think that the training support and services provided through your GPC have helped resource-poor farmers and processors to expand their processing business?
    - Please give a score from 1 to 5
    - Why/why not?

15. **COMPARE WITH CONSTITUENT FEEDBACK:**

Have they been able to process more at lower cost in the past three years through participating in the GPC?

- Yes / No?
- Why/why not?

16. **COMPARE WITH CONSTITUENT FEEDBACK:**
    Have they been able to sell more in the past three years through participating in the GPC?
    - Yes / No?
    - Why/why not?

17. Have you heard of MEF?
    - Do the people who participate in your demos know about the MEF and know what it is? Has anyone applied?
    - In your opinion, who has access to MEF funds?
    - In your opinion, how have MEF funds affected resource-poor farmers' and processors' ability to develop more profitable agri-processing businesses?

18. What conditions need to be in place for your GPC to become more profitable and attractive particularly for young people (<35 years)?

19. What has hindered or supported your GPC to find new buyers and better link the small farmers and processors to new markets in past 5 years?
    - How has this been influenced by the DSF?

Annex 10: Generic Change Analysis

A. What, When and Why to use this method

The Generic Change Analysis is a PRA-inspired method that uses two tools in focus group discussions to inquire a program's impact claim –namely: *change ranking*, followed by a *causal flow mapping*. The data collected from this method is qualitative and complementary to the quantitative data from the household survey.

The *change ranking* is a descriptive data collection tool that seeks to identify and rank the main changes in roots- & tubers-based livelihoods of the past 5 years in terms of their impact on people's wealth & wellbeing as defined by the beneficiaries themselves. It takes the form of a brainstorm, thus is rapid and brief. The process essentially involves the identification, specification and ranking of key changes.

Subsequently the *causal flow mapping* inquires the possible explanations by taking the one or two changes with greatest impact (thus highest rank) as a starting point to map out their impacts and causes, link these back to RTIMP, and collect detailed information on who has been affected most/least and why. This exercise takes more the form of an in-depth discussion involving the participants in the reconstruction and visualization of the causal flow.

For the evaluation of RTIMP, the focus of this method is on *changes in roots- & tubers-based livelihoods affecting rural poor people's access to food and income and their ability to work and access services*. This concerns the links between the O's and the I's in the ToC diagram.

B. With Whom to use this Method

The generic change ranking and causal flow mapping will be conducted with separate **gender-specific** groups with a good representation of **young people in the age range between 15 and 34**, randomly sampled from the communities in the community clusters in the sampled districts. Each group will be composed of 10 people (either women or men), of which 6-8 from the primary target groups (R&T processors and farmers) and the others from the wider group of rural poor that was targeted by the program.

C. Time and materials

The total time needed to do the whole exercise should take no more than **two hours**. This includes the time needed for discussion and bathroom checks.

The materials you need at hand for doing the exercise should include: 3-5 flipcharts, 2-3 colors of markers,2-3 colors of stick-it notes or moderation cards, tape, card board (the size of a flipchart), and a camera.

D. Step-by-step guide

Introduction and ethics clearance (10 min)

1. Welcome the group, thank them for their time, explain the **purpose** of the exercise and ask people's **agreement to participate**.
   - The purpose is: *to conduct research on the changes in the past 5 years that had an impact on rural livelihoods, what caused these changes, and how it affected people's wealth and wellbeing in the communities.*

- Do BY NO MEANS mention the program being evaluated and do NOT say this is an evaluation.
- Explain clearly we're trying to understand how people themselves experienced and valued these changes, and NO DIRECT BENEFITS will be given, other than the opportunity to engage in the discussions around these changes at the local and national levels.
- If asked, explain that the research is co-funded by multiple partners who are interested in learning from rural people's experiences and views through this research.

2. Complete the **group profile** by letting everybody introduce him/herself and noting down the full names of the participants (see note-taking template).
   - If there is objection, propose to use nicknames.
3. Ensure **safety, anonymity** and **confidentially**.
   - Build trust and make sure participants feel safe and comfortable before starting the exercise.
   - Ask permission to take photos and make sure these photos cannot be connected to any specific quotations.
   - Ask outsiders (or those not invited –including officials and leaders) to leave the group before starting the exercise.
4. Be aware of **power dynamics** in the interactions –particularly between *researchers* and *researched*, *leaders* and *non-leaders*, *poorer* and *better-off*, *older* and *younger*, *higher* and *lower educated*, and other social and cultural differences that may prevent participants from expressing their views.
   - Carefully take notes on all participation issues and power dynamics occurring.
   - Reflect with your team every evening on how to best deal with these issues and dynamics.
   - If there is any risk or threat, interrupt the exercise immediately.
5. **Output:**
   - Group profile filled in.

Tool 1 – Generic Change Ranking (40 min)

6. Start with a quick brainstorm to identify the main characteristics of 'wealth' and 'wellbeing' and different levels of wealth and wellbeing in the communities.
   - Capture the main characteristics for instance of those *least*, *middle*, *more* and *most* wealthy and well off.
   - Avoid getting caught up in too much detail –just make sure you create a common understanding and categorization.
7. Next ask participants to think about what has changed in the past 5 years related to roots and tuber production and marketing, which positively or negatively affected the wealth and wellbeing of most people in their communities.
   - Prompt for CHANGES (not problems) in R&T-based livelihoods (not in wealth & wellbeing) which had an effect on wealth & wellbeing of MOST PEOPLE (not just their own households). If participants come up with a problem or activity, ask what it has done to their household and the wider community, to identify the change.
   - Use a timeline if needed to trigger people's memory. Keep asking: *"What other changes can you think of that happened last year, the year before, in 2010, in 2009, or in 2008?"*
   - Write positive and negative changes on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!) of two different colours.

- Continue the brainstorm for **<u>10-15 minutes</u>** or until there are at least 2-3 positive and 2-3 negative changes formulated on cards that had a significant effect on people's wealth and wellbeing.
- If there are many, **cluster** those that are similar or closely related, and give the clusters a name.

8. Next, ask the participants to rank the cards or clusters in terms of magnitude of impact on wealth and wellbeing of the people in their community.
   - Start with asking *"which of these changes had the biggest impact on wealth and wellbeing of the people in your community"?*
   - Ask how big the impact was, for whom the impact on wealth & wellbeing was the biggest (specific categories), and how many % of the people in their community were affected seriously.
   - Next ask for the change with the second biggest impact and ask how big the impact was, for whom biggest and % people affected?
   - Compare each new change with the former one, and rank them based on biggest impact on most people, and mostly affecting the least and middle wealthy & well-off people.
   - Note that understanding ***why*** certain changes had a greater impact than others, and ***for whom***, is more important than the ranks in themselves!
   - At the end of the ranking, verify the order by picking the two cards at the top of the list and asking *"Just to make sure we got it right: Is it correct that this change has had the biggest impact on the majority of people and particularly on those who previously were not so wealthy and well off?"*and working your way down through all the cards repeating this question.
9. Finally, conclude the ranking with a brief discussion *how much* the changes on the cards listed at the top (those with the biggest impact) have made those who were 3-5-7 years ago less wealthy and well-off. This forms the basis for the causal flow mapping.
10. **<u>Outputs:</u>**
    - List of <u>characteristics</u> of wealth & wellbeing for different <u>categories</u> of people (from least to most wealthy and well-off)
    - List of <u>changes</u> in R&T-based livelihoods that positively or negatively affected people's wealth and wellbeing, ranked according to biggest impact on most people in the communities, and mostly felt by those more vulnerable and less wealthy and well-off.
    - Explanation of *why* changes affected some groups more than others, in some places more than others, and *how much* it changed people's wealth and wellbeing status.

Tool 2 – Generic Change Causal Flow Mapping (<u>40 min</u>)

11. Take the 2 highest ranked changes (one positive and one negative) and tell the participants that the discussion now will focus on these two changes.
    - If the selected changes are rather vague, ask the participants to make it more specific. For example, instead of 'credit', you will have a clearer discussion with a change formulated as 'access to affordable business start-up loans'.
    - Placing these cards in the middle of a flipchart –the positive above the negative– on a table or the ground (use a hard board underneath the flipchart, if needed).
12. Probe first for the **impacts** of each change. Use the same colours as the ones used in the former exercise for indicating whether the impacts are positive or negative.
    - Ask: *"what has happened as a result of this change? how has it affected people's lives?"*

- Write positive and negative impacts on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!) of two different colours, and place the cards on the right side of the changes in the middle.
- Probe for enough details (what, when, where, for whom, how many, why) to make it possible to triangulate with other data (for instance from the household survey).
- If someone mentions an *indirect* consequence, ask what happened before in order to link it to the original change.
- Probe for second and third line impacts by asking: *"What has happened as a result of this change/impact? And what has happened as a result of that?"*
- Continue probing until you have exhausted all impacts and have reached the level of *"sufficient access to food and income to lead and sustain a healthy and active life"*

13. Next probe for the **causes** of each change in the middle of the flipchart. Ask for the causes of these changes, and the causes of the causes (first, second and if needed also third line causes).
    - Ask questions like: *"What has made these changes possible? What else contributed to or influenced this change? What were the underlying causes of each of these direct causes?"*
    - Write positive and negative causes on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!) of two different colours, and place the cards on the left side of the changes in the middle.
    - Probe for enough details (what, when, where, for whom, how many) to make it possible to verify with other sources. For instance, in case of 'better infrastructure' probe until you arrive at something as specific as 'the new bridge over the canal that links the village to the next district and was built just before the latest elections'.
    - Keep on probing until exhausted and have reached the level of services and interventions.
14. Finally, ask the participants if all changes, causes and impacts are placed in the right order in relation to each other and ask them to help you draw the connections.
15. **<u>Output:</u>**
    - Generic causal change flow diagram (hard copy in the notes).

Closure (<u>10 min</u>)

16. Thank participants for their time.
17. Ask permission to take a photo of the diagram, share it with others and use it for discussion at the district (together with other groups' diagrams).
18. Ask who would be interested to participate in the district-level feedback discussions and represent the group's findings.

- Make sure those less influential or articulate participants get an opportunity to volunteer!

19. Finally, ask the participants for feedback at the end the exercise, about what they learned and found most interesting and useful in doing the exercise, and how they would want to use the findings that came out of this session.
20. **<u>Output:</u>**
    - Photo of the Generic causal change flow diagram.
    - List of people who want to participate in the district-level sensemaking workshop.
    - Description of the outcome for the participants of the exercise.

Annex 11: Livelihood Analysis

A. What, When and Why to use this method

The livelihood analysis is a participatory method that uses three tools in focus group discussions to investigate the changes in livelihoods caused by the program being evaluated, or by other influences – namely: *change matrix*, *change signification*, and *causal flow mapping*. The data collected from this method is mainly qualitative, although systematic data collection and the use of sensemaker techniques also permit quantitative analysis of patterns of perceptions and experiences across larger populations.

The *change matrix* is a descriptive data collection tool that helps to obtain an overview of the different types of livelihood activities in the communities and the major changes that have happened in these livelihood activities in the past 5 years, as well as women's and men's engagement in each of these and the relative income and risk levels. For this it uses PRA-based ranking, proportional piling and scoring techniques.

The *change signification* tool uses techniques borrowed from the patented *SenseMaker* approach[2] to help surface patterns (both expected and unexpected) and provide an additional layer of quantified qualitative data collected in a systematic manner across larger populations.

Finally, the *causal flow mapping* is an explanatory data collection tool that maps out the impacts and causes of the one or two most significant changes in the R&T livelihood activities, link these back to RTIMP, and collect detailed information on who has benefited (or not) and why. This last exercise takes the form of an in-depth discussion involving the participants in the reconstruction and visualization of the causal flow.

For the evaluation of RTIMP, the focus of this method is on *changes in roots- & tubers-based livelihoods* caused by the program mechanisms and other influencers, and affecting rural poor people's access to food and income and their ability to work and access services. This merely concerns the links between the C's and the O's in the ToC diagram.

B. With Whom to use this method

The livelihood change analysis and causal flow mapping will be conducted with separate **gender-specific** groups with a good representation of **young people in the age range between 15 and 34**, randomly sampled from the communities in the community clusters in the sampled districts. Each group will be composed of 10 people (all women or all men) that are direct program beneficiaries (R&T farmers, seed growers and processors).

C. Time and materials

The total time needed to do the whole exercise should take no longer than **<u>two and a half hours</u>**.

The materials you need at hand for doing the exercise should include: 3-5 flipcharts, 2-3 colors of markers, 2-3 colors of stick-it notes or moderation cards, tape, card board (the size of a flipchart), a box of stones or seeds, and a camera

[2] Cf. http://www.sensemaker-suite.com.

D. Step-by-step guide

Introduction and ethics clearance (10 min)

21. Welcome the group, thank them for their time, explain the **purpose** of the exercise and ask people's **agreement to participate**.
    - The purpose is: *to conduct research on the changes in the past 5 years that had an impact on rural livelihoods, what caused these changes, and how it affected people's wealth and wellbeing in the communities.*
    - Do BY NO MEANS mention the program being evaluated and do NOT say this is an evaluation.
    - Explain clearly we're trying to understand how people themselves experienced and valued these changes, and NO DIRECT BENEFITS will be given, other than the opportunity to engage in the discussions around these changes at the local and national levels.
    - If asked, explain that the research is co-funded by multiple partners who are interested in learning from rural people's experiences and views through this research.
22. Complete the **group profile** by letting everybody introduce him/herself and noting down the full names of the participants (see note-taking template).
    - If there is objection, propose to use nicknames.
23. Ensure **safety, anonymity** and **confidentially**.
    - Build trust and make sure participants feel safe and comfortable before starting the exercise.
    - Ask permission to take photos and make sure these photos cannot be connected to any specific quotations.
    - Ask outsiders (or those not invited –including officials and leaders) to leave the group before starting the exercise.
24. Be aware of **power dynamics** in the interactions –particularly between *researchers* and *researched, leaders* and *non-leaders*, *poorer* and *better-off*, *older* and *younger*, *higher* and *lower educated*, and other social and cultural differences that may prevent participants from expressing their views.
    - Carefully take notes on all participation issues and power dynamics occurring.
    - Reflect with your team every evening on how to best deal with these issues and dynamics.
    - If there is any risk or threat, interrupt the exercise immediately.
25. **Output:**
    - Group profile filled in.

Top 5 facilitation tips

1. Organize the livelihood analysis sessions in the mornings when it's not too hot, and if possible on days that people have a bit more time. Prepare your flipcharts with triads and the diad (including the examples) in advance. Also prepare some of the cards with types of livelihood activities in advance, in particular when you expect most of the participants are illiterate. This will save you lots of valuable time –not only your time but also and most importantly the time of the participants!
2. KEEP UP THE PACE!! This is a lengthy method so you need to make sure that you get through the first tool in NO LONGER than 50 minutes. If you don't, you will run into trouble –meaning: you will not be able to finish the causal flow mapping so will have to organize an EXTRA FOCUS GROUP the next day to do the causal flow mapping (with other participants, and starting from a new brainstorm on most significant changes in livelihood activities).

3. When explaining the tool using the examples of a triad and diad, ask the participants to stand around the flipcharts and mark their dot together (instead of one by one) while helping them and making sure they understand the tool. This will save you time! Don't use the real triads or diad as examples since that will mess up the data; use a fictional example (like those proposed beneath).
4. After collecting the signification sheets with the triads and the diad, the facilitator (and not the participants themselves) marks all participants' dots on the triads and diad on the flipchart. This will save time!
5. Make sure you construct the causal flow map in the direction of the participants so that they can read/follow it. Remember that it is THEIR causal flow!

Tool 1 – Livelihood Matrix Analysis (50 min)

6. Start with a quick brainstorm to identify the **main types of livelihood activities** that exist in the participants' communities, **related to roots and tubers** (from inputs suppliers, production, processors, traders, retailers/exporters).
   - Write the livelihood activities on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!). Drawings can be used instead of words if the participants are illiterate.
   - Cluster the cards that are similar or closely related, and give the clusters a name.
   - Keep asking for other types of livelihood activities related to R&T that exist in the communities, until exhausted.
   - The note-taker writes the types of livelihood activities in the left column of the livelihoods matrix in his note-taking template. The matrix looks as follows:

Livelihoods Matrix

Occupation (examples below)	% of working <u>women</u> in this livelihood activity (now)	% of working <u>women</u> in this livelihood activity (before)	Rank according to income PAST YEAR (highest at the top)	Score risk (4=very high to 1=very low)	Major changes in past 5 years
R&T farming *(specify)*					
R&T food production *(specify)*					
Cassava lopping *(specify)*					
Transportation *(specify)*					
Trading *(specify)*					
… *(specify)*					
Small services (*specify*)					
OTHER not R&T-based livelihoods					

7. Next ask each participant to estimate how many women / men were doing each type of livelihood activity in the past year and before.
   - Place the cards underneath each other, and give every participants 10 stones.
   - Ask each of the participants to allocate their 10 stones to the cards, as an estimation of the proportion of women / men that are doing each type of livelihood in their community in the past year.
   - Let them do this one by one, and verify with each of them, if the total amount of stones s/he allocated to all the R&T-based livelihood activities, all together, correctly reflects the

proportion of women / men involved in R&T (for instance 80% -or 8 out of 10). Ask her / him if this proportion has changed in the past 5 years, and if yes, how much, and why. ***Do this for every participant before moving to the next participant.***

- Don't let participants use more than 10 stones! *(if a particular activity should get less than 1 seed, then let the participant use a paper ball to indicate it's less than one seed).*
- If other types of livelihood activities are mentioned during the exercise, add them to the list and ask participants to re-allocate their seeds to include the new items.
- If major differences occur in the participants' allocations of stones to a particular livelihood type, ask the participants why they are so different.
- The note-taker takes carefully notes of important differences, total stone counts and average percentages, and fills in the second column of the livelihoods matrix by adding all the stones for each type of livelihood, dividing the total by the number of participants, and multiplying this by 10.

8. Ask the participants now to rank the livelihood types according to income.
   - Start by asking: *"In the past twelve months which types of livelihood activities typically had the highest income?"* Place this card high up on the ground.
   - Continue by asking: *"Which had the lowest income?* Place this card much lower than the other one on the ground.
   - Ask the participants how this was <u>different 2-3-5 years ago</u>.
   - Next ask: *"Which had the second highest income? And which the second lowest?"* Place the "second highest" card underneath the "highest" and the "second lowest" above the "lowest".
   - Again, ask the participants how much this was different 2-3-5 years ago.
   - Repeat until all cards are given a place in the hierarchy.
9. Finally, ask the participants to score the R&T-related livelihood activities according to risk (scale 1-4; highest risk=4).
   - Ask: *"<u>How likely</u> is there something to happen <u>very bad</u> to the R&T-related livelihood activities?"*
   - Ask them to describe the risks and consequences.
   - Those happening most often/likely with most severe consequences present the highest risk (score 4).
10. Finally, ask the participants if any major changes happened over the past 5 years to the R&T-based livelihoods, and which changes were the <u>most significant</u> ones, with the biggest impact for most of the people in the communities, in particular those less well off.
    - Write the changes on MODERATION CARDS (no sticky notes!), one change per card, using MARKERS (no pens!). Drawings can be used instead of words if the participants are illiterate.
    - Cluster the cards that are similar or closely related.
11. **<u>Output:</u>**
    - Livelihoods matrix properly filled in the note-taking template
    - Detailed notes on:
      - o the differences in proportional allocation of women / men to the R&T-based livelihood activities, and the changes in past years in these proportions
      - o the risks threatening the R&T-based livelihoods in the communities
    - Cards with major changes that happened to the R&T-based livelihoods.

Tool 2 - Signification of livelihood changes (<u>40 min</u>)

12. Ask the participants to select the 2 most significant changes in the R&T-based livelihoods –one positive and one negative.
13. Ask the participants to reflect on their own experience with one of these changes (2 mins):
    - Prompting question: *"If you were invited by the local radio station to describe in no more than 2 minutes how you have experienced this change, what would you say?*
    - Every participant is given 2 minutes to share his/her experience. In case the change doesn't relate to a participant's livelihood, s/he can describe the experience of someone s/he knows very well.
    - The note-taker carefully writes the individual experiences down on a uniquely coded <u>signification form for each participant</u>, using ***her /his exact words*** (thus NOT interpreted or summarized), and indicates whether the change/experience was positive or negative.
14. Explain the signification process.
    - Explain to the participants that the purpose of the exercise is to give a ***individually*** score their own experience using the 'diads' and 'triads', and explain the tools (triads, diads) by means of a ***fictional (!)*** example, such as:
        - *"How did you spend your day yesterday? eating, working, sleeping"*-triad
        - *"What is your feeling about cooking? hate it, love it"*- diad
    - Make sure that the people understand that the dot can be placed anywhere in the triangle or on the diad.
    - Ensure that participants do their own scoring/dotting and not just copy the scores of their neighbours.
15. Do the signification using the triads and diad.
    - Give each of the participants their own signification format, on which their experience was written by the note-taker.
    - Read the **<u>first triad</u>** and ask the participants to place their dot in the first triad on year form, using a MARKER (not a pen). They can select "N/A" if they the triad does not apply to their experience.

      The main effect of the change in my story is …
        - Access to food
        - Access to income
        - Access to education
    - Continue with the **<u>second triad</u>**:

      In my story the change was influenced by…
        - Access to information
        - Access to technology
        - Access to finance
    - Continue with the **<u>third triad</u>**:

      In my story the change was due to …
        - My own efforts
        - RTIMP (or the government)
        - Other people or organizations
    - Continue with the **<u>fourth triad</u>**:

      In my story the change was caused by…
        - Production issues

- Business relations
- Processing issues

- Conclude with the **<u>diad</u>**:

  Based on my experience, I think…
  - It's worth to further invest in the production/processing of roots & tubers
  - It's worth to invest in the production/processing of new crops other than roots & tubers

16. Collect the dots and facilitate a quick discussion around the results as the basis for the causal flow mapping.
    - Capture all the participants' dots on the flipcharts and facilitate a brief discussion around the pattern –e.g. by asking why most dots are in the same place, or why are they far from each other?

17. **<u>Output:</u>**
    - Individual signification forms
    - Flipcharts with the collective scoring results on the 4 triads and the one diad (for the district-level sensemaking workshops)
    - Notes on the discussion around the results from the scoring

Tool 3 – Livelihood Change Causal Flow Mapping (<u>60 min</u>)

1. Explain to participants that now we will discuss further the causes and effects of these one-two changes identified earlier.
   - Place the selected change statement in the middle of the flipchart – either in key word or a symbolic drawing.
2. Probe first for the **impacts** of each change. Use different colours for indicating whether the impacts are positive or negative.
   - Ask: *"what has happened as a result of this change? how has it affected people's lives?"*
   - Write positive and negative impacts on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!) of two different colours, and place the cards on the right side of the changes in the middle.
   - Probe for enough details (what, when, where, for whom, how many, why) to make it possible to triangulate with other data (for instance from the household survey).
   - If someone mentions an indirect consequence, ask what happened before in order to link it to the original change.
   - Probe for second and third line impacts by asking: *"What has happened as a result of this change/impact? And what has happened as a result of that?"*
   - Continue probing until you have exhausted all impacts and have reached the level of *"sufficient access to food and income to lead and sustain a healthy and active life"*

18. Next probe for the **causes** of each change in the middle of the flipchart. Asking for the causes of these changes, and the causes of the causes (first, second and if needed also third line causes).
   - Ask questions like: *"What has made these changes possible? What else contributed to or influenced this change? What were the underlying causes of each of these direct causes?"*
   - Write positive and negative causes on MODERATION CARDS (no sticky notes!) using MARKERS (no pens!) of two different colours, and place the cards on the left side of the changes in the middle.
   - Probe for enough details (what, when, where, for whom, how many) to make it possible to verify with other sources. For instance, in case of 'better infrastructure' probe until you arrive

at something as specific as ‘the new bridge over the canal that links the village to the next district and was built just before the latest elections’.

- Keep on probing until exhausted and have reached the level of services and interventions.

19. Finally, ask the participants if all changes, causes and impacts are placed in the right order in relation to each other and ask them to help you draw the connections.

20. **<u>Output:</u>**

- Livelihood change causal change flow diagram (hard copy in the notes).

Closure (<u>10 min</u>)

1. Thank participants for their time.
2. Ask permission to take a photo of the diagram, share it with others and use it for discussion at the district (together with other groups’ diagrams).
3. Ask who would be interested to participate in the district-level feedback discussions and represent the group’s findings.

- Make sure those less influential or articulate participants get an opportunity to volunteer!

4. Finally, ask the participants for feedback at the end the exercise, about what they learned and found most interesting and useful in doing the exercise, and how they would want to use the findings that came out of this session.

21. **<u>Output:</u>**

- Photo of the causal change flow diagram.
- List of people who want to participate in the district-level sensemaking workshop.

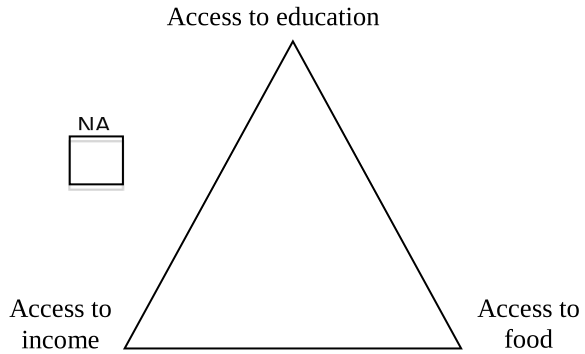
Description of the outcome for the participants of the exercise

E. SenseMaker Tools

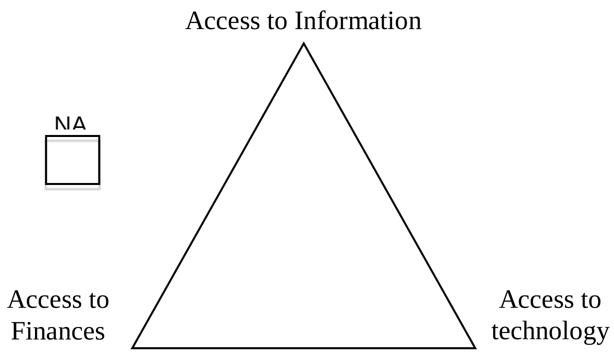
Participant: District:
Change: Community Cluster:
Positive/ Negative: Group Code:

Prompting question:
"If you were invited by the local radio station to describe in no more than two minutes how you have experienced this change, what would you say?"

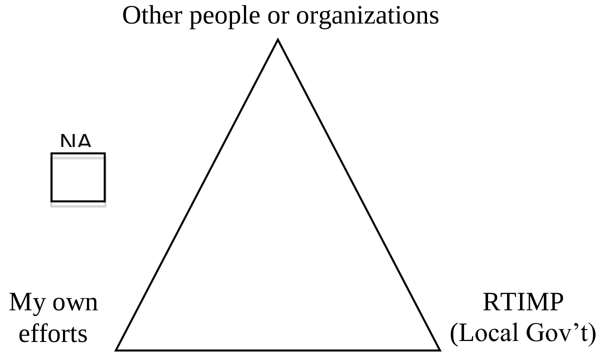
Experience:



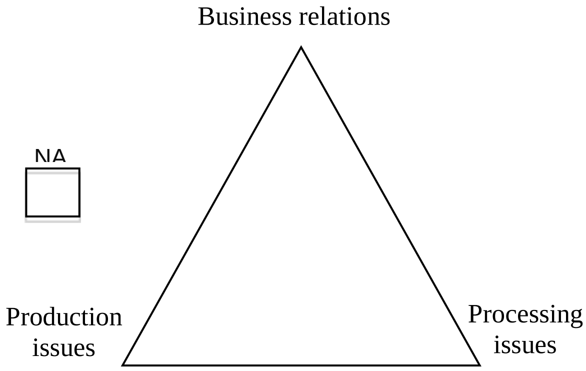
Triad 1: The main effect of the change in my story is…



Triad 2: In my story the change was influenced by…



Triad 3: In my story the change was due to…



Triad 4: In my story the change was caused by …

N

It's worth to further invest in the production/ processing of roots & tubers

Diad 1: Based on my experience, I think…

It's worth to invest in the production/processing of new crops other than roots & tubers production/

Annex 11: Constituent Feedback

A. What is Constituent Feedback (CF)

Constituent Feedback (CF)[3]is a lithe and low cost methodology for systematic listening to, and engaging in dialogue with, key constituents in the development process as the basis for performance monitoring, giving them real voice in defining, assessing, explaining and debating success. Feedback is best collected at key points of a program delivery and during normal rhythms of implementation and monitoring.

While feedback can only be turned into voice through ongoing cycles of listening, analysing, engaging and acting through the life of a program, it can also be used in participatory impact assessment and learning as the basis for generating critical debate between sponsors, service providers and primary constituents around impact-related issues. Combined with other methods, CF can help assess effectiveness and contribution to impact of a program, by collecting perceptual data on the reach, quality and value/outcomes of services and relationships developed.

There are many ways of collecting, analysing and reporting feedback data. Most essential is to select and design the tools in a way that is appropriate to context and useful to all the constituents or stakeholders involved –including the beneficiaries, service-providers and implementers, and the funders. This is in line with the purposes and principles of PIALA.

B. When and how to use this method, for what purpose

Constituent Feedback is best used after the livelihood analysis at the end of the participatory research in each locality. The purpose is to obtain ***quantified perceptual data*** on the reach, quality and outcomes of specific program mechanisms for intended primary beneficiaries at key touch points of program delivery and influence in the program's ToC. Each CF session is built around three types of questions:

- Reach and quality of services
- Inclusiveness and quality of relationships (e.g. trust, voice, empowerment)
- Value and outcomes of the services and relationships

For the evaluation of RTIMP, the key touch points are the most important links between the M's and the C's in the ToC diagram that form the focus of evaluation. These are centred around the functioning of:

- Farmer Field Forums (FFF)
- District Stakeholder Fora (DSF)
- Good Practice Centres (GPC)

In case of the DSF, also the contribution of the Supply Chain Facilitators to the functioning and outcomes of the DSF are inquired. The MEF on the other hand is assessed in relation to and as an outcome of the GPCs.

For each of these three program mechanisms, a focus group discussion is organised with the intended direct beneficiaries around a small number of questions, which involves an ***individual*** and ***anonymous scoring*** by each of the participant. The questions can ask for a simple YES/NO response, or HOW MANY, or they can ask for a scoring on a scale. Adding few open questions helps generate more rich explanations and contextual information.

[3]Also called *Constituent Voice* (see www.keystoneaccountability.org).

Other constituents (or stakeholders) involved in these mechanisms will be surveyed on 3-4 related performance questions, which they also will be asked to score. These scoring questions will be asked at the end of each of the KIIs with any of the service-providers[4].

C. With whom to use this method

This method will be applied with ***gender- and age-mixed*** groups sampled from the lists of participants or primary target groups of the program mechanisms under evaluation. The groups need to be composed of good representative mix of constituents targeted by the FFF, DSF and GPC in their catchment area. Ideally the groups are composed of 10-12 people, of which 6-8 who actively participated in each of these mechanisms, and the others not, half of which are women and half are men.

D. Time and materials

The total time needed to do the whole exercise is about **one hour** per CF session (including group reflection & scoring). The materials needed include: CF facilitation questions and stones or seeds for the scoring.

E. Step-by-step guide

Introduction and ethics clearance (10 min)

26. Welcome the group, thank them for their time, explain the **purpose** of the exercise and ask people's **agreement to participate**.
    - The purpose is: *to conduct research on the changes in the past 5 years that had an impact on rural livelihoods, what caused these changes, and how it affected people's wealth and wellbeing in the communities.*
    - Do BY NO MEANS mention the program being evaluated and do NOT say this is an evaluation.
    - Explain clearly we're trying to understand how people themselves experienced and valued these changes, and NO DIRECT BENEFITS will be given, other than the opportunity to engage in the discussions around these changes at the local and national levels.
    - If asked, explain that the research is co-funded by multiple partners who are interested in learning from rural people's experiences and views through this research.
27. Complete the **group profile** by letting everybody introduce him/herself and noting down the full names of the participants (see note-taking template).
    - If there is objection, propose to use nicknames.
28. Ensure **safety, anonymity** and **confidentially**.
    - Build trust and make sure participants feel safe and comfortable before starting the exercise.
    - Ask permission to take photos and make sure these photos cannot be connected to any specific quotations.
    - Ask outsiders (or those not invited –including officials and leaders) to leave the group before starting the exercise.
29. Be aware of **power dynamics** in the interactions –particularly between *researchers* and *researched, leaders* and *non-leaders, poorer* and *better-off, older* and *younger, higher* and *lower educated*, and other social and cultural differences that may prevent participants from expressing their views.

[4]Including: the FFF facilitators; the 7 research team leaders from CSIR, KNUST & UCC; the DDAs, BACs, SCFs and RTIMP desk officers; the directors/leaders of the GPCs and other supply chain leaders, and of the PFIs.

- Carefully take notes on all participation issues and power dynamics occurring.
- Reflect with your team every evening on how to best deal with these issues and dynamics.
- If there is any risk or threat, interrupt the exercise immediately.

30. **Output:**
    - Group profile filled in.

Facilitation of CF discussion and scoring (40 min)

31. Arrange FGD participants in a circle. Participants should not sit behind each other, as they will then be able see how other participants have scored.
32. The facilitator explains what the discussion will be about and how the participants will be asked to score. The note-taker documents carefully takes notes of the qualitative feedback and indicates if there is a major disagreement or difference for each of the questions, between whom, and why.
33. When the participants are doing the scoring of a question, the note-taker moves quickly around the group to capture the scores and enter them into the Scoring Table.
34. The discussion and scoring should take no longer than 50 min per session.

CF Questions

DSF Questions:

a) Are you a member of the DSF? (Y/N)

b) How many DSF meetings have you attended past/two/three years ago? (numbers)

a) Out of ten, how many male/female/young farmers in your community participate in DSFs past/two/three years ago? (number 1-10)

b) How useful have you found the information obtained through the DSF for improving your business/livelihood? (scale)
- Why/why not? (open)

c) To what extent have you been able to obtain the technical support, training and services that you needed past/two/three years ago? (scale)
- From the BACs?
- From the FFFs?
- From the GPCs
- Other from RTIMP
- Other -RTIMP?

d) How confident are you to express your views or ask for support/assistance at a DSF meeting? (scale)
- Why/why not?

e) To what extent are decisions made at the DSF carried out in practice by all the actors? (scale)
- Why/why not? (open)

f) Have you been able to buy/sell more past/two/three years ago through participating in the DSF? (Y/N)
- Why/why not? (open)

g) Have you been able to get a better price through the DSF? (Y/N)
- Why/why not?

h) Is the DSF catering to the needs of all those who need it? (Y/N)
- Why/why not?

i) Are conclusions and actions coming out from the DSF shared in the wider communities? (Y/N)

- Why/why not?

FFF Questions:

a) Is there a FFF in your community, or do you know of one in a neighbouring community? (Y/N)

b) How many FFFs have you attended past/two/three years ago? (number)

c) Out of ten, how many male/female/young farmers in your community participate in FFFs? (number 1-10)

d) To what extent have you been able to obtain the technical support, training and services that you needed from the FFF past/two/three years ago to expand your farming business? (scale)
   - Why/why not? (open)

e) Can anyone (including rich/poor, men/women, youth/elders) participate in the FFF and apply what they learn? (Y/N)

f) How confident are you to express your needs and ask for help at a FFF meeting? (scale)
   - Why/why not?

g) To what extent have you been able to apply what you learned at FFF? (scale – applied nothing ---apply everything that I learn)
   - Why/why not? (open)
   - Which technologies /which not?

h) To what extent did the training help you expand your farming business? (scale)
   - Why/why not? (open)

i) Have you been able to produce more at lower cost past/two/three years ago through participating in the FFF? (Y/N)
   - Why/why not? (open)

j) Have you been able to sell more past/two/three years ago through participating in the FFF? (Y/N)
   - Why/why not? (open)

k) Have you been able to obtain a better price through the FFF? (Y/N)
   - Why/why not? (open)

GPC Questions

a) Is there any GPC in your community, or do you know of any in a neighbouring community? (Y/N)

b) How many GPC trainings/demos have you attended past/two/three years ago? (number)

c) Out of ten, how many male/female/young processors in your community are part of the GPC and participate in these trainings/demo's? (number 1-10)

d) Can anyone (including rich/poor, men/women, youth/elders) participate in the GPC and apply what they learn? (Y/N)
   - Why/why not?

e) Have you obtained any financing through the GPC to buy equipment and expand your processing business? (Y/N)

f) Explain (which equipment? what kind of finance –e.g. loan, grant, gift? from which sources – e.g. rural bank, commercial bank, family/friends, middle man, GPC?)

g) Have you heard of the MEF and understand what it is? (Y/N)

h) Have you or anyone else in your community applied for MEF? (Y/N)
   - Why/why not?

i) To what extent did the training, support and services help you to expand your processing business? (scale)
   - Why/why not? (open)

j) How confident are you to express your needs and ask for help at the GPC? (scale)
   - Why/why not?

k) To what extent have you been able to apply what you learned at the GPC? (scale)
   - Why/why not?
   - Which technologies /which not?

l) Have you been able to process more at lower cost past/two/three years ago through participating in the GPC? (Y/N)
   - Why/why not? (open)

j) Have you been able to sell more past/two/three years ago through participating in the GPC? (Y/N)
   - Why/why not? (open)

m) Have you been able to obtain a better price through the GPC? (Y/N)
   - Why/why not? (open)

Closure (10 min)

5. Thank participants for their time.
6. Ask who would be interested to participate in the district-level feedback discussions and represent the group's findings.

- Make sure those less influential or articulate participants get an opportunity to volunteer!

7. Finally, ask the participants for feedback at the end the exercise, about what they learned and found most interesting and useful in doing the exercise, and how they would want to use the findings that came out of this session.

Annex 12: Data collation and quality monitoring

A. What, When and Why

Data quality monitoring involves daily research team reflections on research processes and outcomes as the basis for timely identifying data gaps/weaknesses and assessing the robustness of the evidence base being built. To identify gaps and weaknesses, early data collation is needed. This is the process by which the qualitative and quantitative data collected in each sampled district from both primary and secondary sources is processed, integrated and linked to each of the causal claims in the ToC. Data quality monitoring thus goes hand in hand with data collation.

The purpose of data collection and quality monitoring is:

(a) check on the robustness of the emerging evidence and identify areas where more data is required;
(b) enable data integration and linking; and
(c) reconstruct and compare actual causal flows with the program's theory of change at a very early stage during field research.

A set of questions for data quality monitoring and a basic tool for data collation is prepared for this. The tool consists of a matrix to insert quantitative and qualitative data for each link in the ToC, and a simple rating system for estimating: (a) the robustness of the emerging evidence; (b) the extent and scope of each causal link; (c) the extent and quality of program contributions; and (d) the interference of other influences. The average score for each contribution claim in the ToC obtained from the scoring (0-6) of each of its links on these four criteria, will provide a total value from 'highly unsatisfactory' up to 'highly satisfactory'[5].

B. With Whom

The researcher who leads the research in a particular district should conduct the data collation and reflection together with his/her research assistants.

C. Time & planning

Every evening the two teams working in parallel in the same district must come together for **two-three hours** to critically reflect on the processes and data obtained that day, and do the data collation together. The exact time needed will depend on early data entry and processing of the quantitative data. At a minimum however, 2 hours will be needed to:

- discuss the data and reflect on the overarching evaluation/learning questions in relation to the ToC;
- discuss observations on the process and participation and power issues that may have influenced the data and generated potential bias;
- fill in the data collation table, using the raw data sheets from the field and preliminary finding from quantitative data entry and analysis.

While reflections on the research process will be mostly important in the first two days, focus should shift towards filling in the data collation table and ensuring sufficient data is obtained to research to conclusions from the third day onwards. Although data collation should start as soon as the first raw data sheets are coming in, so basically from day one, findings from quantitative analysis likely will become available only by the third or fourth day, so mid-way the research process in a district. Hence sufficient time should be

[5] These are similar to the rating values used by IFAD in supervisions and reviews.

booked with the entire team in particular on the fourth and fifth evening to do the data collation and take stock of the evidence base.

D. Questions for data quality monitoring

The following set of questions should be used to guide the evening reflections on the research processes and outcomes, as the basis for ongoing data quality monitoring and estimating the robustness of the evidence that is built from that.

It is of crucial importance to regularly (if not daily) reflect on these questions to make sure all criteria are met by the time the field research in a locality or district is running towards its end. Major data gaps or weaknesses MUST be identified and reported in time, which is before the sensemaking workshop takes place in that locality/district.

1. ***Were we able to conduct the interviews and FGDs as planned and in a systematic manner?***
   - If not why not? What were the constraints? What do we need to do differently? What do we need to redo?
   - Did we consult with key informants on how local institutions and processes are called/recognized by people to help us formulate our questions in a way people can understand what we're asking for?
   - Did we keep sufficient focus and pace in the focus groups?
   - Did we ask the right questions to obtain the right data?
   - Did we follow the right sequence of tools?
   - Did we prompt and probe well enough to obtain sufficient detail in our data to enable us to verify it with other sources?
2. ***How well did we facilitate discussions to ensure active engagement and equal voice?***
   - How actively were people participating? Who was silent? Who was dominant?
   - How were differences in views/opinions in the group discussions addressed and recorded?
   - What hindered us from obtaining honest responses?
   - What can be improved in our facilitation approach as to overcome these difficulties and improve the quality of participation?
   - How well did we facilitate the discussions to ensure sufficient focus? Did we probe well and go beyond initial superficial answers? What can be improved?
3. ***Were we able to properly code and document all data?***
   (including descriptive data from the brainstorms, explanatory data from the causal flow mappings and interviews, and evaluative data from the scorings)
   - Are all raw data sheets properly coded?
   - Have scores been properly documented?
   - Have qualitative explanations and differences in views and perceptions been properly documented with sufficient detail and accuracy?
   - Have we accurately captured people's views in their own words?
   - Have we taken clearly visible photos of the diagrams?
   - Are notes and flipcharts legible?
   - Have we properly documented our process observations?
   - Are all raw notes accessible in hard & soft copy?
4. ***Were we able to obtain robust and sufficient data on the causal links in the ToC?***
   - Did the interviews and focus group discussions provide us with the information that is needed to answer the evaluation/learning questions and put the assumptions at a test?
   - Is the information sufficiently inclusive of different perspectives, dependable and consistent?
   - Is the data we collected sufficient to estimate with confidence the extent and scope of the causal link in the ToC it was supposed to inquire?
   - Do we have sufficient detail to support our conclusions? If not, how can we obtain the level of detail that we need to make our conclusions hard?

- Have we adequately dealt with positive respondent bias?
- Have we adequately dealt with our own researcher bias?

5. ***Were we able to collect sufficient data on the value and reach of specific program mechanisms?***
   - Is the data we collected sufficient to estimate the extent and quality of RTIMP influence in the M-links?
   - Have we sufficiently inquired other influences on the changes and impacts observed?
   - Were we able to sufficiently cross-check our data with different sources?
   - Were we able to inquire those not reached by the program to assess the reach and value of specific program mechanisms?
   - Do we have enough data on the different with/without configurations of program mechanisms to capture variability in program treatment and impact across the program area or country?

E. Data collation table

The table on the next page serves as a basic tool for the systematic integration/collation and analysis of the data collected in every district from primary and secondary sources related to each link in each causal claim of RTIMP's ToC.

For each causal link, evidence obtained is bundled in the 2nd–4th columns, which should permit to identify data gaps and draw conclusions. In the 5th column, the robustness of evidence collected on each particular link is assessed. If the evidence is sufficient, conclusions can be drawn on the extent and scope of each causal link, and the extent and quality of RTIMP's contributions on each of these links in each contribution claim, taking also into account other influences. The average score for each contribution claim obtained from the scoring (0-6) of each of its links provides a total value from 'highly unsatisfactory' up to 'highly satisfactory' similar to the rating values used by IFAD in supervisions and reviews. The rating values are described in the table below.

Contribution claim	Quality descriptors for the contribution claim
6 Highly satisfactory	• Evidence on most causal links is robust. • Extent and scope of all CMCOI- links in the contribution claim is convincing. • RTIMP interventions and achievements can be demonstrably linked to the changes. • Negative influences (intended or unintended) minimized, and positive (intended or unintended) influences changes maximized.
5 Satisfactory	• Evidence on causal links is quite strong, although some gaps still exist. • Extent and scope of most CMCOI-links in the contribution claim is convincing. • RTIMP interventions and achievements can be demonstrably linked to most of the changes but perhaps not to all. • Some negative influences might have occurred that were not entirely mitigated.
4 - 3 Moderately satisfactory / unsatisfactory	• Evidence on some causal links is generally strong but on others remain rather unclear and inconsistent. • Extent and scope of some CMCOI-links in the contribution claim is not entirely clear or not entirely convincing. • Although there is evidence of RTIMP contributions to some changes, the evidence is insufficient and lacking on others. • Unintended influences that affected the results not entirely mitigated.
2 Unsatisfactory	• Evidence on causal links is rather weak and/or inconsistent. • Extent and scope of most CMCOI-links is unclear and/or unconvincing. • Evidence of RTIMP contributions to most changes is lacking or insufficient. • Unintended influences have been largely overlooked.
1 Highly unsatisfactory	• Evidence on causal links is negative. • Extent and scope of CMCOI-links is limited. • Evidence of RTIMP contributions to all changes is lacking, insufficient and/or negative. • Other influences have been neglected, indicating mismanagement.
0 Insufficient evidence	• There is insufficient information available on changes or causal links to assess the contribution claim.

Data Collation Table:

Please empty the spaces in the three middle data columns and fill in all the data there. Draw conclusions and score the strenth of evidence for each link only when the data is complete for that row. Calculate to overall score for the impact claim and each of the contribution claims only when the conclusions and rating for each of its causal links are completed.

<table>
<tr><th>Causal link</th><th>Secondary data</th><th>Primary QUANT data</th><th>Primary QUAL data</th><th>Strength of evidence
(Score 0-6, whereby 0 means there is insufficient information, and provide critical notes on remaining data gaps and process observations suggesting possible bias in the data)</th><th>Conclusions
(Score 0-6, whereby 0 means there is insufficient information, and provide main conclusions about: (a) the extent and scope of each causal link; (b) the extent and quality of RTIMP influence in the M-links; and (d) interference of other influences at all levels)</th></tr>
<tr><td colspan="6">IMPACT CLAIM – POVERTY REDUCTION</td></tr>
<tr><td>I2→I1</td><td rowspan="2">2010 Ghana Living Standard Survey report
RTIMP RIMS baseline and other M&E data</td><td>60-90 gender/age-disaggregated household survey</td><td></td><td></td><td></td></tr>
<tr><td>O3+O2+O1→I2</td><td></td><td>4-6 sessions of generic change analysis & causal flow mapping in gender/age-specific focus groups</td><td></td><td></td></tr>
<tr><td>Data Gaps:</td><td></td><td></td><td></td><td></td><td>Total average score (0-6):</td></tr>
</table>

<table>
<tr><th>Causal link</th><th>Secondary data</th><th>Primary QUANT data</th><th>Primary QUAL data</th><th>Strength of evidence
(Score 0-6, whereby 0 means there is insufficient information, and provide critical notes on remaining data gaps and process observations suggesting possible bias in the data)</th><th>Conclusions
(Score 0-6, whereby 0 means there is insufficient information, and provide main conclusions about: (a) the extent and scope of each causal link; (b) the extent and quality of RTIMP influence in the M-links; and (d) interference of other influences at all levels)</th></tr>
<tr><td colspan="6">CONTRIBUTION CLAIM OF COMPONENT 1 – ENHANCED MARKET LINKING</td></tr>
<tr><td>M1c+M1b+O2 +O3→C1b</td><td rowspan="3">DDA reports
RTIMP Enterprise Record Books (ERBs)
ZOCs progress reports
MoFA and DADU Organisational Capacity Assessments
RTIMP M&E data (including 2014 thematic impact studies on DSF & SCF and IEC)</td><td colspan="2">4-6 sessions of livelihood analysis & causal flow mapping in gender/age-specific focus groups</td><td></td><td></td></tr>
<tr><td rowspan="2">C1a+(M1)→O1
C1b+M1a→C1a</td><td></td><td>KIIs with DDAs, BACs, SCFs, GPCs and other supply chain leaders (SMEs, aggregators and exporters) and off-takers (industries, food traders…)</td><td rowspan="2"></td><td rowspan="2">1.1.1.1.1.1.1</td></tr>
<tr><td colspan="2">2-3 constituent feedback sessions with mixed groups of (non-)DSF participants</td></tr>
<tr><td>Data Gaps:</td><td></td><td></td><td></td><td></td><td>Total average score (0-6):</td></tr>
</table>

Causal link	Secondary data	Primary QUANT data	Primary QUAL data	Strength of evidence *(Score 0-6, whereby 0 means there is insufficient information, and provide critical notes on remaining data gaps and process observations suggesting possible bias in the data)*	Conclusions *(Score 0-6, whereby 0 means there is insufficient information, and provide main conclusions about: (a) the extent and scope of each causal link; (b) the extent and quality of RTIMP influence in the M-links; and (d) interference of other influences at all levels)*
CONTRIBUTION CLAIM OF COMPONENT 2 –ENHANCED R&T PRODUCTION					
C2a+C2b→O2	• *Review of RTIMP productivity surveys and progress reports from the SRID, GLDB, DDAs and ZOCs* • *RTIMP M&E data, (including the 2014 thematic impact assessment of FFFs)*	*4-6 sessions of livelihood analysis & causal flow mapping in gender/age-specific focus groups*			
M2a+M2b+(M2c) +M1c→C2a M2c→C2b			*KIIs with FFF facilitators, extension agents, DDAs, DADU officers, and 7 research team leaders[6] of the regional research institutes (CSIR, KNUST & UCC)*		
		2-3 constituent feedback sessions with mixed groups of (non-)FFF participants			
Data Gaps:					**Total average score (0-6):**

[6] There are 7 research team leaders, involved in the FFFs, 5 of which are based in Kumasi, 1 in Cape Coast, and 1 in Tamale.

Causal link	**Secondary data**	**Primary QUANT data**	**Primary QUAL data**	**Strength of evidence** *(Score 0-6, whereby 0 means there is insufficient information, and provide critical notes on remaining data gaps and process observations suggesting possible bias in the data)*	**Conclusions** *(Score 0-6, whereby 0 means there is insufficient information, and provide main conclusions about: (a) the extent and scope of each causal link; (b) the extent and quality of RTIMP influence in the M-links; and (d) interference of other influences at all levels)*
CONTRIBUTION CLAIM OF COMPONENT 3 – ENHANCED R&T PROCESSING					
M3b→ C3a+C3b→O3	• *RTIMP and REP M&E data and supervision reports (including the 2014 thematic impact studies on MEF and GPC)* • *IFAD/FAO 2014 study on matching grant facilities in Ghana*	*4-6 sessions of livelihood analysis & causal flow mapping in gender/age-specific focus groups*			
M3b+M3c+C1a→ C3c			*KIIs with GPCs, BACs and PFI local branches*		
		2-3 constituent feedback sessions with mixed groups of (non-)GPC participants (including MEF beneficiaries)			
Data Gaps:					**Total average score (0-6):**

Annex 13: Participatory sensemaking at the district levels

A. What, When and Why

The purpose of participatory sensemaking is to enhance the empowering value of impact evaluation by creating the opportunity for program stakeholders to validate, challenge and strengthen the evidence during the research. At the local level, this is done by instantly processing the data collected during fieldwork, and presenting back rising evidence and remaining data weaknesses to local research participants in a small sensemaking workshop. Doing this before finalising fieldwork in every locality helps improve and strengthen the evidence base, while avoiding top-down data extraction and researcher-dominated analysis. By stimulating critical reflection and dialogue around the emerging evidence between service-providers, beneficiaries and other local actors involved in the program, an additional layer of meaning or explanation is generated of why certain program mechanisms worked well (or not so well) in certain locations, and had a significant and sustainable impact on rural livelihoods and poverty (or not).

The local sensemaking process can best be organised in a small workshop at the level of analysis above the household level. In some cases, this will be at the level of the village; in other cases (and particularly in IFAD-funded value chain programs), this will be at the administrative or organisational level of the market system, which for RTIMP is at the district level.

The objectives are to

- discuss and validate the emerging evidence on the major changes that have occurred in rural poor people's livelihoods in the past 5-7 years, and the causes of these changes;
- obtain additional information on issues that remain unclear and fill in data gaps;
- create an opportunity to collectively reflect on the livelihood opportunities and constraints of the R&T commodity chains for coming generations;
- reflect on the value of local stakeholders' participation in the impact evaluation for improving their development practice.

B. With Whom

The participants in the local sensemaking workshop should form a representative sample of the local stakeholders who participated in the research. Since the majority of the research participants are the primary beneficiaries, they will form the largest group in the workshop. In the case of RTIMP these are the small R&T farmers, seed producers and processors. Furthermore also district officials, service providers and supply chain leaders in the RTIMP will be invited. The total amount of participants is estimated at 30-40 participants.

A provisional list of the participants in the district sensemaking workshops of the RTIMP evaluation is as follows:

- *7officials (including the District Head, the DDA, the extension officer, the BAC officer, the RTIMP officer, the FFF facilitators, and the research team leader);*
- *10-12 processors (min 50% women and 50% <age 35)*
- *10-12 farmers (min 50% women and 50% <age 35)*
- *8 other supply chain actors (including supply chain leaders, SCFs, local PFI branches, local off-takers, transporters, etc.)*

C. Time and Materials

Preparation of the workshop is best arranged for at the start of the field research in a locality or district, so that local leaders can timely inform people and start preparing the logistics. At least half a day after finalising fieldwork (including data collation) is needed to prepare the inputs for the workshop. The workshop itself will take **average 4 hours** but will vary depending on the number of participants. The local sensemaking workshop for the RTIMP evaluation will be held at the district level and expect to host around **30-40 people**.

Printing facilities and workshop materials need to be at hand. The venue needs to be big enough to host 40 people (with average two square meters per person) and have sufficient tables (6) and chairs (50) for small group work, and walls on which to hang the flipcharts.

If the workshop has to be held in an open village space, then rope and nails or clothespins can be used to hang the flipcharts for instance on/between trees, or they can by laid out on the ground with stones to keep them in place. Cardboards can be used as an improvised table to put the flipcharts on for writing.

D. Step-by-step guide

Preparation of venue and workshop inputs (4 hours)

1. Prepare maximum 10-12 statements that reflect the evidence on each of the links in the ToC diagram (e.g. 2 related to the impact claim; 2 for the first, 2 for the second, and 2 for the third contribution claim; and 2-4 extra related to those links where evidence is weak).

   The statements must reflect the evidence on causal *links* (instead of the individual changes or causes). It must do so by either *confirming* or *contesting* the link. The purpose is to (a) validate evidence and (b) fill data gaps.

   Examples of 'evidence statements' from an evaluation in Vietnam in 2013 are:

   - *Many technical trainings and study-tours for new cultivation technique such as durian planting, pig and goat raising have been organized in past years by the Farmer Union, but they haven't caused any income increase for the poor and the near-poor.*
   - *New credit (other than from the Social Policy Bank) has been offered to the poor and the near-poor in recent years by the WU and the Agribank, but the preconditions of these credits are too difficult for them to accept the offers.*
   - *There are no trust-groups in this community/area that accepted a loan from the Women or Farmer Union.*
   - *Cows, goats, rice, and other goods are sold at lower prices to middlemen, because there is no local support mechanism to help fixing the prices.*
   - *Cow raising has increased because poor people now can borrow money from the Agri-bank.*
   - *By buying and raising a cow with their loan, people can invest in the education of their children and escape from poverty,*

2. Make a flipchart with the evidence statement as follows:

Statements of findings	Scores: true / kind of true / untrue
Statement 1	
…	
Statement 10	

3. Also make a flipchart with PIALA statements for assessing the value of participation in the impact evaluation with the participants:

PIALA statements	Scores: true / kind of true / untrue
1. The purpose of the research and this workshop are still unclear to me.	
2. The discussions during the research and the workshop have not given me any new insights or power to change things.	
3. It was hard for me to understand the discussions, which made it difficult to participate.	
4. I'm not used to participate in discussions like these, which made me feel uncomfortable.	
5. The researchers asked too many questions and left not enough time to us to discuss and analyse the issues ourselves.	

4. Print sufficient hard copies of the **sensemaking micro-survey**.
5. Print or write the PIALA and the evidence statements on A4 sheets (1 statement per sheet), and prepare the visuals that must support the evidence statements on flipcharts:

Clusters and Links in the ToC	Qualitative visuals	Quantitative evidence
Impact claim: I2→I1 O3+O2+O1→I2	• 4-6 generic change diagrams (if available on flipchart[7])	• Triads 1& 4 • 1-2 quant bars from HH survey
Contribution claim 1 - Market linking: M1c+M1b+O2 +O3→C1b C1a+(M1)→O1 C1b+M1a→C1a	• 4-6 livelihood change diagrams (if available on flipchart)	• Diad 1 • 1-2 quant bars from the CF with DSF participants
Contribution claim 2 - Enhanced production: M2a+M2b+(M2c)+M1c→C2a M2c→C2b		• Triads 3 & 2 • 1-2 quant bars from the CF with FFF participants
Contribution claim 3 - Enhanced processing: M3b→C3a+C3b→O3 M3b+M3c+C1a→C3c		• Triads 3 & 2 • 1-2 quant bars from the CF with GPC participants

6. Make sure you get access to the venue an hour before the workshop starts, to arrange the space:

- Put 4 tables in the opposite corners of the room where the group discussions will take place.
- Remove all other tables, and keep only chairs, as to create space.
- Hang the flipcharts with the evidence visuals on the walls.
- Hang at the front of the room the two flipcharts you should prepare in advance: one with the statements on the findings, and one with the PIALA assessment statements. See below:

Workshop flow (4 hours)

INTRO (15 min):

[7] If it was not possible to do it on flipchart and thus you only have pictures of the causal flows done with natural materials in the communities, then obviously you won't be able to show these. In that case just work with what you have: the statements and the quant bars. If you have time left for preparation you can try to copy some of the flow diagrams from your pictures on flipcharts.

7. Make sure that all participants find a comfortable place to seat. Open the meeting by welcoming everybody and explaining the purpose and the expected total duration of the workshop.
8. Explain that the outcomes of this workshop will be presented at a bigger national workshop where also all other districts will present their results, and that some of today's participants will be invited to participate in this bigger event. All communities that participated in the research are invited to attend the district-level and national workshops. Explain that most participants in the research are like them: small R&T farmers, seed growers and processors. Explain that their participation is considered crucial for the improvement of the R&T sector.
9. Divide the participants into 4 groups (farmers, processors, other chain actors, and officials) and divide the researchers among the groups for the facilitation. Note that the farmers group and the processors group will need stronger facilitation to encourage active debate and equal voice, since these are the biggest groups with most illiterate and mixed women and men, younger and older people.

<u>VALIDATION OF EVIDENCE (150 min):</u>

10. Facilitate discussion around the 10 statements in the 4 groups (<u>max 90 min</u>; 1 researcher/facilitator per group) as follows:
    - Explain the purpose of the exercise: Since this research is about changes in their lives and what caused these changes, we want to give back to them what we found, and would like them to discuss and improve our findings.
    - Start with briefly presenting the <u>quantitative evidence</u> for the **<u>impact claim</u>** (including quant bars from the household survey, and triads 1 and 4). Ask the participants if they think this is a fair representation of the major changes in their lives in the past 5 years.
    - Next read the first <u>2 statements</u> related to the **<u>impact claim</u>**, and ask the participants what they think about this statement. Fuel the discussion, if requested by the group then amend the statement, and finally ask the participants to score it "true", "untrue", or "kind of true/untrue". If rated it in the middle, then ask if they think it's in the middle but not true, or rather in the middle but not wrong, and ask why. Indicate the rating on the back of the card and carefully note down the reasons why. If amendments are requested, make then with a red marker in the statements.
    - Continue with briefly presenting the <u>quantitative evidence</u> for the **<u>first contribution claim "market linking"</u>** (including the diad and 1-2 quant bars from the constituent feedback data). Ask the participants if they think this is a fair representation of the major changes in the R&T business in the past 5 years.
    - Next read the 2 statements related to this first contribution claim, and facilitate the discussion and the rating in the same way as for the impact claim.
    - Do the same for contribution claims 2 and 3. As the participants are getting more comfortable, speed up the pace.
    - Close the discussion by appointing a participant who will present the results from their discussion in plenary.
    - Carefully make notes of the process in your notebook: who spoke, who didn't, who made the final decision, how long did it take to reach agreement…
11. Invite the groups back into plenary for presenting and discussing their amendments and ratings with the larger group (<u>max 60 min</u>).
    - The facilitator first reads each statement out loud. Next the farmers and processors groups present their amendments and ratings. Subsequently the supply chain actors and officials are asked to add theirs.
    - A brief discussion is facilitated around the <u>differences</u> in the ratings, and reference is made to the flipcharts presenting the original data. ONLY DISCUSS THE DIFFERENCES; BUT DON'T TRY

TO REACH AGREEMENT. Most important is that the participants understand the differences in views and perspectives, and that the views of the poor HHs are considered central. Carefully take notes of these differences.

- Finally, ask the participants what they could do themselves to change the situation in their community, based on their analysis, and what is preventing them from doing this.

METHODOLOGICAL REFLECTION (60 min):

12. Let the participants return to their 4 groups (farmers, processors, other chain actors, and officials) and facilitate discussion around the 5 PIALA statements in these 4 groups (max 40 min; 1 researcher/facilitator per group),following a similar process as for the evidence statements but faster since there are no visuals that need to be explained and discussed.
13. Then invite the groups back into plenary for presenting and discussing the results, again following the same process as for the evidence statements (max 20min).

CLOSURE (15 min):

14. Ask the participants to individually fill in the micro-survey about the village feedback.
15. Close the village meeting by thanking the participants for their participation. INVITE THE PARTICIPANTS FOR A CLOSING DRINK.

Annex 14: Participatory sensemaking at the national level

A. Objectives and outcomes

At this stage of analysing and understanding the large amount of evidence that has been produced, both national and local stakeholders are invited to engage in a sense-making process to:

- validate observed changes and impacts across districts,
- discuss possible explanations,
- value RTIMP's contributions among other influences, and
- reflect on the evaluation approach (PIALA).

The concrete expected outcomes are:

- an approved set of changes and impacts as was ***envisioned*** by RTIMP,
- an approved set of ***actual*** changes and impacts that have occurred and were most significant in the Northern, Middle and Southern zones respectively,
- an approved set of ***overlaps*** and ***differences*** between *actual* and *envisioned* changes and impacts,
- an approved set of explanations for these overlaps/differences,
- an appreciation of RTIMP contributions to the actual changes and impacts,
- feedback on the evaluation approach, and its possible use in future programming.

B. Participants

About 100 invitations were sent to ensure a diverse set of views are captured, representing the different stakeholders at national, zonal, district and community levels. These stakeholders know about the RTIMP and take an active interest in the outcomes of this evaluation.

Broadly these include:

- At the national and zonal levels (23 participants):
    - MoFA (4)
    - RTIMP (10)
    - GASIP (2)
    - IFAD (4)
    - Participating Financial Institutions (4)
    - Research Leaders (4)
    - Supply chain facilitators (4)
    - Other stakeholders (4)
- At the district level (21 participants):
    - District officials (12)
    - Business Advisory Centers (4)
    - GPC leaders, Off-takers and Supply chain leaders (9)
- From the community clusters (45 participants):
    - R&T farmers and processors (30)
    - R&T processors (15)

C. Design principles

The sense-making model builds off following design principles:

1. creating space for equal and meaningful participation;
2. focusing on changes broader than intended results;
3. prompting honest critique and debate between different stakeholder perspectives on these changes;
4. using visuals and statements as a mechanism for presenting the evidence of causes and impacts;
5. building the analytical chain of actual changes;
6. mirroring the actual with the envisioned changes in the ToC for probing its causal links and assumptions;
7. developing an aggregated perspective despite diversity;
8. developing a replicable model (in terms of flow and design principles) for participatory sensemaking.

D. Straw Dog

Day 1 (6th May 2015): Connecting People - Clarifying the Vision and Checking the Condition – Identifying the Explanations

Time	Mod	Topic	Process	Preparation - Materials - Translation	Person Responsible
8:30 - 9.00	1a	***Introduction*** • Brief words of welcome • Administrative issues	Participants receive a folder containing workshop documents and a colored card with the opening assignment upon registration .	**Participant workshop pack**: • hand-out with opening assignment (assigned color) • hand-out with workshop objectives & agenda • hand-out with generic diagram • copy of presentation on the impact evaluation • hand-out with "check-the-vision" or "check-the-condition" assignment (assigned color& subgroup code) **Colors (Mod 1a & 3b):** green for farming, blue for business relations & markets, purple for processing, and red for lives & livelihoods.	**Glowen**
9.00-9.15	1b	***Opening assignment***	**15 min.** Participants are welcomed and asked to form a group of people with 3 different color cards and share their changes	Opening assignment: *Essence of this evaluation is not about RTIMP, but about building on RTIMP, learning about the effort that have been put into resource-poor farmers to do better in the next GASIP. It's not about government bringing more money, but it's about government better reaching the majority farmers and engaging them in the planning, implementation, evaluation and learning of the activities affecting their lives and livelihoods.* Essence of this research is to learn about the changes people have experienced in their livelihoods, better reach the majority of the farmers, make better policy for the future,.	**Glowen**

9.15 - 9.30	1c	***Welcome by RTIMP***	Opening words by **Mr Minka Fordjuor**, Regional Director for Agriculture		**Mr Agyekum**
9.30 - 9.50	1d	***Workshop Purpose*** • Why we are here • Objectives • Agenda • PIALA presentation • RTIMP Theory of Change • Rules and expectations	Link opening assignment to workshop purpose and structure by presenting the RTIMP ToC as a tool for assessing changes in R&T livelihoods and the causes and contributions to these changes ***PIALA: Approach &, design*** PIALA, the design of the impact evaluation, and the field research conducted in past months	Posters with generic diagram (10)	**Glowen**
9:50 -10:15	2	***Evaluation Findings***	Brief presentation of the major findings and draft conclusions to be given in a statement format.		**Essi & Anthony**
10:15-10:30	3a	***Checking the vision & condition*** • validation of vision statements • validation of evidence statements	**30 min.** Explain the task and make the groups. • Divide in 4 cluster groups of 25 participants, each guided by 1.5 facilitator • Each group is assigned to work on a particular cluster in the ToC: 1. improved lives & livelihoods 2. enhanced market-linking 3. enhanced farming 4. enhanced processing • Split each of these 4 groups into 4 teams of 6 participants: o 1 team is asked to discuss and validate the vision statements (Check the vision assignment) o the other 3 teams are asked to do the same with the evidence statements (Check the condition assignment), but for the Northern,	• posters with vision diagram (1 per group) • posters with condition diagram (1 per group) • posters with vision clusters (1 per group) • posters with condition clusters (3 per group) • posters with sensemaker results (2 per group) • posters with household survey results (2 per group) • vision statements per cluster • descriptive evidence statements per cluster • RTIMP logframe (1 per group for the vision team) • 10 copies of the sub-report with sensemaker findings (for the lives & livelihoods group) • 10 copies of the sub-report with household survey findings (for the lives & livelihoods group) • document with production & processing triads (2 &	**Nana and her facilitation army** **(Adinda process facilitator)**

			Middle and the Southern zone respectively	3) for the "farming" and "processing" clusters • document with the diad for the "market-linking" cluster **<u>Colors:</u>** green for farming, blue for market-linking, purple for processing, red for lives & livelihoods.	
10.30 -11.00		Coffee Break		Participants are invited to take a cup of coffee while moving into their groups and reading their assignment	
11.00 -12.30	3b	***Checking the vision & condition continued***	**90 min.** Discussion & validation of statements in small teams. Vision teams that finish earlier spread themselves over the *Northern*, *Southern* and *Middle* condition teams to listen only.	<u>Check-the-vision assignment:</u> *Read all the vision statements, and discuss and decide with your team if these reflect the changes that RTIMP had envisioned.* *Make amendments where needed.* *For each statement, check the logframe targets and baseline figures, and decide on a realistic figure of achievement.* *Last, past the amended vision statements (with figures) onto your cluster diagram.* *If your team finishes earlier then the other teams, then join of the condition teams (Northern, Southern or Middle Zone) <u>to listen only</u> –NOT TO SPEAK!* <u>Check-the-condition assignment:</u> *Read the evidence statements, one by one, and decide if it is:* • *<u>true</u>,* • *<u>kind of true</u>, or* • *<u>untrue</u>.* *Write at the back-side of the statements WHY you have scores it as such.* *Read all the statements that are "true" or "kind of true" over again, and discuss and decide if all together constitute what has changed for your cluster in your region. If anything is missing, please write it down on a moderation card.*	**Nana and her facilitation army** **(Adinda process facilitator)**

				Last, paste the statements with the ratings onto your cluster diagram.	
12.30 -13.00	4a	***Mirroring envisioned with actual changes***	**90 min.** The vision team presents their cluster diagram to the *Northern*, *Southern* and *Middle* condition teams, who then one by one present their cluster diagrams against the vision.		**Nana and her facilitation army** **(Adinda process facilitator)**
13.00 -14.00		Lunch		The facilitators start to collect their teams at 13:50 to make sure that Mod 4 is finished in time (by 15:00)	
14.00 -15.00	4b	***Mirroring envisioned with actual changes continued***	The teams discuss together the extent to which envisioned changes have been achieved in their cluster, and identify: • the key areas of divergence: where there is low, no, or unanticipated change • the key areas of difference compared to the other zones: where there is significantly more or less change The 4 teams formulate their final conclusions on flipcharts to present to their peer teams in the other groups.		**Nana and her facilitation army** **(Adinda process facilitator)**
15.00 -16:00	5	***Reconstructing the causal flow*** 1ST ITERATION OF CONTRIBUTION ANALYSIS	**15 min.** Explain the task and reorganize: • Let move people into four groups, each guided by 1.5 facilitator: 1. group with *Northern* teams 2. group with *Southern* teams 3. group with *Middle* teams 4. group with *Vision* teams • The teams one by one put their poster on the wall, making it fit while presenting its content to the others *–first "lives & livelihoods" team starts, next the "market-linking" team, next the*	4 empty walls where 4 posters can be pasted to reconstruct the entire RTIMP causal flow diagram	**Nana and her facilitation army** **(Adinda process facilitator)**

			"farming" team, and last the "processing" team. • The groups then discuss the deviations from the vision and the differences with the other zones, and identify the main <u>reasons & explanations</u>. • All groups formulate their final conclusions on flipcharts to present to the other groups, and appoint 2 rapporteurs		
16.00 -16.15		Coffee Break	While grabbing a coffee, the participants are askedto move with their group clockwise to the space of the next group.		
16.15– 17.30	6	***Treasure hunt for change***	**75 min.** Gallery walk and treasure hunt (15 min per group + 5min transition time between groups) Participants are tasked to, individually, identify the *one area of change* that needs more effort in the next GASIP –and formulate concrete ideas for this prolonged effort on a colored card (the color indicating the area: farming, processing, market-linking, lives & livelihoods). The ideas need to be prepared for the opening discussion on the second day, so participants are invited to further reflect and think of good ideas over and after diner.		**Nana and her facilitation army** **(Adinda process facilitator)**

Day 2 (7th May 2015): Connecting People - Clarifying the Vision and Checking the Condition – Identifying the Explanations

Time	Mod	Topic	Process	Preparation - Materials - Translation	Person Responsible
8:30 - 9.30	7	***Opening discussion***	**15 min.** Welcome, agenda **45 min.** Fishbowl discussion in which the participants share and discuss their ideas for prolonged effort on key areas of change where RTIMP has not been very successful.	Structure of fishbowl discussion to ensure equal participation of farmers and processors	**Glowen**

9:30 - 10:45	8	***Valuing RTIMP contributions among other influences***
		
		2ND ITERATION OF CONTRIBUTION ANALYSIS
			15 min. Split into groups and teams, and per team select 6 most important explanatory evidence statements.
			
			60 min. Discussion and rating of RTIMP contribution in teams
			
			Process:
			• 3 local groups organized per zone (North, South, Middle) plus 1 national group, each guided by 1 facilitator
			• Each group goes to the break-out space near the wall with the reconstructed causal flow of their particular zone (cf. mod 5)
			• Each groups select all the evidence statements they totally agree with, look at the explanatory evidence of each statement (at the back side of the evidence statements)
			  o compare with the vision statements, and
			  o rate RTIMP contribution in a canvas that has 2 sliding scales:
			    o From *positive* to *negative*
			    o From *strong to totally overrun*
				• 2 empty flipcharts with 4 sliding scale (1 for each cluster)
				
				• posters with generic diagram (1 per group)
				• posters with the CF Quant Bars (2 per group)
				
				• Zonal posters with constituent charts (2 per zonal group)
				• Explanatory evidence statements per cluster
					Nana and her facilitation army
					
					(Adinda process facilitator)

			by other influences (with strong with other influences", and "weak with other influences" in between) o Number the statements and put the numbers into the canvas **Max. 10min per statement (60min)**		
10:45 -11:00		Coffee/tea break			
11:00 -12:00	9	***Plenary sharing and discussion***	One group after the other presents in plenary		**Glowen**
12:00-12:30	10	***Micro-survey Prioritization of PIALA topics***	Mini-survey on PIALA is filled in. Meanwhile prioritization with national stakeholders of PIALA aspects that need to be discussed in the afternoon		**PDA team** **Adinda & Glowen**
12:30 -13:30		***Lunch break***			
13:30 -15:30	11	***PIALA reflection***	Discussion with national stakeholders of priority aspects related to PIALA		**Nana and her facilitation army** **(Adinda process facilitator)**
15:30 -16:00	11	***Formal closing by IFAD***	Words of thanks and looking forward by IFAD Country Program Manager, ***Mr. Ulac Demirag***		**Mr. Ulac Demirag**

Annex 15: Fieldwork Schedule

Scenario 1: Four days with only 1 cluster

Day	Location	Time	Team A	Team B
Day 1	District Level and Community Level	early morning	"District Level entry", organization of 5-6 KIIs and preparation for sense-making-workshop	community entry in 1st community and 4 household surveys
		Morning	KIIs: DDAs and BAC	KIIs: Supply Chain Leaders (GPCs and SMEs)
		Afternoon	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth
		late afternoon	KIIs: Supply Chain Leader (Retailers) and PFIs (local branches)	6 household surveys in 1st community
		Evening	Debrief and data entry	Debrief and data entry
Day 2	Community Data Collection	early morning	community entry in second community and 5 household surveys in 2nd community of cluster	community entry in second community and 5 household surveys in 2nd community of cluster
		Morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		afternoon	FGD: Constituent Feedback, participants in DSF /GPC	FGD: Constituent Feedback, FFF
		late afternoon	third community entry/chief visit and 5 household surveys in 3rd community of cluster	third community entry /chief visit and 5 household surveys in 3rd community of cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 3	"District Level"	early morning	mopping up	
		Morning	Preparation of sensemaking-workshop	
		afternoon		
		late afternoon		
		Evening	Mopping up	Mopping up
Day 4	"District Level"	early morning	Half-day of sense-making workshop at district level	
		Morning		
		afternoon	Travel to next District	
		late afternoon		
		Evening	Debrief and Data Entry	

Scenario 2: Five-six days with 2 clusters

Day	Location	Time	Team A	Team B
Day 1	District level and First Cluster	early morning	District Level "entry", organization of 6 KIIs and preparation for sense-making-workshop	community entry and 4 household surveys in 1st community of first cluster
		Morning	KIIs: DDAs and BAC	KIIs: Supply Chain Leaders (GPCs and SMEs)
		afternoon	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth
		late afternoon	KIIs: Supply Chain Leader (Retailers) and PFIs (local branches)	6 household surveys in 1st community of cluster 1
		Evening	Debrief and data entry	Debrief and data entry
Day 2	First Cluster	early morning	community entry and 5 household surveys in 2nd community of first cluster	community entry and 5 household surveys in 2nd community of first cluster
		Morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		afternoon	FGD: Constituent Feedback, participants in DSF /GPC	FGD: Constituent Feedback, FFF
		late afternoon	third community entry and 5 household surveys in 3rd community of 1st Cluster	third community entry and 5 household surveys in 3rd community of 1st Cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 3	Second Cluster	early morning	community entry in 1st community of second cluster and 5 household surveys	community entry in 1st community of second cluster and 5 household surveys
		Morning	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth
		afternoon	FGD: Constituent Feedback, participants in DSF/GPC	FGD: Constituent Feedback, FFF
		late afternoon	second community entry and 5 household surveys in 2nd community of second cluster	second community entry and 5 household surveys in 2nd community of second cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 4	Second Cluster	early morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		Morning	3rd community entry and 5 household surveys in second cluster	3rd community entry and 5 household surveys in second cluster
		afternoon	Preparation of sensemaking-workshop	
		late afternoon		
		Evening	Data entry	Data entry
Day 5	"District Level"	early morning	Half-day of sense-making workshop at district level	
		Morning		

		afternoon	Travel to next District
		late afternoon	
		Evening	Debrief and Data Entry

Scenario 3: Nine days with only 3 clusters

Day	**Location**	**Time**	**Team A**	**Team B**
Day 1	District level and First Community	early morning	District Level "entry", organization of 6 KIIs and preparation for sense-making-workshop	community entry in 1st community
		Morning	KIIs: DDAs and BAC	KIIs: Supply Chain Leaders (GPCs and SMEs)
		afternoon	KIIs: Supply Chain Leaders (GPCs and SMEs)	community entry in 2nd community of 1st cluster
		late afternoon	KIIs: Supply Chain Leader (Retailers) and PFIs (local branches)	community entry in 3rd community of 1st Cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 2	First Cluster	early morning	5 household surveys in 2nd community of 1st cluster	5 household surveys in 2nd community of 1st cluster
		Morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		afternoon	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth
		late afternoon	5 household surveys in 3rd community of 1st cluster	5 household surveys in 3rd community of 1st cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 3	First Cluster	early morning	mopping up and preparation of FGDs	mopping up and preparation of FGDs
		Morning	FGD: Constituent Feedback, participants in DSF	FGD: Constituent Feedback, FFF
		afternoon	FGD: Constituent Feedback, GPC	
		late afternoon	move to second cluster	move to second cluster
		Evening	Debrief and data entry	Debrief and data entry
Day 4	Second Cluster	early morning	community entry in 1st community of second cluster and 5 household surveys	community entry in 1st community of second cluster and 5 household surveys
		Morning	community entry in 2nd community of second cluster and 5 household surveys	community entry in 2nd community of second cluster and 5 household surveys
		afternoon	community entry in 3rd community of second cluster and 5 household surveys	community entry in 3rd community of second cluster and 5 household surveys
		late afternoon	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth

		Evening	Debrief and data entry	Debrief and data entry
Day 5	Second Cluster	early morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		Morning	FGD: Constituent Feedback, participants in DSF	FGD: Constituent Feedback, FFF
		afternoon		FGD: Constituent Feedback, GPC
		late afternoon	moving to next cluster	Debrief and data entry
		Evening	Data entry	Data entry
Day 6	Third Cluster	early morning	community entry in 1st community of third cluster and 5 household surveys	community entry in 1st community of third cluster and 5 household surveys
		Morning	community entry in 2nd community of third cluster and 5 household surveys	community entry in 2nd community of third cluster and 5 household surveys
		afternoon	community entry in 3rd community of third cluster and 5 household surveys	community entry in 3rd community of third cluster and 5 household surveys
		late afternoon	FGD: Generic Change Analysis, men	FGD: Generic Change Analysis, women & youth
		Evening	Debrief and data entry	Debrief and data entry
Day 7	Third Cluster	early morning	FGD: Livelihood Analysis, women & youth	FGD: Livelihood Analysis, men
		Morning	FGD: Constituent Feedback, participants in DSF	FGD: Constituent Feedback, FFF
		afternoon	FGD: Constituent Feedback, GPC	
		late afternoon	Debrief and data entry	Debrief and data entry
		Evening	Data entry	Data entry
Day 8	District Level	early morning	Travel to district level (sensemaking workshop location)	
		Morning	Preparation of sensemaking-workshop	
		afternoon		
		late afternoon		
		Evening	Mopping up	Mopping up
Day 9	District Level	early morning	Half-day of sense-making workshop at district level	
		Morning		
		afternoon	Travel to next District	
		late afternoon		
		Evening	Debrief and Data Entry	

Annex 16: Ethical principles and standards of conduct

The following is a framework of ethics observed by researchers that undertook data collection for this study. It was discussed and agreed upon in the research training sessions. It is composed of 2 parts:

- **Part A: Research Ethics** (standards which apply to any research at any time and in any location / standard good research practice)
- **Part B: Community Ethics** (standards which are specific to particular communities and cultural contexts at a particular moment in time)

A. Research Ethics

1. **Do no harm** (physical, emotional, sexual) to anyone with whom you come into contact as a result of this research, including research team members, respondents, community members, transport providers and others.
2. **Respect the rights of others**:
   - Research Team
   - Respondents
   - Community as a whole
3. **Attitude**: Be honest at all times and do not be afraid to admit if you do not know something; listen actively; be polite and considerate; concentrate on the respondents; be punctual; recognise the strengths of colleagues, respondents and community members; do your best to put respondents and community members at ease.
4. **Team work**: Cooperate and be responsible to each other as a team; be flexible and help each other out; conflicts of interest should be dealt with by referring them to the team leader (or other?) who should raise the issue in a team discussion where appropriate in order to try to come to a consensus of opinion; maintain good communication within the team.
5. **Professional standards**: Maintain professional boundaries – you are here to do research, not to develop relationships with your co-researchers, respondents or community members; do not make promises you cannot keep; be aware of what you can and can't do; collect accurate data and check your data before handing in completed tools to the team leader – you are responsible for the information you collect and will be held accountable for errors.
6. **Informed consent**: Researchers must read out the informed consent instructions for each of the research tools (adult and child household questionnaires, group activities and key informant interviews) and sign the relevant informed consent sheets.
7. **Confidentiality**: This includes ensuring anonymity and confidentiality, in record keeping and report writing and making sure participants understand that what they do and say in the group session will remain anonymous. In addition, respondents should be made to feel at ease and encouraged to equally ask researcher's questions.
8. **Impartiality**: Do not show favouritism with colleagues, respondents and community members; do not discriminate against anyone with whom you come into contact as a result of the research on the basis of sex, religion, language, ethnicity, sexuality or any other grounds
9. **Transparency**: Decision-making and disciplinary processes must be transparent (i.e. everyone should know how things are done and why decisions are made); the same process must be applied to everyone, regardless of who they are; however, whilst processes are transparent, the information that passes through these processes may be confidential.
10. **Health and safety**: The team leader, and ultimately the Research Manager, are responsible for the health and safety of the research teams; research teams shall not be put at unnecessary risk; the

Research Manager and team leaders are expected to assess risks and to put in place steps to manage risk; researchers should work in pairs; researchers should always know where other team members are in case of emergency; do not move away from the team without telling others where you are going and what time you will be back.

Below are some key ethical considerations to be made in carrying out participatory research:

- Participant selection should be random and free of basis of, for example, access or stigma.
- Permission is sought for the focus groups to go ahead, through consultation with the local community.
- Setting and communicating clear parameters for the focus group – this means clearly stating the purpose, the limits and what the follow up will entail. It also means ensuring that demands on participants' time are not excessive and that they are aware of their right to not participate or withdraw at any time.
- Respondents were made aware of the fact that the research team are independent with no direct associations with implementing agents
- Setting up FGDs and interviews at a time and in places that are convenient to respondents (e.g. after labouring hours)
- Recognising that participants are possibly vulnerable and that the exercise is carried out with full respect regardless of age or sex – power differentials will exist between community members and researchers and these need to be purposefully mitigated in planning and implementation
- Ensuring the safety and protection of participants – this means ensuring the environment is physically safe, that there are at least two facilitators present at all times and, if possible, that a local stakeholder group is involved in monitoring activities. Facilitators should also be supervised.
- Ensuring that people understand what is happening at all time. Is appropriate language being used (language, dialect, community terminology, etc)? This needs to be carefully planned.
- Ensuring the right to privacy – this includes ensuring anonymity and confidentiality, in record keeping and report writing and making sure participants understand that what they do and say in the group session will remain anonymous. In addition, respondents should be made to feel at ease and encouraged to equally ask researcher's questions.
- Not to harm ot threaten to harm any community member or colleague, regardless of age or sex, either physically, sexually or emotionally.

B. Community Ethics

1. **Dress code:** Respect local norms and dress appropriately.
2. **Hygiene:** Maintain a good standard of personal hygiene.
3. **Language**: No swearing; use simple, polite language; no derogatory (bad or negative) words to be used about people of another religion, ethnic group, province, sex, age etc.; avoid words which have different meanings in different languages. This applies to the whole period of the research both 'on' and 'off-duty'.
4. **Body language**: No inappropriate or rude gestures; show respect and attentiveness in your body language. This applies to the whole period of the research both 'on' and 'off-duty'.
5. **Physical environment**: Consider the venue of the data collection to make sure it is safe, culturally appropriate and as private as possible; care for the community environment and property – no littering or vandalism.
6. **Cultural context:** Show respect for cultural practices, religious and community activities - although if you witness something which is causing harm to a child then report this to the Team

Leader; all those involved with the research must observe culturally appropriate protocols during preparation, entry into the community, during the research and exiting from the community.

C. Code of conduct

This Code of Conduct should be interpreted in a spirit of transparency and common sense, with the best interests of the respondents as the primary consideration.

1. Research team members must make an attempt to understand the local norms around physical contact.
2. **Minimising risk situations**:
   - **Try to:** avoid placing yourself in a compromising or vulnerable position; be accompanied by a second adult whenever possible; meet with a respondent in a central, public location whenever possible; immediately note, in a designated organisational note book or incident report sheet, the circumstances of any situation which occurs which may be subject to misinterpretation; keep in mind that actions, no matter how well intended, are always subject to misinterpretation by a third party.
   - **Try not to** be alone with a single child, including in the following situations: in a car (no matter how short the journey); overnight (no matter where the accommodation); in your home or the home of a child.
3. **Sexual behaviour**:
   - **Do not:** engage in or allow sexually provocative games with community members to take place; kiss, hug, fondle, rub, or touch anyone in an inappropriate or culturally insensitive way; use language that sexualises; create, view or distribute images in any format (print or electronic) of anyone who is not appropriately clothed and / or who is depicted in any poses that could be interpreted as sexually inappropriate
4. **Physical environment**:
   - **Do**: develop clear rules to address specific physical safety issues relative to the local physical environment of a project
5. **Behaviour with community members and colleagues:**
   - **Do**: Treat all community members and colleagues, regardless of age or sex, with respect and courtesy.
   - **Do not**: Harm or threaten to harm any community member or colleague, regardless of age or sex, either physically, sexually or emotionally. This includes - do not: hit (either with a hand or other implement), intimidate, bully or sexually coerce or harass.

Annex 17: Approved Budget

The figures presented below were for 3 lead researchers and 9 assistants in 30 localities country-wide (4 days per locality, thus a total of 40 days fieldwork).

A. FEES

DESIGN	unit	cost/unit	#	total
Research Coordinator	22	400	1	8,800.00
Co-writer	5	200	1	1,000.00
Lead Researchers	15	200	3	9,000.00
Research assistants	8	100	9	7,200.00
Total				**26,000.00**

DATA COLLECTION	unit	cost/unit	#	total
Research Coordinator	20	400	1	8,000.00
Co-writer	10	200	1	2,000.00
Lead Researchers	40	200	3	24,000.00
Research assistants	40	100	9	36,000.00
Total				**70,000.00**

ANALYSIS AND REPORT WRITING	unit	cost/unit	#	total
Research Coordinator	25	400	1	10,000.00
Co-writer	10	200	1	2,000.00
Lead Researchers	15	200	3	9,000.00
Research assistants	10	100	9	9,000.00
Sub-Total				**30,000.00**

SUB-TOTAL: **$126,000.00**

B. REIMBURSABLES

DESIGN	unit	cost/unit	#	total
Transportation to Kumasi	1	$35.00	4	$140.00
Accommodation lead researchers + coordinator	7	$50.00	4	$1,400.00
Accommodation co-writer + research assistants	0	$50.00	10	$0.00
Per Diem lead researchers + coordinator	14	$20.00	4	$1,120.00
Per Diem co-writer + research assistants	7	$20.00	9	$1,260.00
Consultation WS -transport participants	1	$50.00	8	$400.00
Consultation WS -accommodation participants	1	$50.00	8	$400.00
Consultation WS -conference package participants	1	$35.00	30	$1,050.00
Stationary, materials, printing & copies	1	$100.00	1	$100.00
Car fuel	4	$30.00	4	$480.00
Sub-Total				**$6,350.00**

DATA COLLECTION & PROCESSING	unit	cost/unit	#	total
Per Diem research coordinator	20	$20.00	1	$400.00
Per Diem co-writer	0	$20.00	1	$0.00
Per Diem lead researchers + assistants + drivers	40	$20.00	15	$12,000.00
Accomodation research coordinator	20	$40.00	1	$800.00
Accomodation co-writer	0	$40.00	1	$0.00
Accommodation lead researchers + assistants + drivers	40	$40.00	15	$24,000.00
Interpreters	40	$20.00	6	$4,800.00
Community entry	1	$20.00	30	$600.00
Community sensemaking workshops	40	$2.50	30	$3,000.00
Stationary, materials, printing & copies	1	$500.00	1	$500.00
Car fuel	40	$30.00	3.5	$4,200.00
Quant + Qual Data entry	1	$2,000.00	1	$2,000.00
Sub-Total				**$52,300.00**

ANALYSIS & REPORTING	unit	cost/unit	#	total
Transportation to Kumasi	1	$35.00	14	$490.00
Per Diem research team	5	$20.00	14	$1,400.00
Accommodation research team	5	$50.00	14	$3,500.00
Consultation WS -transport participants	1	$35.00	130	$4,550.00
Consultation WS -accommodation participants	2	$50.00	130	$13,000.00
Consultation WS -conf package participants	3	$35.00	130	$13,650.00
Stationary, materials, printing & copies	1	$500.00	1	$500.00
Sub-Total				**$37,090.00**

SUB-TOTAL: **$95,740.00**

C. TOTAL:

Fees	$126,000.00
Reimbursable	$95,740.00
SUB-TOTAL:	**$221,740.00**
Overhead 5%	$11,087.00
TOTAL:	**$232,827.00**

Annex 18: Revised PIALA Quality Assurance Framework (QAF)

MAIN EVALUATION PHASES	<u>**RIGOUR**</u> **(methodological consistency and reliability)**	<u>**INCLUSIVENESS**</u> **(credibility and meaningful participation)**	<u>**FEASIBILITY**</u> **(budget, capacity and added value)**
Focusing and framing the evaluation How and to what extent does PIALA help adequately identify the envisioned impact and contribution claims that the evaluation should focus on? How and to what extent does PIALA help determine the evaluation purposes, questions and standards in a collaborative way?	• *Has the focus of the impact assessment been clearly defined against the program/project's <u>Theory of Change</u>?* • *Is the Theory of Change (ToC) well articulated and visualised?* ○ *Does it clearly show the presumed change pathways towards impact, and the causal links in these pathways?* ○ *Does it adequately reveal the change mechanisms and the project/program's influences on these that need to be evaluated?* ○ *Does it make the assumptions to be evaluated with regard to the change pathways and the project/program's influences explicit?* ○ *Does it sufficiently reflect other influences and contextual factors interacting with the project/program and affecting rural poverty?* • *Have the purposes and questions for conducting the evaluation been clearly defined?* • *Have standards for valuing project/program contributions been clearly defined?*	• *Does the theory of change sufficiently reflect the different views of those who were involved in the design of the project/program?* • *Does the theory of change give room for probing different perspectives of change towards rural poverty impact?* • *Have key stakeholders who were involved in the design endorsed the focus, purposes, questions and standards of the evaluation?* • *Do other participants sufficiently understand the purposes and questions in order to meaningfully engage in the evaluation?*	• *Were budget and capacity sufficient to employ PIALA's ToC approach for focusing and framing the evaluation in a rigorous and collaborative way?* • *What were the benefits of using this ToC approach?* • *What minimum conditions need to be in place to make this approach cost-effective?*
Collecting and linking the data How and to what extent does PIALA help rigorously collect, triangulate and link the data needed to produce the evidence for confidently answering the evaluation questions in a participatory manner?	• *Has <u>sample units and populations</u> been adequately defined in a way that permits rigorous causal inference?* ○ *Have contextual variability as well as heterogeneity and time lags in program/project treatment sufficiently been taken into account in the sampling structure?* ○ *Have possible **biases** in sampling been adequately mitigated?* • *Have <u>appropriate methods</u> been selected to collect sufficient data on the causal links in the ToC that the evaluation is supposed to focus on?* ○ *Have possible biases on both researchers' and participants' side been adequately mitigated by the selected methods and processes? (e.g. courtesy, availability and perception biases, or the types of biases that are due to the limitations of people's knowledge, perceptions and memories)* ○ *Have methods been employed in a way that produces reliable*	• *Have methods and processes been sufficiently field-tested to ensure their appropriateness for the research participants?* • *Have methods and processes enabled key stakeholders (particularly intended beneficiaries, both women and men) to equally and meaningfully engage in the research?* • *Have methods and processes been employed in a gender/power-sensitive way that is open to participants' feedback?* • *Have data been collected in an ethical manner, respectful of participants' right to prior consent, confidentiality and*	• *Were budget and capacity sufficient to employ PIALA's sampling structure and participatory mixed-methods approach?* • *What were the benefits of using this sampling structure and participatory mixed-methods approach?* • *What minimum conditions need to be in place to make this sampling and mixed-methods approach*

	data and permits systematic crosschecking and elimination of alternative causes or explanations? ◦ *Have data been consistently triangulated, collated and linked in a way that permits a reliable reconstruction of the actual change pathway and a valid judgement of relative strength and consistency of its causal links?* ◦ *Have methods been employed consistently across the sample in a way that permits rigorous causal inference?* • *Did the researchers have sufficient autonomy in selecting the participants, facilitating the group discussions, conducting the surveys, and processing the data?* • *Did the researchers have full access to all participants and secondary sources?*	*protection?* • *Have data been collated and linked in a transparent way that is respectful of differences in views and perspectives?*	*approach cost-effective?*
Synthesising the evidence and analysing and debating program contributions How and to what extent does PIALA help synthesize and present the evidence for confidently answering the evaluation questions in a participatory manner? How and to what extent does PIALA facilitate rigorous analysis and solid debate of program contributions in a participatory manner?	• *Have the evidence strands been consistently synthesized and presented across the sample in a way that permits rigorous causal analysis and assessment of project/program contributions in various configurations?* • *Have different configurations of project/program's influences or contributions to rural poverty impact been valued in a reliable manner along the agreed standards?*	• *Have the evidence strands been adequately synthesised and presented in a way that permits meaningful engagement of stakeholders in sensemaking and contribution analysis?* • *Have the evidence strands been presented in a way that is sensitive enough to culture and context in order to facilitate meaningful dialogue?* • *Have the feedback from those who were supposed to benefit from the project/program been adequately taken into account in the valuing of program contributions?* • *Have beneficiaries, implementers, service-providers and other actors been given the opportunity to engage in a meaningful dialogue around program contributions based on evidence?* • *Has the process of collectively analysing the evidence and valuing project/program contributions helped stakeholders obtain a better understanding of the systemic interactions impacting rural poverty?*	• *Were budget and capacity sufficient to employ PIALA's aggregated configuration analysis method and participatory sensemaking model?* • *What were the benefits of using this particular configuration analysis method and sensemaking model?* • *What minimum conditions need to be in place to make the method and model cost-effective?*

Assessing the evaluation outcomes To what extent did PIALA help produce rigorous, contested and debated qualitative and quantitative evidence sufficient to withstand scrutiny among all key stakeholders and answer the evaluation questions?	• *Did the evaluation produce sufficient evidence of rural poverty impact and project/program contributions to such impact in order to answer the evaluation questions?* • *Was the evidence rigorous enough to withstand scrutiny?* • *Have useful insights about the likely sustainability of the impacts been generated based on a thorough analysis of the systemic interactions between the project/program and other influences impacting rural poverty?* • *Have issues requiring more effort, innovative thinking, evaluative input and policy change been validly identified?*	• *Has the evidence produced been sufficiently contested and debated with key stakeholders to be found valid and credible?* • *Have stakeholders learned from this evaluation about the issues requiring greater effort and innovation?* • *Did stakeholders found their participation in the evaluation meaningful and worth their time?* • *Were stakeholders satisfied with how the evaluation was conducted and what has come out of it?*	• *Is the combination of scientific and participatory methods and processes doable and replicable?* • *Were budget and capacity sufficient to meet the expectations with regard to rigor and inclusiveness, and serve the intended evaluation purposes?* • *What were the benefits of using PIALA as compared to other approaches?* • *What minimum conditions need to be in place to make PIALA cost-effective?*