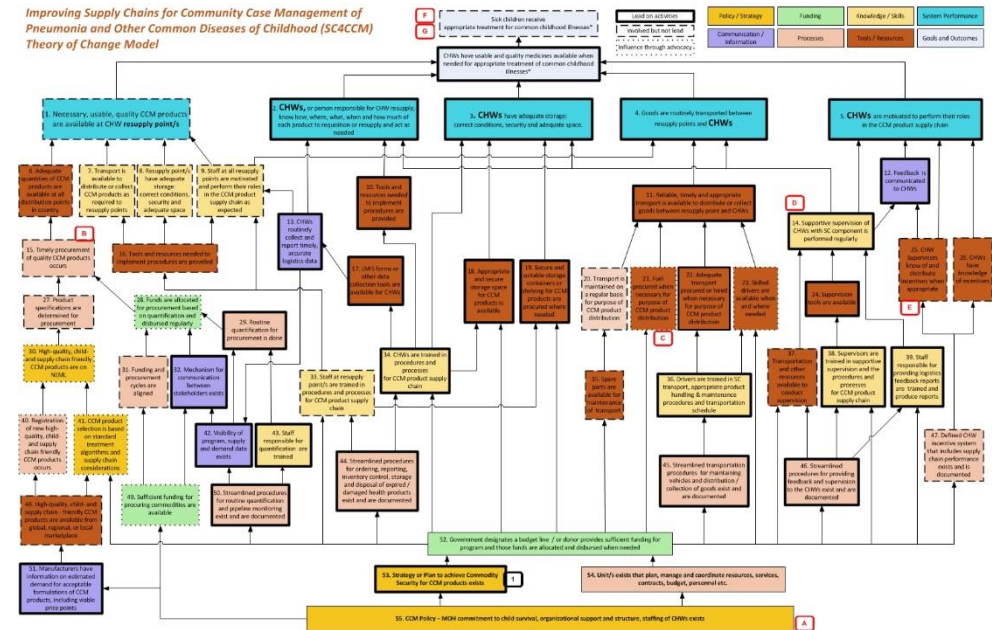# Theory of Change Validation Conference & Workshop

TOC M&E Including Elements of Outcome Mapping, MSC & Outcome Harvesting

What's the difference between TOC & Logical Frameworks ?

Theory of Change vs. Logical Framework

- Logical Frameworks graphically illustrate program components, and how they are linked, creating one helps stakeholders clearly identify activities, inputs, outputs, outcomes

- Theories of Change link outcomes and activities to explain HOW and WHY the desired change is expected to come about
  - Outcomes-based
  - Causal model
  - Articulate underlying assumptions

Theory of Change vs. Logical Framework

- Logic Models *usually* start with a program and illustrate its components

- Theories of Change may start with a program, but are best when starting with a goal, before deciding what programmatic approaches are needed

Theory of Change vs. Logical Framework

- Logic Models require identifying program components, so you can see at a glance if outcomes are out of sync with inputs and activities, but they don't show WHY activities are expected to produce outcomes

- Theories of Change require justifications at each step – you have to articulate the hypothesis about why something will *cause* something else (it's a causal model, remember!)

Theories of Change Focus on

- Explaining HOW your work will affect people and make a change

- Explaining WHY your work will affect people & create a change

Two questions: How & why
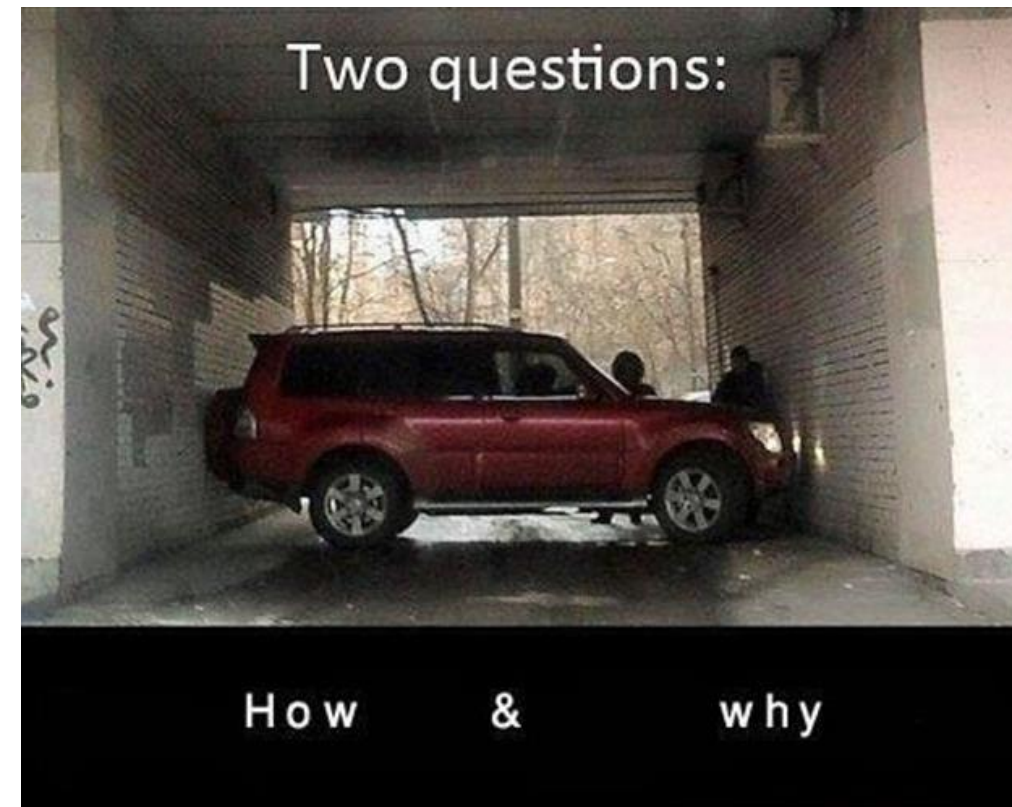
Example

- Outcome: Improve students reading tests scores

- A Logic Model would tell you that the after school program is an activity and improved reading scores is an outcome. It might tell you that attendance at the after school program is an intermediate outcome.
  ➢ After- school reading programs established (activity/ input)
  ➢ Attendance in after-school reading programs increased (intermediate outcome)
  ➢ Test scores improved (outcome)

Logic models often lead to indicator driven data points

➢ After- school reading programs established (activity/ input)
  ➢ Indicator: Number of programs established (target 20)

➢ Attendance in after-school reading programs increased (intermediate outcome)
  ➢ Indicator: Attendee rates in after school programs (target 200)

➢ Test scores improved (outcome)
  ➢ Indicator Test scores (% change over time) (target 30% increase)

Logic Models often lead to cursory reviews

If we meet our targets, great the project moves on, if we don't only then do projects normally come back and ask what's going on.

Traditionally, some basic questions of results are asked, most often... did all beneficiaries fair equally (gender, age location)?

Sometimes projects claim the changes were attributable to the project by using surveys asking beneficiary if they saw a connection... if we aren't careful these Qs are asked in a leading manner "Do you think you test scores improved as a result of attending the after school program?

TOC sees the exercise differently

- TOC seeks to explain WHY an initiative worked or did not work, and what exactly happened to create change

TOC sees the exercise differently

- We *assumed* that setting up after school programs was critical to increasing test scores, was it?

- What actually caused the change to take place, what do student say, what do teachers say, what do parents say?

- Did all students see increased test scores if they attended the school?

- Why did students attend these schools?

- Did it matter how many days students attended school for test scores to change?

- Did it matter what was taught at the after school programs?

- Were other people impacted by the schools beyond the students?

- Did all students fair equally (gender, age location)?

TOC sees the exercise differently

Logic Model Approach / Results

- 20 school programs established
- 200 students attended
- Test scores increased by 30%
- Boys scores on average were 10% higher than girls
- Beneficiaries reported their scores increased due to attendance at after school program
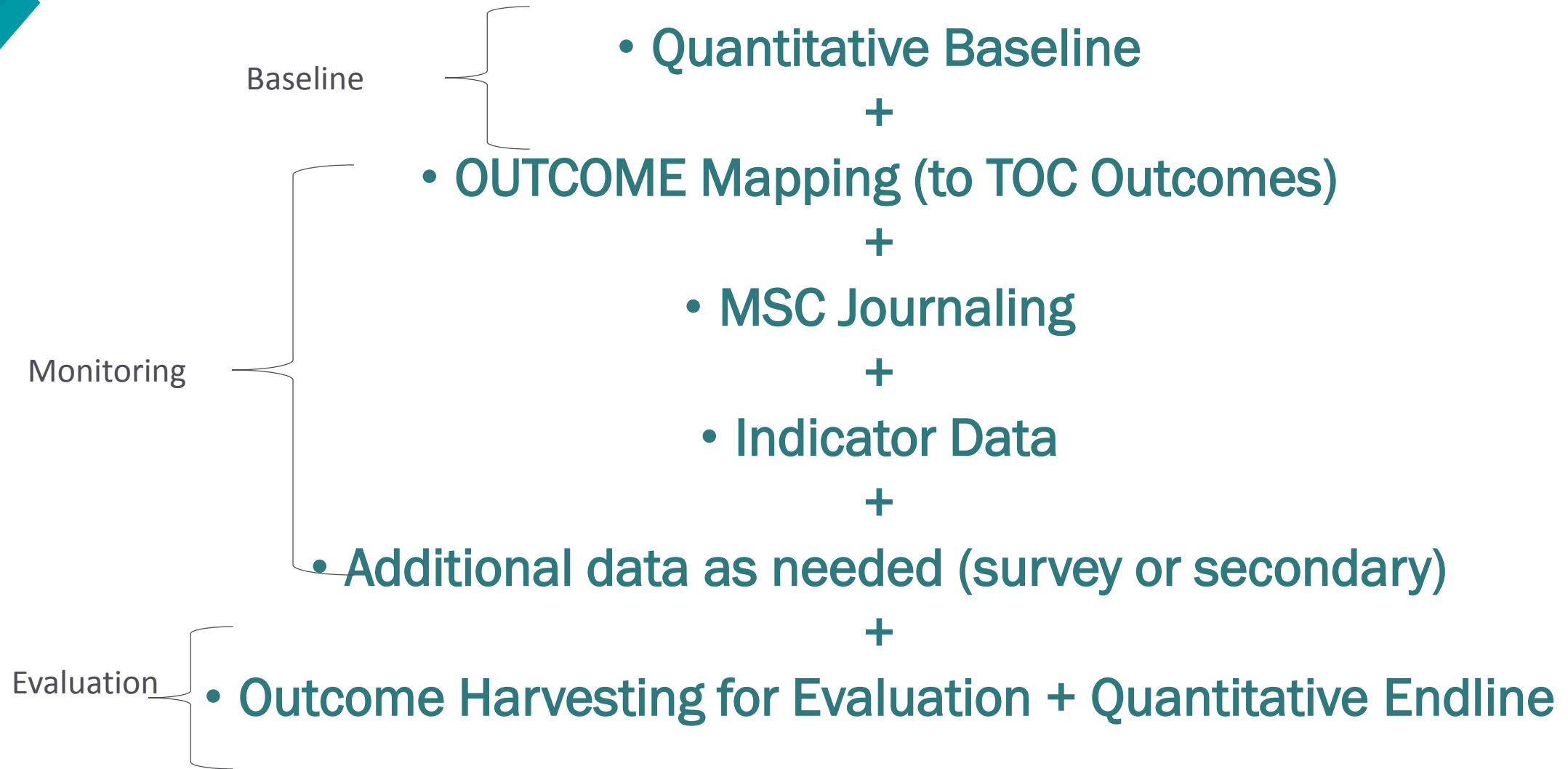
TOC Approach/ Learning

From implementing this project we learned that students were able to raise their test score by 30% but to do so they needed to attend after-school programs at least 3 days per week for a minimum of 60 days, and the curricula must focus on love of reading and literacy, IN ORDER FOR test scores to rise. While 200 students attended the schools, families wanted to send more of their children but felt that traveling 2 kilometers was too far in terms of their safety. Here is how we are adjusting the program (even though the targets have been met....)

So how do we go about getting all of that extra data on *what & how* with limited resources & time?

How do we get the data?

Baseline

- Quantitative Baseline

+

Monitoring

- OUTCOME Mapping (to TOC Outcomes)

+

- MSC Journaling

+

- Indicator Data

+

- Additional data as needed (survey or secondary)

+

Evaluation

- Outcome Harvesting for Evaluation + Quantitative Endline

The M&E Design for TOC using Outcome Mapping , MSC & Outcome harvesting

- Intentional Design
  - Long term outcome (goal/ vision statement)
  - Review Outcomes/ Preconditions and Prioritize
  - Select boundary partners (stakeholder analysis)
  - Establish graduated progress markers for each partner
  - Establish Indicators
  - Establish learning questions

- Outcome Performance Monitoring
  - Staff track progress markers collaboratively through outcome journals
  - Partners use MSC journals
  - Staff monitor results in an ongoing manner
  - Staff also collect indicator data and survey data as needed

- Evaluation
  - Outcome Harvesting
  - Additional survey data if needed

TOC has a heavy emphasis on capturing and identifying what changes stakeholders are seeing and how change is happening ...journaling & outcome identification

What is Outcome Mapping?

What is outcome mapping

- Outcome Mapping introduces monitoring and evaluation considerations at the planning stage of a project. It moves away from the notion that monitoring and evaluation are done to a project, and, instead, actively engages the project team in the design of a monitoring framework and evaluation plan and promotes self-assessment.

What is Outcome mapping ?

- An approach to M&E that focuses on outcomes as changes in behavior

- Forwarded by Simon Hearn ODI / Strong global community online

www.outcomemapping.ca

For TOC we modify traditional outcome mapping

We start with the outcomes listed in the Toc and map our partners from there

- Step 1: Identify boundary partners

- Step 2: Identify graduated progress markers

- Step 3: Develop strategy maps (approach to working with each boundary partner)

- Step 4: Group change is tracked by staff observations using outcome journals

- Step 5: Individual change is tracked by partners keep MSC journals

- Step 6: This data is analyzed along with indicator data and any other key info

Boundary Partners

- For each outcome in your TOC think about who are your "partners"

- Those individuals, groups, and organizations with whom the program:
  - interacts directly to effect change

  - anticipates opportunities for influence

  - engages in mutual learning

- Boundary partners are those individuals, groups, or organizations with whom the program interacts directly and with whom the program can anticipate opportunities for influence.

- These actors are called boundary partners because, even though the program will work with them to effect change, it does not control them.

- The power to influence development rests with them. The program is on the boundary of their world.

- The program tries to facilitate the process by providing access to new resources, ideas, or opportunities for a certain period of time.

- A single boundary partner may include multiple individuals, groups, or organizations if a similar change is being sought in all (for example, women's savings and loans groups).
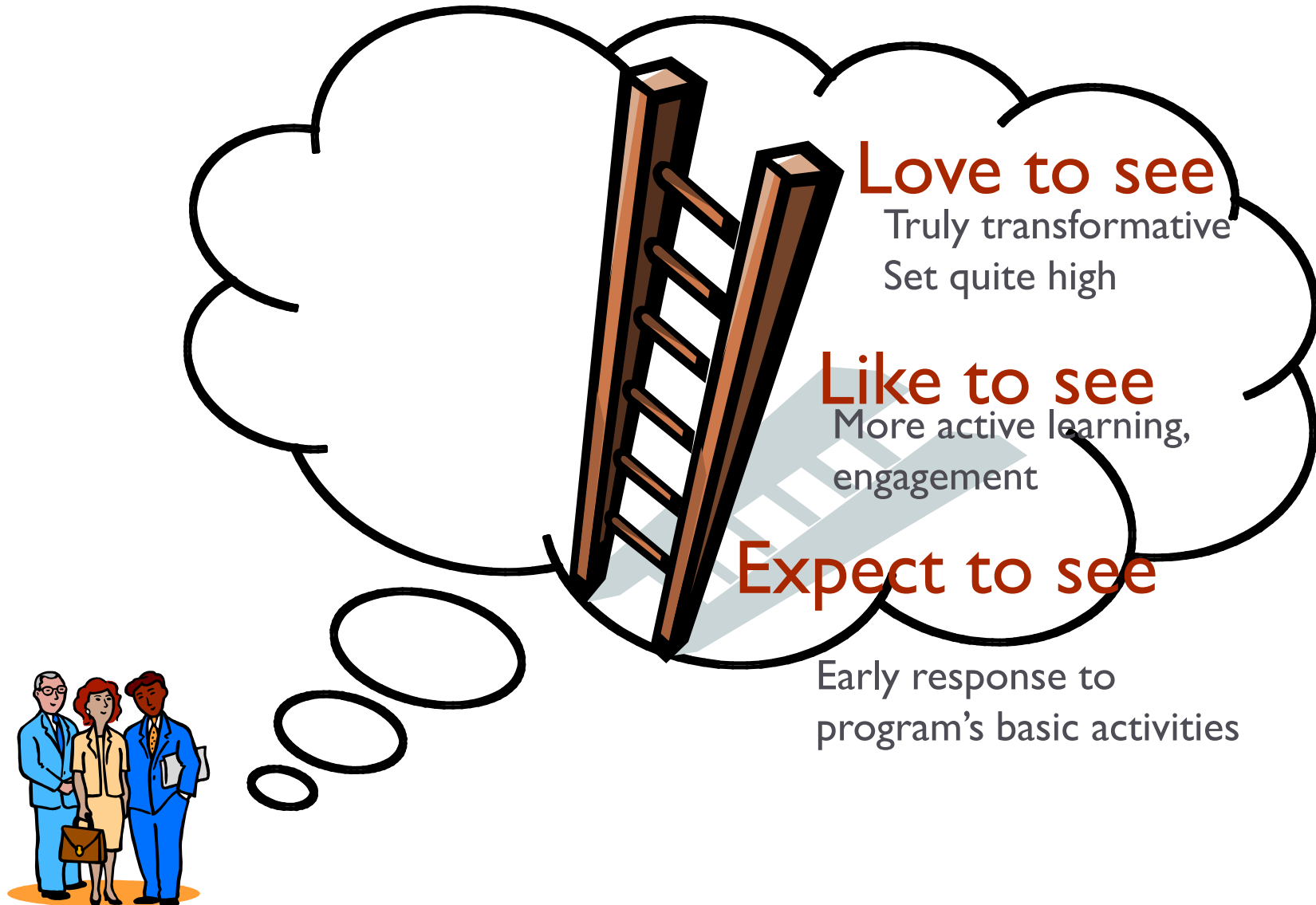
Progress Markers: description

- A graduated set of statements describing a progression of changed behaviors in the boundary partner

- Describe changes in actions, activities and relationships leading to the ideal outcome

- Articulate the complexity of the change process

- Can be monitored & observed

- Permit on-going assessment of partners' progress (including unintended results)

- What behavioral changes do we (the project and BPs, collectively) want to see in the BP that will contribute to the vision?
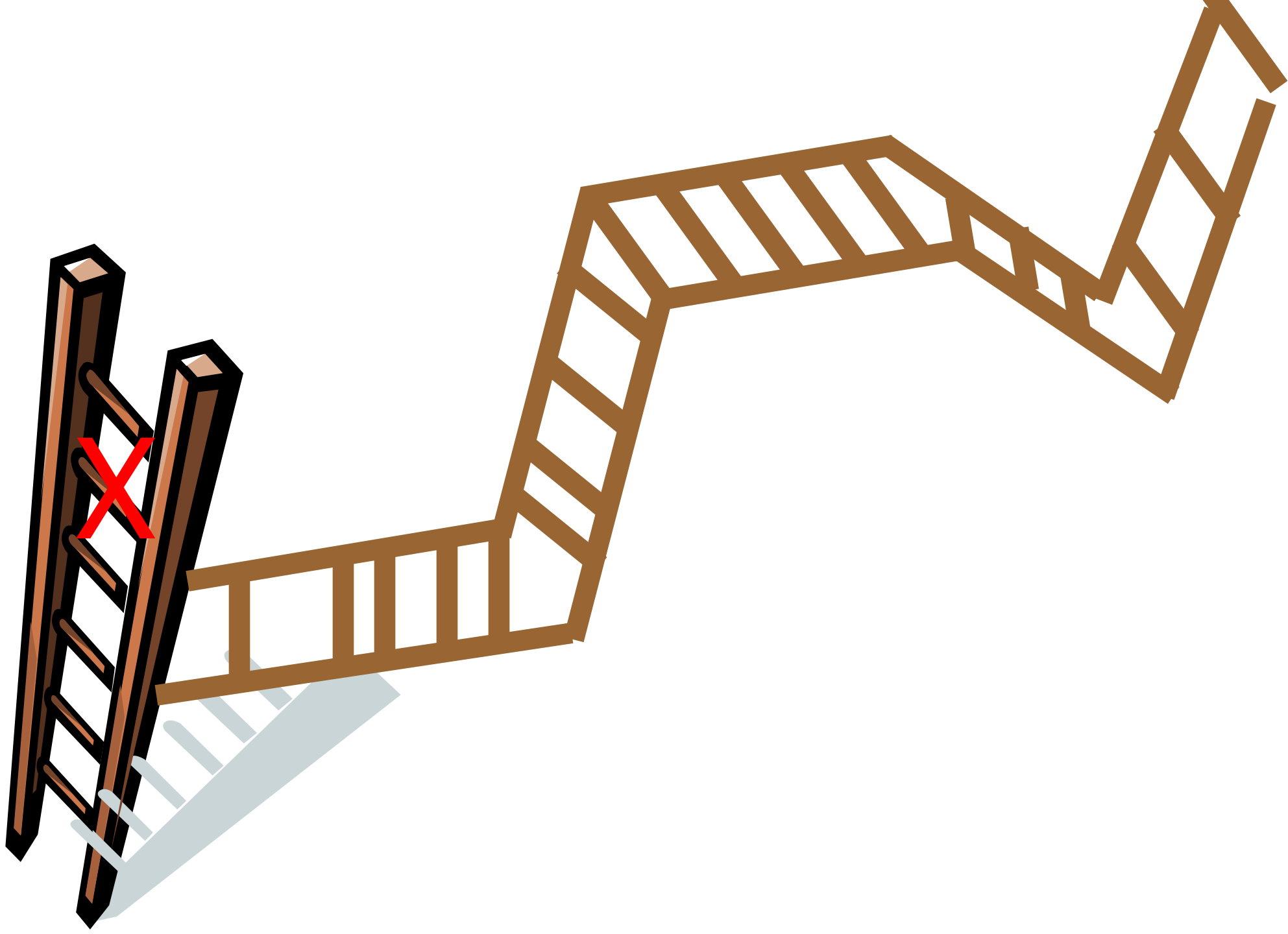
3 Levels of Progress Markers

The program sets out what it would:

- <u>Expect to see</u> the boundary partner doing?
- <u>Like to see</u> the boundary partner doing?
- <u>Love to see</u> the boundary partner doing?

Progress markers = ladder of change

Love to see
Truly transformative
Set quite high

Like to see
More active learning, engagement

Expect to see
Early response to program's basic activities

Why graduated progress markers?

Taken as a set, the progress markers:

- are graduated from easier to more difficult to achieve changes in behaviour
- describe the change process of a single boundary partner
- are more complete than a single indicator
- help the program think about how it can intentionally contribute to the most profound transformation possible
- facilitate mid-course corrections and improvement

Review Handout

Strategy Map

- Outlines the programs approach in working with the boundary partner

- Indicates the relative influence the program is likely to have on boundary partner

- Helps pinpoint strategic gaps in the approach or if the program is overextended

6 Types of Strategies

Strategy	Causal	Persuasive	Supportive
Aimed at the Boundary Parnter	**I-1** • Direct Output	**I-2** • Arouse New Skills/ Thinking	**I-3** •Supporter who guides change over time
Aimed at the Boundary Partner`s Environment	**E-1** •Alter physical or regulatory environment	**E-2** •Modify the information system	**E-3** •Create / Strengthen a Peer Network

Facilitation Questions:

I-1	I-2	I-3
What will be done to produce an "immediate" output?	What will be done to build capacity?	How will sustained support, guidance, or mentoring be provided?
E-1	**E-2**	**E-3**
What will be done to change the physical or policy environment?	How will you use the media or publications?	What networks/ relationships will be established or utilized?

Outcome Journal

Work Dating From/To:

Contributors to Monitoring Update:

Outcome Challenge:	
Low = Medium = High =	
Expect to see:	**Who?**
LMH	
◯ ◯ ◯ 1	
◯ ◯ ◯ 2	
◯ ◯ 3	

MSC Journals- Focused on Individual Change

My name is Angelica. Today I am in Year 5 and my school day is very different to how it was in 2001 when I was in year 3. In 2001 I was given difficult contracts to do with a short time span and I couldn't use other areas of the school for my learning. My contract wasn't often completed because I found it too difficult. I felt very uncomfortable and unhappy and would get into trouble. I cried a lot and felt worried in class. I didn't really want to come to school. Now I feel very safe, happy and the work, which we are given, is just right for me because I get to plan my learning in a learning plan and I feel I can complete the work in the time I am given. It's still really challenging and I learn a lot and the teacher knows this. An example of this is when I wanted to make an i-movie I found it really challenging but I found out how to do it and it was still fun. I have made more friends and I think this is because of the way I am learning. I need to work with different people and I am getting to know other people in the class much better. If I need a quiet place for my learning I go to the Resource Centre. I value the way my teacher lets us learn because we get to choose where we sit as long as we work on our task. I feel that I am more in control of what I learn. I feel more mature. I like the way I am trusted to use the phone, computers, photocopier and cameras for my learning plans and I am now an expert with computers, cameras and other technology. In Year 3 I didn't know how to use these and I wasn't allowed to. I feel excited about coming to school, I love being at school and I don't want to stay at home if I am a bit sick. I feel like I take more responsibility for my own learning.

MSC presentation

Outcome Harvesting- Making Sense of Outcome stories with Rigor

Outcomes harvesting is an approach applied to help understand achievements in complex, dynamic environments where cause and effect are not easily understood, and thus objectives, approaches, and theories of change must be continuously monitored and adapted to ensure they are contributing to broader system-wide changes.

**Internal & <u>external</u> sources identify the outcomes from the project**

Theory of Diffusion of Innovation & Diffusion Modeling show that:

Average time before an innovation reaches take-off point is 10-12 years.

So in a 5 year project we are looking for indications that outcomes (behavior changes) are sticking in the communities... when we see a change we ask is there evidence that the change an....
+ ad hoc change
+ a pilot change
+ a sticking change (taking root in the communities)
+ a change at a broad scale
+ systemic change

Summary of Findings: Outcomes Maturity Model
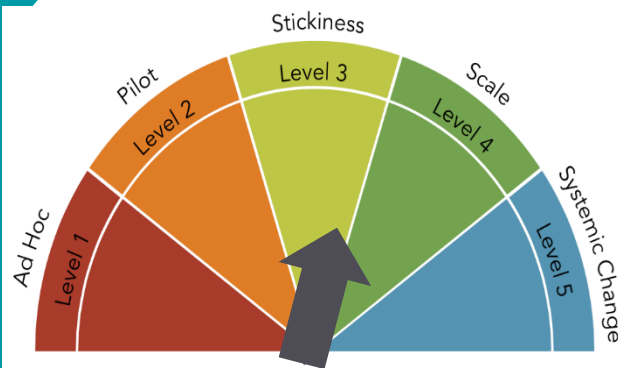
Key Objective Area	Maturity					TOTALS
	Ad Hoc	**Pilot**	**Stickiness**	**Scale**	**Systemic**	
Improve Smallholder Productivity	0	4	12	24	20	3.8
Create Greater Access to Markets	0	4	21	8	5	3.5
Increase Private Sector Investment	0	4	6	4	0	2.8
Improve Gender Equality	0	2	0	12	20	4.3
Increase Food Security & Reduce Poverty	0	2	3	20	10	3.9
Partner with Government & Crowd-In Other Donors	0	0	3	0	0	3.0
TOTAL AVERAGE MATURITY OF PROGRAM PORTFOLIO	0	16	45	68	55	**3.5**

Achievements

- PROFIT+ has succeeded in getting many key areas of the value chain to the "take off" point within the target population.
- Forward and backward integration has been successful in a number of value chains.
- Holistic approach is key success factor.
- There have been particularly strong results in the following areas:
  o Building SHF capacity
  o Solidifying the CAD model
  o Eliminating food scarcity within the target population
  o Promotion of gender equality
  o Strengthening communities
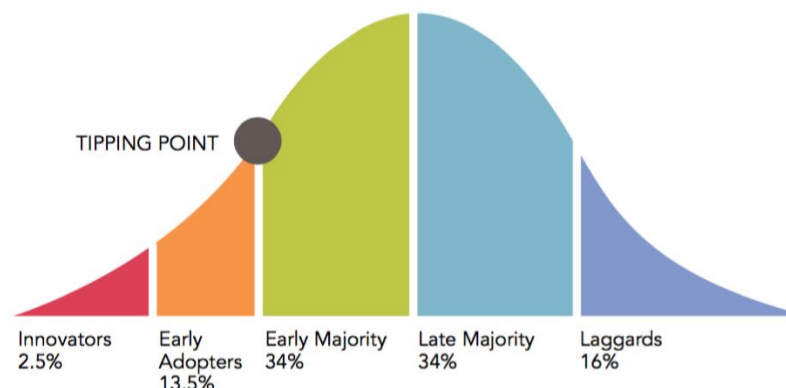
Figure 8: Tipping Point of Innovations

Theory of Diffusion of Innovation and Diffusion Modeling show that:
- Average time before an innovation reaches take-off point is 10-12 years.
- Only 16% of a given population are the leaders of any innovation. Invest in them.

Areas for Improvement

- Emphasis has been placed on building capacity of SHFs while other areas of the value chain development remain less mature such as:
  o value-added processing
  o securing off-take agreements
  o producing to international standards
  o exporting
- Over-production without sufficient demand creates risk of gluts in the market, diminishing impact and creating mistrust.
- Demand creation requires addressing challenging enabling environment barriers and require cross-sector collaboration and commitment.

INITIATIVE FOR GLOBAL DEVELOPMENT (IGD) QUALITATIVE INDICATORS OF HUMAN BEHAVIOR CHANGE AND ADOPTION PROCESS
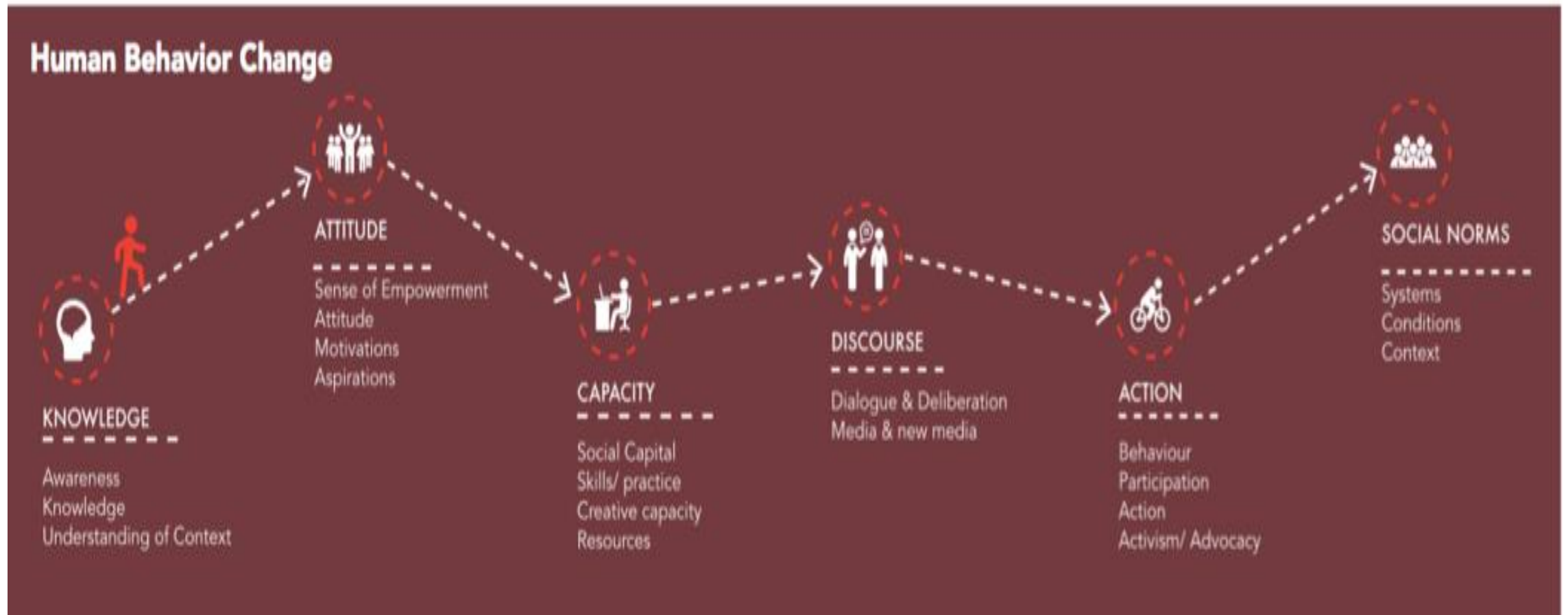
USAID's 5 R's Framework for Systemic Change

Resources: Local systems transform resources – such as budgetary allocations or raw materials or inputs – into outputs

Roles: Most local systems involve numerous actors who take on various defined roles: producer, consumer, funder, and advocate.

Relationships: In a similar fashion, the interactions between the actors in a local system establish various types of relationships. Some may be commercial; others more administrative and hierarchical.

Rules: An important feature of local systems is the set of rules that govern them. These rules define or assign roles, determine the nature of relationships between actors and establish the terms of access to the resources on which the system depends.

Results: The concept of "results" is expanded to include measures of the overall strength of the local system as well as traditional outputs and outcomes.

IGD SYSTEMIC CHANGE MATURITY SCORING MODEL

Collective Level →

Agent Level

Depth of Impact (vertical axis)

Strength of Impact (horizontal axis)

USAID 5 Rs	Level 1` — Ad Hoc	Level 2 — Pilot	Tipping Point Level 3 — Stickiness	Level 4 — Scale	Level 5 — Systemic Change
Resources	No planned budget or investment. Natural resources or production sold in raw material forms.	Funding and investment identified for specific activities. Introduction of value added products.	Consistent, commited funding and investment and value-added products begin to take-off.	More funders and investors crowd-in and value-added products reach critical mass.	Effective & efficient flows of capital contribute to local and /or regional GDP increases.
Roles	No coordination, organization, and specialization amongst market players. All market players function in silos. Redundancy and inefficiency persist across value chains.	Market actors agree to play a specific role within a value chain pilot.	Market players begin to self-select into areas of specialization within a market and develop and invest in cultivating expertise.	Market players expand their specialized areas of business. New value chains begin to replicate practices and become more linked.	Fully functioning markets with secondary lending and investment takes hold. Enabling environment is robust to support market development without assistance of outside development aid.
Relationships	Stakeholders are not connected	Small, loosely formed networks form around activities	More tightly connected networks gain recognition	Networks expand (geographically, end-to-end value chain linkages, new industry participation) & become internally driven	Collective networks have reached critical mass across the target area
Rules	Non-existent or counter-productive rules to support healthy system development and inclusiveness.	New concepts and ideas tested to introduce new rules or change existing rules / dynamics that support healthy system development / inculsiveness.	New rules emerge and are supported by small groups of local stakeholders that open avenues for inclusiveness.	New rules widely endorsed by local stakeholders that enable inclusive systems and markets to flourish.	New rules are adopted systemically and become new basis of social norms.
Results	Only traditional outputs and outcomes are measured with no indication as to how these relate or impact the development of the market system.	New measures that indicate the strength of individual components or stakeholder groups within the market system are introduced in addition to traditional outputs and outcomes.	Strengthening of multiple components and stakeholder groups within the market system are realized and methods that account for their interdependence are introduced.	Most components and stakeholder groups within the market system are strenghtened and the inter-relationship between outputs and outcomes of each are measured.	All components and stakeholder groups within the market system are strgnthened and the results measured in a consistent manner and their interdependence is well understood.

Collective signification of outcomes Outcome Harvesting Evaluation Mali

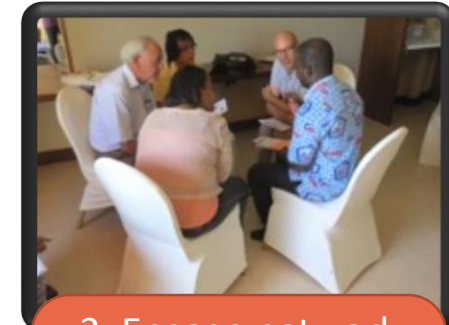# 6 steps for Outcome Harvesting - Mali
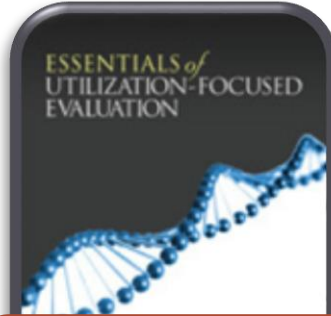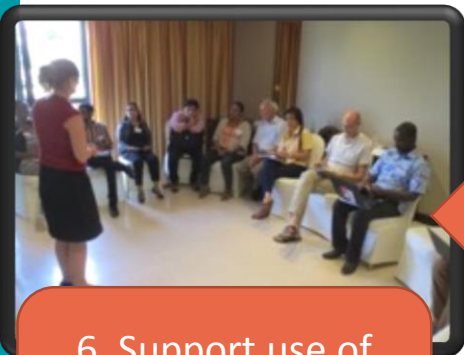

1. Design the Harvest

2. Review documentation and draft outcomes

3. Engage network members, board and staff

4. Analyse and interpret

5. Substantiation

6. Support use of findings and make strategic decisions
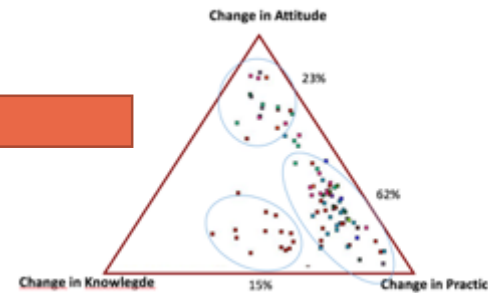
Harvesting of Outcomes

DOCUMENT REVIEW

Outcome Formulation
- Outcome description
- Significance description
- Contribution description
- Signification

OUTCOME HARVESTING WORKSHOP

2-days

> 60 outcomes formulated

Farmer Cooperatives

From 2014 until April 2016, the cooperative Rizicultrice de Niéna (512 members) has applied System Rice Intensification (SRI) on an area of 40ha, while the original forecast was 10 ha.

Banks

On 10/10/2014 the Mopti BMS financed the Fédération pour le Développement Rural de Youwarou (FDRY) for the sum of 246,500,000 FCFA.

Farmer Cooperatives

In 2014, the cooperative of Zébala 7 (12 members) has managed to do a group sale of 3.300T of sorghum and 7,24T millet for an amount of 1.551.460 FCFA. The extra revenues were used to start building a warehouse for cereals.

OMA

The 'Office de Observation du Marché Agricole' (OMA) expanded the zones in 2014 in which market information (weekly price and quality of cereals sold in the Mopti, Sikasso and Ségou regions) is distributed

District Agriculture Authority

In 2015, the DRA used 7 local radio stations to broadcast at large-scale agricultural production technologies and the use of pesticides. The radio stations are ORTM Sikasso, Radio Kenedougou de Sikasso, Yeredon de koutiala, Wassoulou de Yanfolila, Folona de Kadiolo and Kafo Kan de Bougouni.
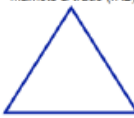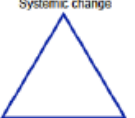
Research Institutes

As of June, 2014, the Regional Center for Agricultural Research (Centre Régional de Recherche Agricole CRRA) in Mopti introduced 4 new varieties of ameliorated rice adapted to the village parameters. These four varieties are: WAPMO, SUTURA, SAKU and SK 95-4. In 2014, seed production for 4 varieties were 4 tonnes (base seeds of G4). During the two last years (2015, 2016) the CRRA self-funded to pursue these activities of producing seeds of the 4 varieties. The seeds were sold in seed vendor stores.

OH template

- Guides discussions
- Collective Indexing
- Facilitates documentation

Outcome Harvest template for Cereal Value Chain Activity (Feed The Future Mali), showing two pages: the first with Outcome Description, Title, Name/Type of actor, When/where the outcome took place, nature of the change, and the outcome change triangle (Relationships, Activities, Capacities); the second with Contribution CVC Activity, Type of intervention, Effects triangles (Markets & trade, Farmer Coop management, Systemic change), The change relates to, and Validation.

EFFECTS

The change described in the outcome relates to...(=focus result framework)

Markets & trade (IR2)

N/A ☐

Production quality & quantity (IR1)

Resilience of Community (IR3)

The change described in the outcome influences... (=focus impact assessment)

Farmer Coop management

N/A ☐

Yield of the crop

Crop income
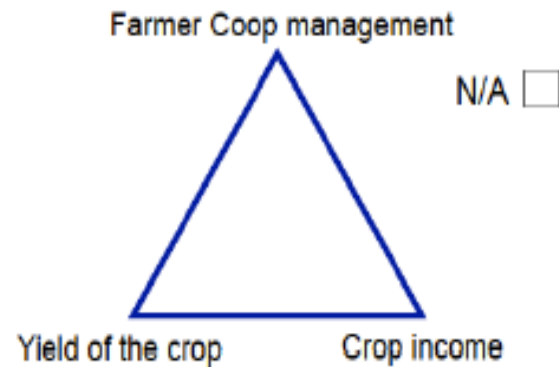
The outcome has most impact on the CVC at the level of ...

Systemic change

N/A ☐

Human / organisational capacity change

Technical & operational change
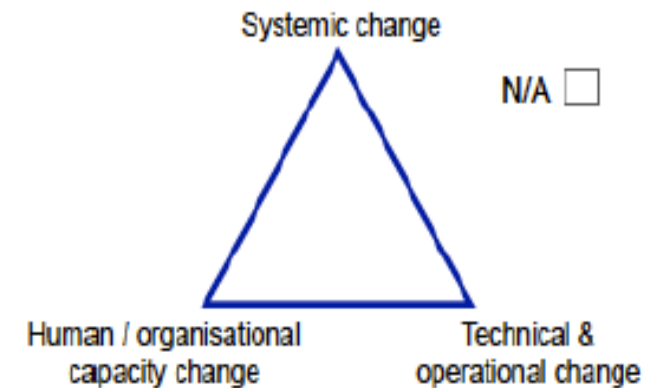
Analysis

The outcomes relate ...
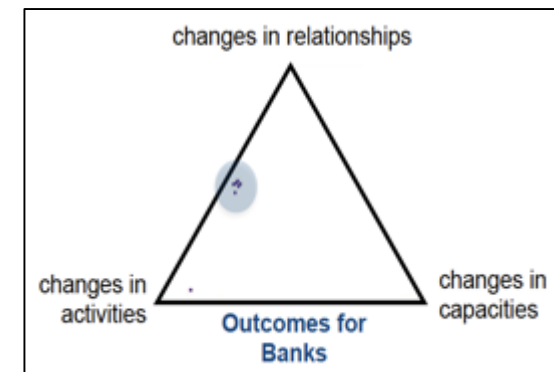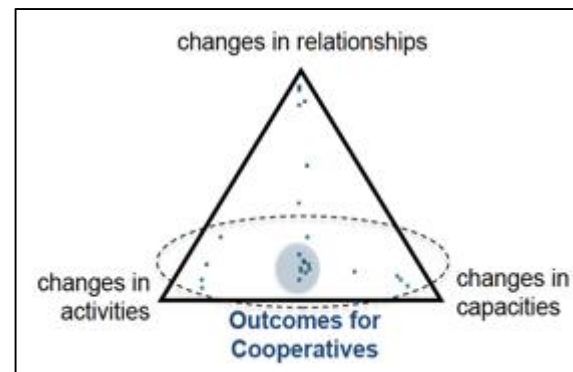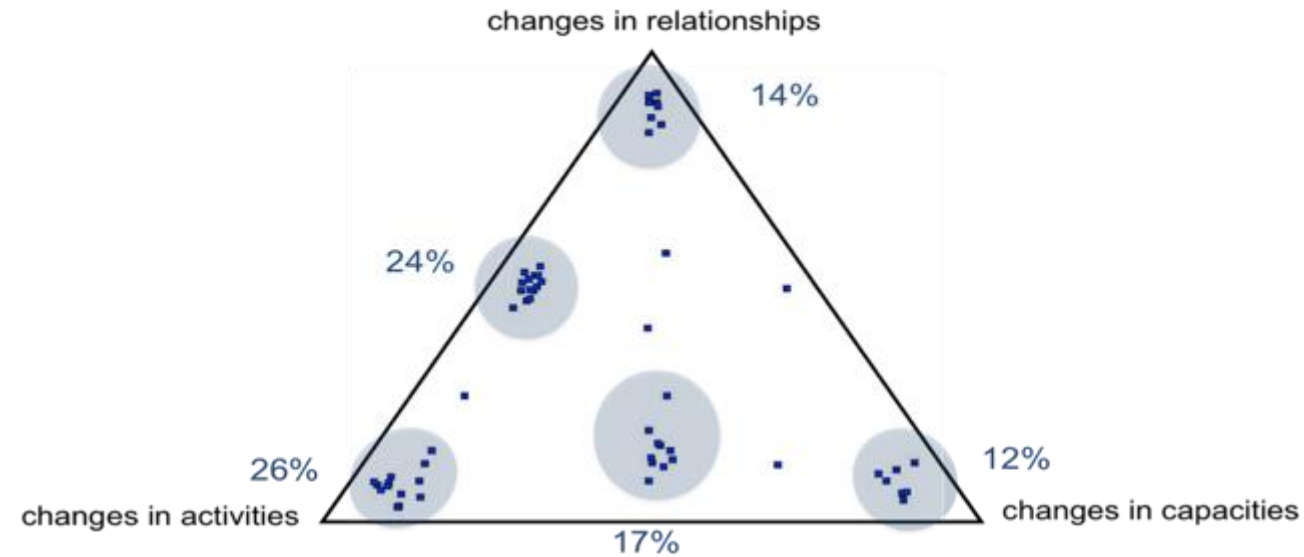
Sensemaker Used in Mali

- $5000- $6000 USD
- http://cognitive-edge.com/sensemaker/

Tagging of outcomes: Nature of the outcome

Tagging of outcomes: Significance

The change described in your outcome is most likely ...

a one-off change   a lasting change

Compared to the previous state, the outcome reflects a ...

a minor change   a major change

Contribution

The change described in your outcome ...

happened without
influence of the network

only happened as a
result of the network

How did the network contribute to the outcome? Describe?

e supervision of the County Commander in charge of Kisumu County in Western Kenya.

Analysis: triad

NATURE OF THE CHANGE

Majority of outcomes are about changes activities and capacity (67%)

19% directly linked to changes in relationships

10% between changes in activities and relationships

Change in Relationships

19%

10%

Change in Activities

67%

Change in Capacity
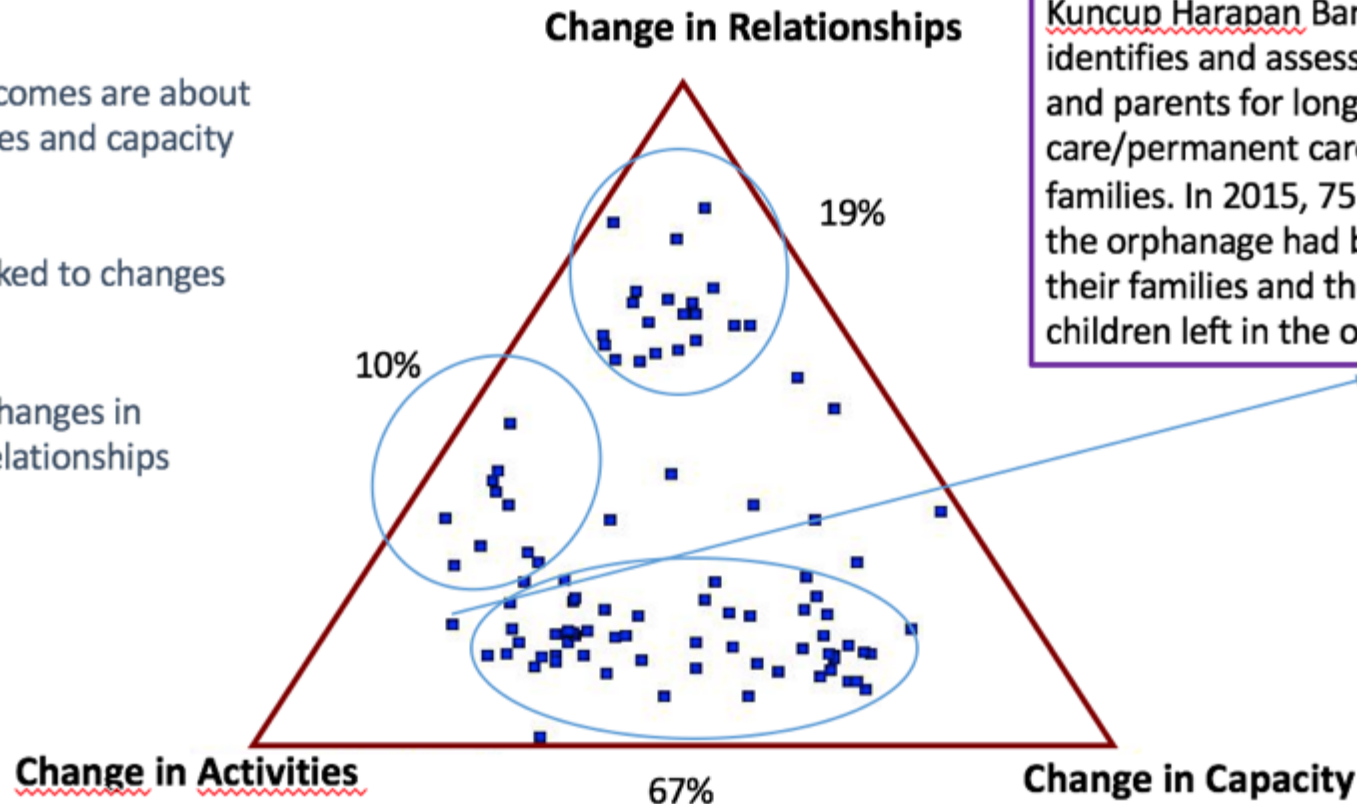
The Head of the Orphanage in Kuncup Harapan Bandung now identifies and assesses the children and parents for long-term care/permanent care within their families. In 2015, 75 children living in the orphanage had been returned to their families and there are only 25 children left in the orphanage.

Analysis/Triads filtered
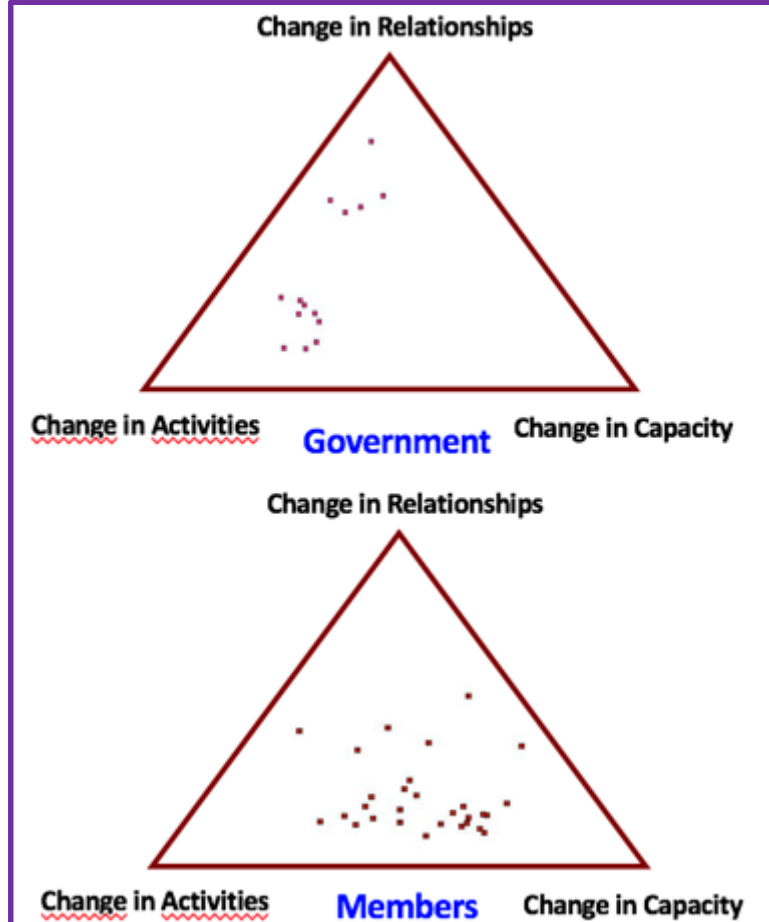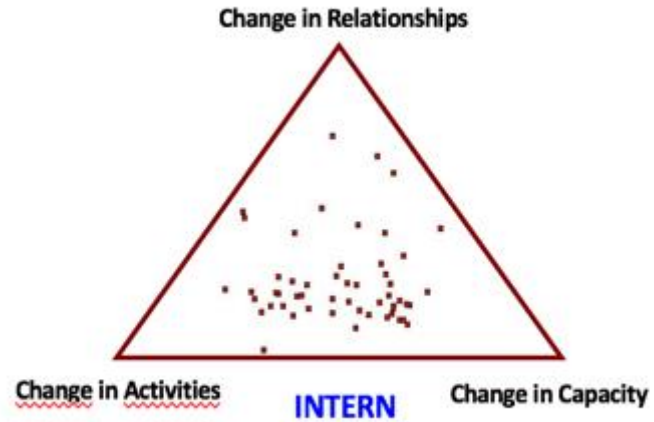
Analysis: contribution dyad

Analysis

Contribution of the CVC Activity to the outcomes

Analysis

6 steps for Outcome Harvesting- Zambia

1. Design the Harvest Develop research questions and outcomes

2. Review documentation and draft outcomes

3. Interview beneficiaries key stakeholders, partners, private sector and community members

4. Analyse and interpret

5. Substantiation

6. Report
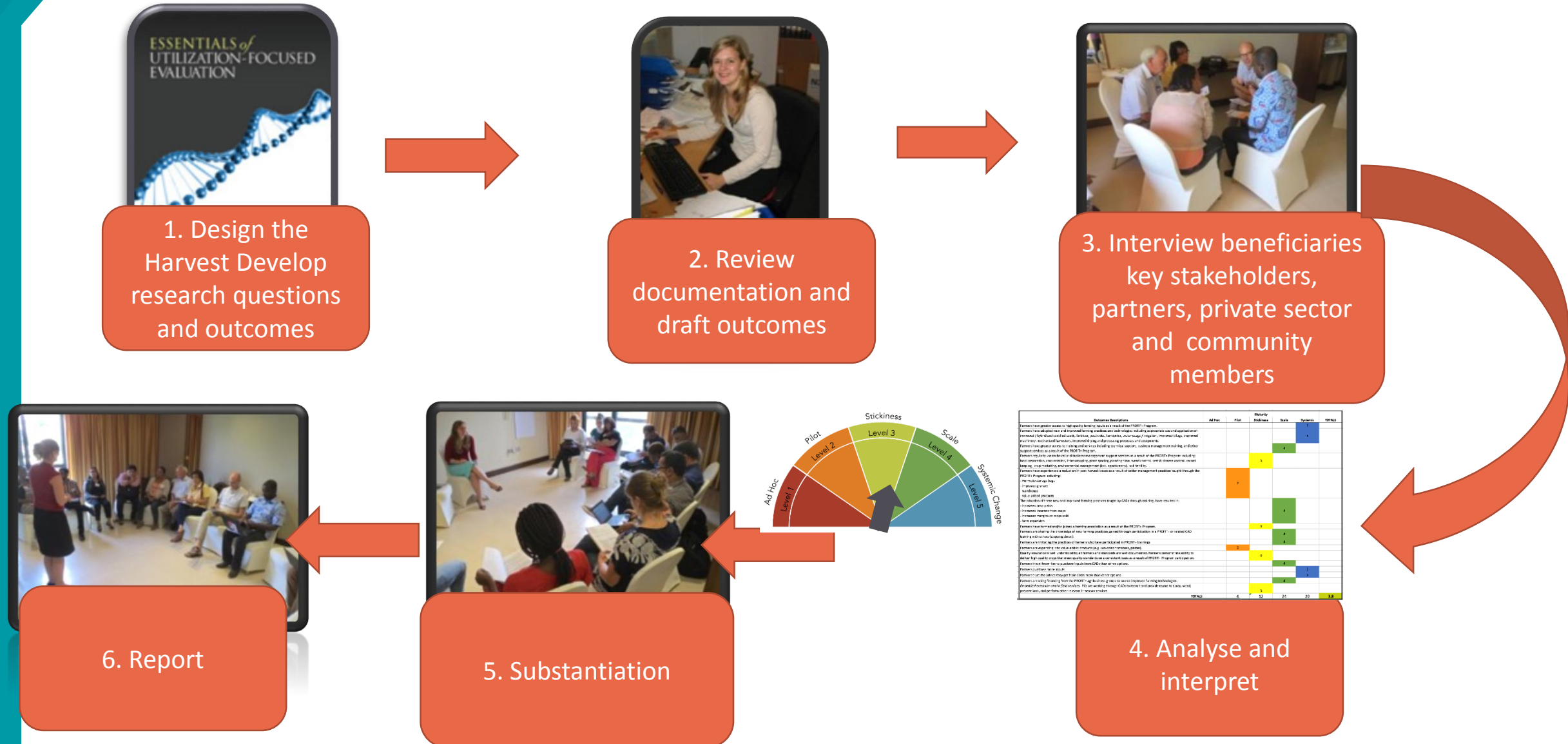
Zambia Process

- Key Research/Learning Question:
- How has the presence / localization of the services, provided through the CADs, impacted the farmers – adoption, diversification, incomes etc.?

- Outcomes
- Farmers have greater access to high quality inputs as a result of the program
  - Precondition Farmers are linked to CADS

Outcomes Maturity: Improve Smallholder Productivity

Outcomes Descriptions	Maturity				
	Ad Hoc	Pilot	Stickiness	Scale	Systemic
Farmers have greater access to high quality farming inputs as a result of the PROFIT+ Program.					5
Farmers have adopted new and improved farming practices and technologies including appropriate use and application of: improved / hybrid and certified seeds, fertilizer, pesticides, herbicides, water usage / irrigation, improved tillage, improved machinery- mechanized harvesters, improved drying and processing processes and equipments					5
Farmers have greater access to training and services including technical support, business management training, and other support services as a result of the PROFIT+ Program.				4	
Farmers regularly use technical and business management support services as a result of the PROFIT+ Program including: land preparation, crop rotation, inter-cropping, plant spacing, planting time, weed control, pest & disease control, record keeping, crop marketing, environmental management (incl. agroforestry), soil fertility.			3		
Farmers have experienced a reduction in post-harvest losses as a result of better management practices taught through the PROFIT+ Program including: - Hermetic storage bags - improved granary - warehouse - value-added products		2			
The adoption of these new and improved farming practices taught by CADs through training, have resulted in: - increased crop yields - increased incomes from crops - increased margins on crops sold - farm expansion				4	
Farmers have formed and/or joined a farming association as a result of the PROFIT+ Program.			3		
Farmers are sharing the knowledge of new farming practices gained through participation in a PROFIT+ or related CAD training with others (stepping down).				4	
Farmers are imitating the practices of farmers who have participated in PROFIT+ trainings				4	
Farmers are expanding into value-added products (e.g. sun-dried tomatoes, pastes).		2			
Quality assurance is well understood by all farmers and standards are well documented. Farmers demonstrate ability to deliver high quality crops that meet quality standards on a consistent basis as a result of PROFIT+ Program participation.			3		
Farmers travel fewer km to purchase inputs from CADs than other options.				4	
Farmers purchase more inputs.					5
Farmers trust the advice they get from CADs more than other options					5
Farmers are using financing from the PROFIT+ agribusiness groups to source improved farming technologies.				4	
Embedded extension and in-field services: PCs are working through CADs to recruit and provide teams to spray, weed, prepare land, and perform other relevant in-season services.			3		
TOTALS	4	12	24	20	3.8

Objective Area	No.	Outcome Description	SYSTEMIC	Depth of Change			Strength of Change			AVERAGE
				Disruption	Networks	Norms	Scale	Buy-In	Relevance	
Improve Smallholder Productivity	1	Farmers have greater access to high quality farming inputs as a result of the PROFIT+ Program.		5	5	5	5	5	5	5
	2	Farmers have adopted new and improved farming practices and technologies including appropriate use and application of: improved / hybrid and certified seeds, fertilizer, pesticides, herbicides, water usage / irrigation, improved tillage, improved machinery- mechanized harvesters, improved drying and processing processes and equipments		5	5	5	5	5	5	5
	3	Farmers are expanding farm production to include more nutritious crops that provide proteins, vitamins, and minerals.		5	5	5	5	5	5	5
	4	Farmers purchase more inputs.		5	5	5	5	5	5	5
	5	Farmers are using financing from the PROFIT+ agribusiness groups to source improved farming technologies.		5	5	5	5	5	5	5
	6	Farmers have formed and/or joined an agribusiness group as a result of the PROFIT+ Program.		5	5	5	5	5	5	5
	7	Farmers trust the advice they get from CADs more than other options.		5	5	5	5	5	5	5
Create Market Access	1	New crops and varieties have been introduced into the community and are becoming more widely accessible as a result of PROFIT+ Programs and increased accesibility of quality seed inputs.		5	5	5	5	5	5	5
Promote Gender Equality	1	Farmers are non-discriminatory, or at least equally willing to purchase goods from female CADs.		4	4	5	5	5	5	4.7
	2	Women's leadership in the community has increased (Female CADs as well as women in general).]		4	4	4	5	5	5	4.5
	3	Women's decision-making increased in farming households (track changes in independent and consultation).]		5	4	5	5	5	5	4.8
	4	Female CADs frequently outperform male CADs and are succeeding in the market.		5	4	5	5	5	5	4.8
Increase Food Security & Reduce Poverty	1	Farmers and community members have experienced an improvement in food security and overall nutrition since participation in a PROFIT+ Program.		5	5	5	5	5	5	5
	2	Farmers have increased their investment in their children's education using increased income from crops. (School uniforms, books, school supplies, school fees, higher-quality facility)		5	5	5	5	5	5	5
Total	14									
Percentage of Total	28%									

Findings & Discussion: Improve Smallholder Productivity

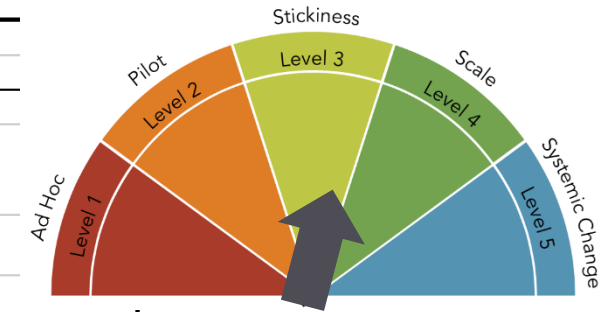**Key Research Question #1: How has the presence / localization of the services, provided through the CADs, impacted the farmers – adoption, diversification, incomes etc.? These services include extension availability, inputs, markets availability.**

- Majority have adopted best practices
  - o Use of certified seed and ripping were the practices most commonly cited by CADs and farmers as boosting production
  - o Many farmers are still unable to afford to erect greenhouses or install irrigation systems to ensure year-round production. This was especially evident in Eastern Province where costs for such systems are more than double the cost in peri-urban Lusaka.
  - o In the Eastern Province crop rotation was also routinely cited as a critical best practice.
  - o Most farmers and CADs highlighted a lack of availability and affordability of fertilizer.
- Tacit knowledge levels are outstanding amongst farmers. Consistent demonstrated abilities to thoroughly explain differences between traditional farming methods and conservation methods and understanding of impacts and benefits.
- Farmers reported traveling between 10km-50km less to access inputs as a result of the presence of a community agrodealer resulting in cost savings on transportation costs and increased time for farming and other activities.
- Business Management component is critical and has not been received consistently across the population.
- Farmer success is strongly correlated with CAD performance. Not all CADs take the same amount of initiative and this has a ripple effect on the level of impact on farmers from both a depth and breadth aspect.
- Post harvest loss remains a major challenge.
  - o Most farmers do not have access to a sizeable warehouse or granary to store crops as this is capital intensive
- Some farmers reported not having received business management / financial training and recognize they need it
- All farmers and CADs expressed the need for on-going "refresher" training to stay abreast of dynamic market changes (new products, best practices, etc.)

Others ways to analyze the data

Think about a specific recent moment or event when you felt particularly encouraged or concerned about being a coffee producer and selling your produce to the 'company'.
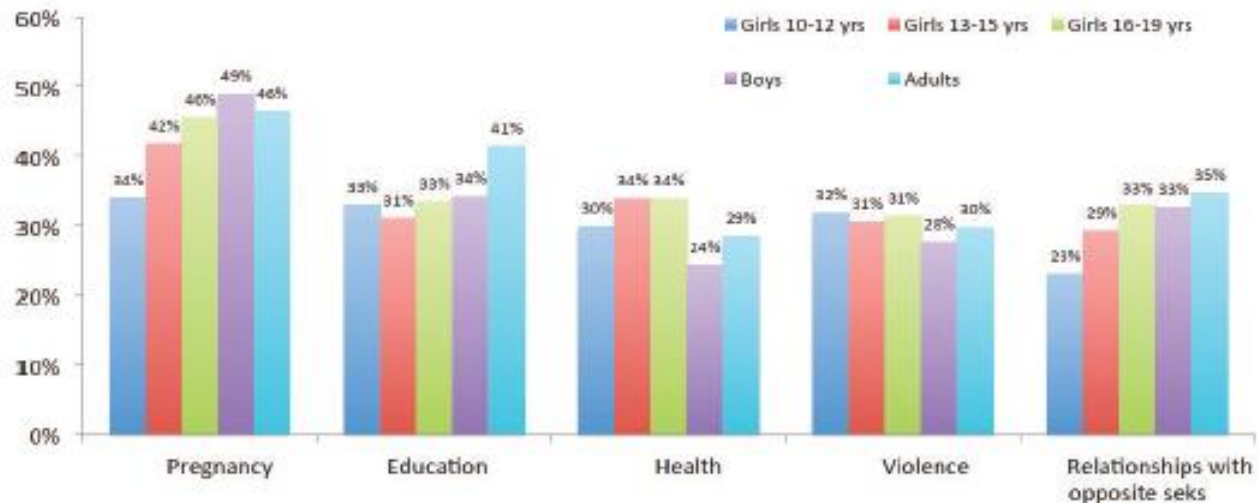
Think about what it is like being a girl? What happened recently to yourself or another girl? Please share the story of what happened?

Please, tell us more about your story …

2. Your story is about… (pick up to 3)

Education	Friendship
Marriage	Health
Pregnancy	Work
Money	Fun, pleasure, recreation
Relationships with opposite sex	violence
Civic engagement	
Other ………………………	

% OF STORIES ABOUT … (cluster 1: top 5 topics)

Legend: Girls 10-12 yrs, Girls 13-15 yrs, Girls 16-19 yrs, Boys, Adults

Topic	Girls 10-12 yrs	Girls 13-15 yrs	Girls 16-19 yrs	Boys	Adults
Pregnancy	34%	42%	46%	49%	46%
Education	33%	31%	33%	34%	41%
Health	30%	34%	34%	24%	29%
Violence	32%	31%	31%	28%	30%
Relationships with opposite seks	23%	29%	33%	33%	35%