2022 Monitoring, Evaluation, and Learning Conference

USING LEARNING FOR IMPROVED DECISION-MAKING NOW!

May 23 – 24, 2022

#MELCONJO22

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

WELCOMING REMARKS

USAID Monitoring, Evaluation, and Learning Activity

Chief of Party, John Lister

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

WELCOMING REMARKS

USAID/Jordan

Deputy Mission Director, Margaret Spears

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OPENING THE EXPOSITION

2022 Monitoring, Evaluation, and Learning Conference

USING LEARNING FOR IMPROVED DECISION-MAKING NOW!

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2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

The New Era of MEL

Guest Speaker – Yemen Continuous Learning and Evaluation (YCLE) Project

Chief of Party, Maggie Lada

The New Era of MEL

Maggie Lada – Chief of Party

Yemen Continuous Learning and Evaluation (YCLE)

23 May 2022

What is the Future of MEL?

2022 MEL Conference

THE PAST, THE PRESENT, & THE FUTURE OF MEL IS LEARNING

What is Learning??

- "To apply knowledge gained from evidence and analysis to improve development outcomes and ensure accountability for the resources used to achieve them." (ADS 201.3.7)

- The process through which information generated from M&E is reflected upon and intentionally used to continuously improve on our ability to achieve programmatic or strategic objectives

Go Beyond the Logframe!!!

Meaningful inclusion of new voices and perspectives
&
Recentering of MEL around *local communities/beneficiaries*

What is Learning??

- "**To apply** knowledge gained from evidence and analysis to improve development outcomes and ensure accountability for the resources used to achieve them." (ADS 201.3.7)

- **The process** through which information generated from M&E is reflected upon and **intentionally used** to continuously improve on our ability to achieve programmatic or strategic objectives

Learning is dependent on ACTION!

Ideas for engaging in a practice of learning

- Allow the time to be curious!

- Be intentional about your activity/organization/department's learning practice

  - Use existing tools and frameworks to set learning agendas

  - Set aside time in your workplan and in your calendar

- Remain centered in the purpose of improving programing

  - Approach stakeholders from a place of interest and collaboration

  - Do not, blame, shame or renounce

Credit: Shutterstock

THE PAST, THE PRESENT, & THE FUTURE OF <u>YOU</u>

The future of learning, is dependent on <u>MEL</u>

IS LEARNING

2022 MEL Conference and Expo Agenda
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1ST BREAKOUT SESSIONS

12:00 – 1:00 PM

Room 1	Room 2	Room 3
Private Sector Engagement	Data/Informational Visualization and Presentation	Scenario Planning as an Effective Adaptive Management Tool
Anna Karmandarian	Jumana Yousef	Addi Qatamin

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Lunch Break

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

NEW EVALUATION APPROACHES

Panel Session

2:00 – 3:00 pm

Moderator	Panelist	Panelist	Panelist
Camille Gockowski	**Ayoub Nmour**	**Dan Killian**	**Maram Kilani**
USAID Monitoring, Evaluation, and Learning Activity	Integrated	Management Systems International (MSI)	Business Growth Activity (BGA)

Developmental Evaluation

Maram Kilani

USAID Business Growth Activity

May 23, 2022

What is Developmental Evaluation

- Relatively recent methodology designed specifically for conditions of complexity.

- Primary purpose – DE supports innovation development to guide adaptation to emergent and dynamic realities in complex environments.

- Complex environments for social interventions and innovations are those in which what to do to solve problems is uncertain and key stakeholders are not in agreement about how to proceed.

USAID Business Growth Activity

Formative evaluation

Summative evaluation

Developmental evaluation

Developmental Evaluation is not, however, the same as evaluation of development.

Developmental Evaluation Defined

- "Evaluate processes, including asking evaluative questions and applying evaluation logic, to support program, product, staff and/or organizational development.

- "The evaluator is part of a team whose members collaborate to conceptualize, design and test new approaches in a long-term, on-going process of continuous improvement, adaptation and intentional change.

- "The evaluator's primary function in the team is to elucidate team discussions with evaluative questions, data and logic, and facilitate data-based decision-making in the developmental process."

Characteristics of Developmental Evaluation

Developmental evaluation differs from traditional forms of evaluation in several key ways:

- The primary focus is on adaptive learning rather than accountability to an external authority.

- The purpose is to provide real-time feedback and generate learnings to inform development.

- The evaluator is embedded in the initiative as a member of the team.

- The DE role extends well beyond data collection and analysis; the evaluator actively intervenes to shape the course of development, helping to inform decision-making and facilitate learning

- The evaluation is designed to capture system dynamics and surface innovative strategies and ideas.

- The approach is flexible, with new measures and monitoring mechanisms evolving as an understanding of the situation deepens and the initiative's goals emerge.

Accountability is still a key part of developmental evaluation; however, accountability priorities shift from supporting oversight to supporting learning and impact.

Developmental Evaluation and Systems Thinking

Monitors and assesses:

- The changes in the **relationships** between the components of a system.

- The appropriateness of the **boundaries** we use for the components of the system.

- The different **perspectives** about what changes and how it changes through a development intervention.

When then is Developmental Evaluation useful?

If you are confident that you know the relations of cause and effect between what you propose to do and what the results will be, you face a "simple" situation.

***Developmental Evaluation is not for you.***

If, however, you cannot say with certainty what you will achieve, but are confident that by doing what feels right you will find the way forward to the change you want to see, your challenge is "complex".

This situation is ripe for Developmental Evaluation.

USAID Business Growth Activity
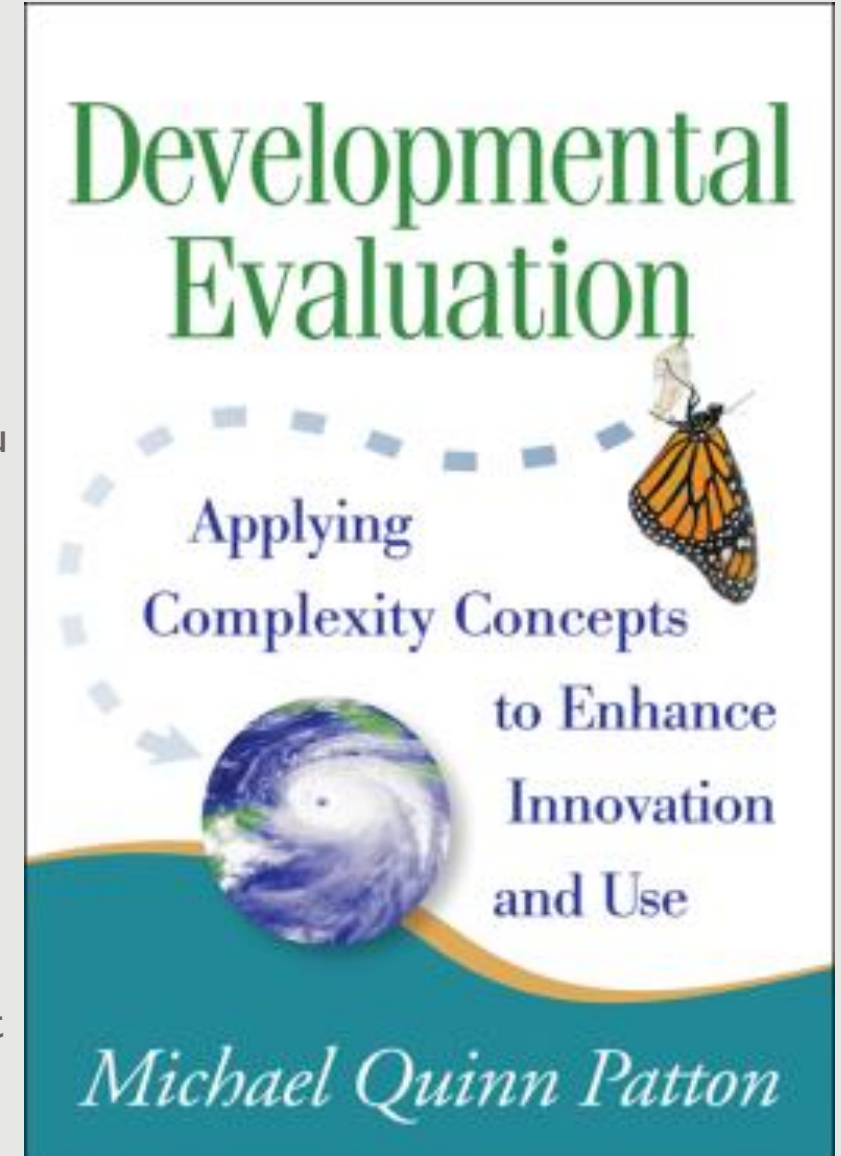
Situations in which this…
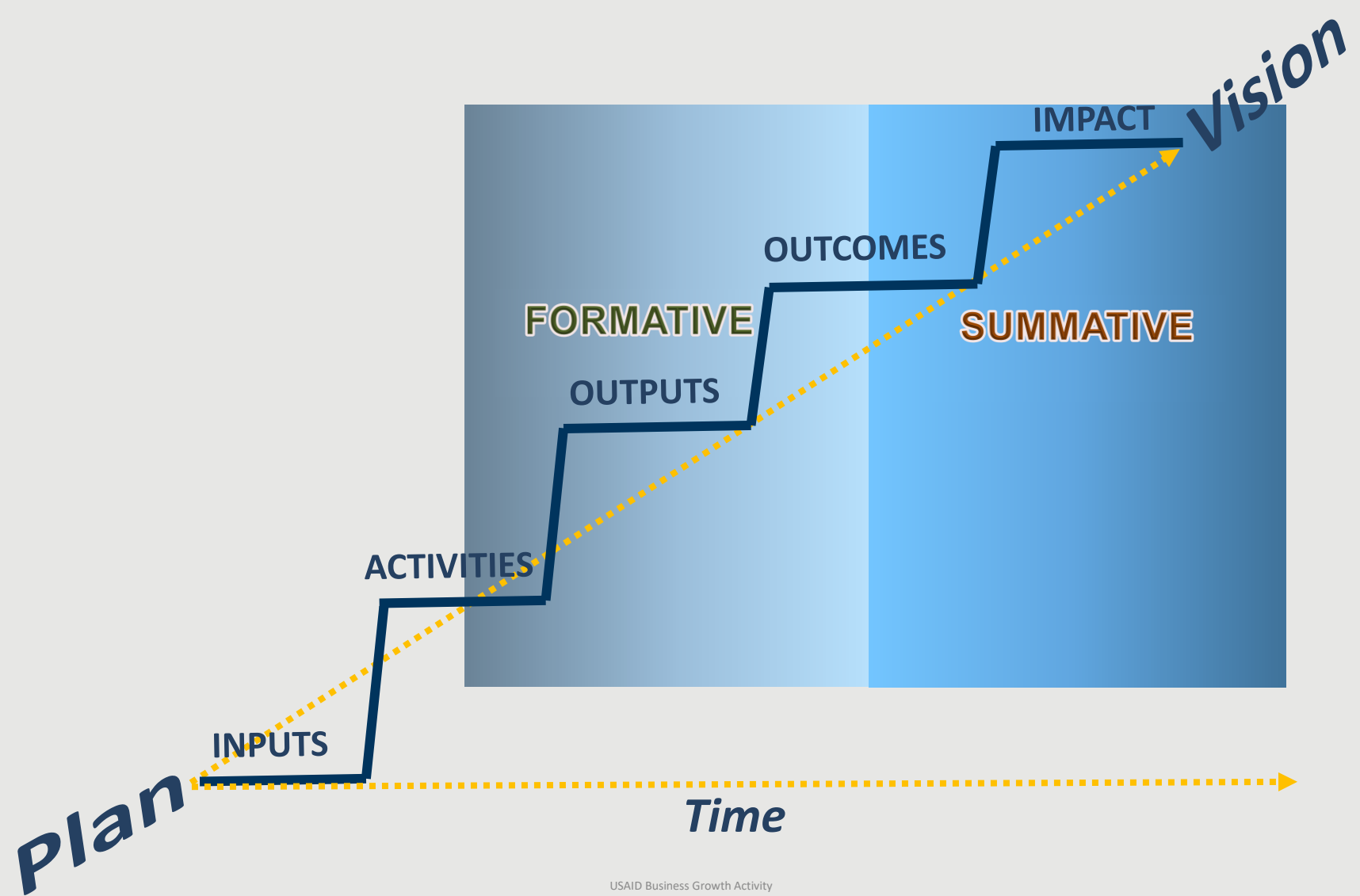
Looks like this
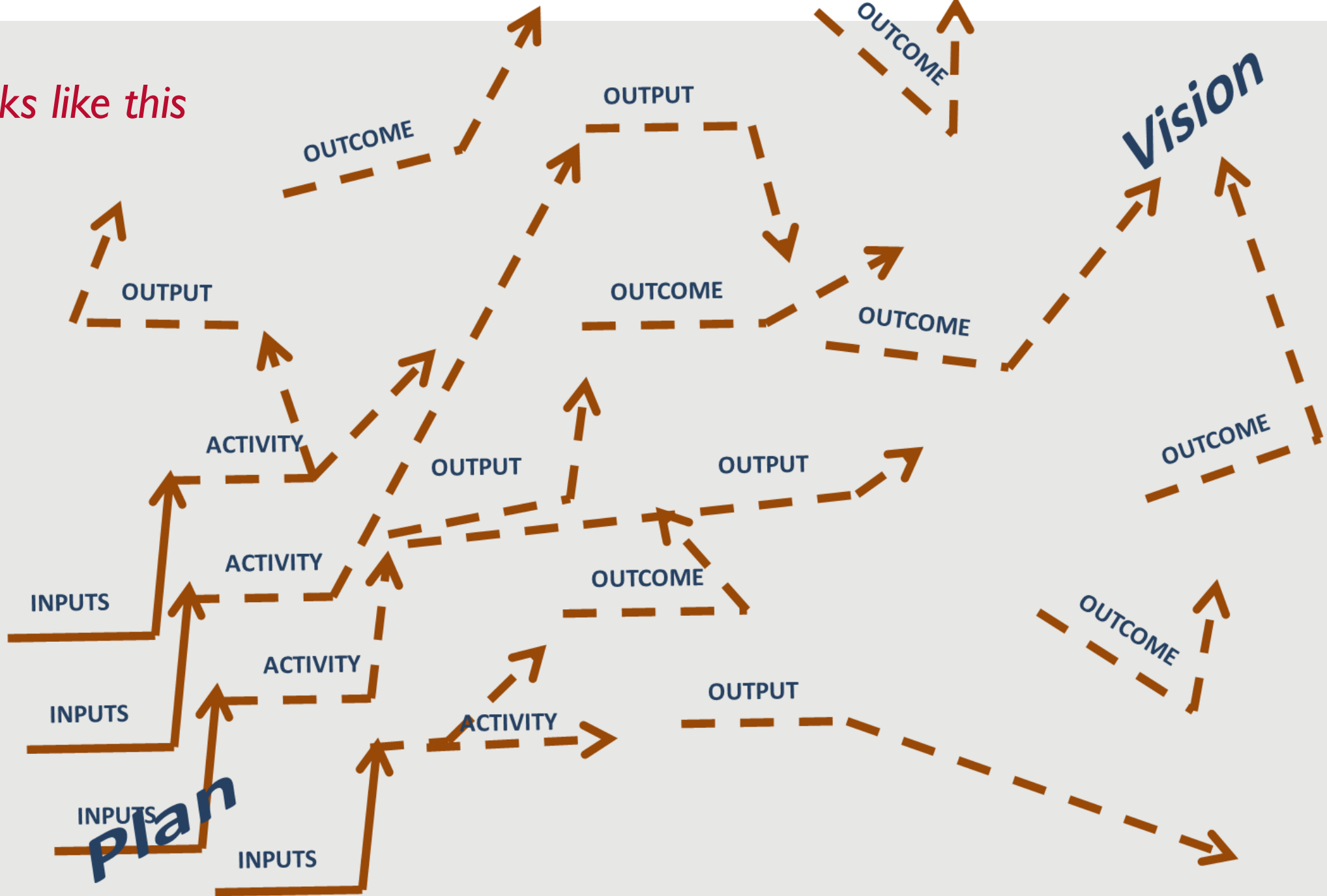
In sum

Right Conditions:

- Your intervention model does not yet exist; it is to be created.

- The model exists but must be developed (versus improved).

- The situation is complex –the most important relationships of cause and effect are fundamentally unknown.

Five Types of Developmental Evaluation

These five types of Developmental Evaluation are adapted from Chapter 10 of Michael Quinn Patton's book:

1. **Ongoing Development:** You have visionary hopes and emerging ideas that you want to develop into an intervention.

2. **Pre-formative Development:** You have an innovative intervention that you want to explore and shape into a potential model to the point where it is ready for traditional formative and eventually summative evaluation.

3. **Applying Proven Principles:** You have an intervention model that worked and want to adapt its general principles to a new context navigating top-down and bottom-up forces for change.

4. **Major Systems Change:** You want to project a successful intervention in one system to a different system – e.g., use a successful village market innovation (economic system) to change national laws and regulations (in the political system).

5. **Rapid Response:** In the midst of a sudden major change or a crisis, you want to explore real-time solutions and generate innovative and helpful interventions for those in need.

Developmental Evaluation

Applying Complexity Concepts to Enhance Innovation and Use

Michael Quinn Patton

Case Study - Developmental Evaluation of Business with Impact (BEAM) Program

- Business with Impact – BEAM was a five-year program (2015–2019) with an initial budget of EUR 50 million, together financed by Business Finland and the Ministry for Foreign Affairs and matched by co-funding from the participating companies and organizations.

- The aim of the BEAM was to assist Finnish enterprises and other organizations, including research institutes, universities and civil society organizations to solve global challenges with the help of innovations and to make it a successful and sustainable business.

Case Study - Developmental Evaluation of Business with Impact (BEAM) Program

The Developmental Evaluation was organized via three work packages in two phases:

The first phase consisted of Work Packages 1 and 2, which were separately synthesized by the Mid-Term Evaluation.

- **Work Package 1** was called Ex-ante evaluability analysis of BEAM and consisted of State-of-the-art analysis. Analysis of ramp-up phase and Evaluability analysis.

- **Work Package 2** was called Meta-analysis, bi-annual reviews and Mid-term evaluation, and consisted of Meta-evaluation and meta-analysis, Portfolio analysis, Participant survey. Field mission to Southern Africa and Mid-Term Evaluation.

The second phase was optional, which gave the possibility of discontinuing the evaluation if the clients had so wished.

- **Work Package 3** was called Biannual reviews 2017–2019 and consisted of Field Mission to India, Impact Workshop, Second portfolio analysis, Updated impact framework, Field missions, Key lessons of developmental evaluation, as well as this Final report.

USAID Business Growth Activity

Case Study - Developmental Evaluation of Business with Impact (BEAM) Program

There are, however, a number of limitations for the developmental evaluation to work properly:

- DE is more of an evaluation philosophy and a reflective state-of-mind than a compact evaluation approach.

- The quality of DE is strongly liable on the quality and availability of data and information at each current state. In most cases, there is significantly less data and information available compared to traditional (ex-post) evaluations, as decisions and actions have not yet been made.

- DE is a time-critical and frontloaded process.

- DE is a collaborative process between the evaluation team and the program management. It needs to set up working practices and roles which are beneficial for both parties.

- DE concentrates on the program as a whole and has for confidentiality reasons had only limited information available on the funded projects themselves.

Thank you!

USAID Business Growth Activity

Table 1. Summary of applied evaluation methods.

Evaluation Task	Data sources and collection	Analysis focus / methodology
State-of-the-art analysis 11/2015	International and domestic evaluation literature.	Literature review and international benchmarking.
Analysis of the Ramp-up phase 12/2015	BEAM programme documents. Interviews of programme management.	Operational / feasibility analysis of the programme plans.
Evaluability analysis 3/2016	BEAM programme documents. Interviews of programme management. Stakeholder workshop.	Analysis of the (feasibility of) monitoring and evaluation framework and practices of BEAM.
Meta-evaluation and analysis 6/2016	Evaluation reports of 12 MFA innovation programmes.	Assessment of the methods applied in evaluating innovation programmes. Summary of results of MFA supported innovation programmes to understand reasons for successes and failures.
Participant Survey 12/2016	Electronic survey to 566 participants of BEAM activation events in 2015–2016 (Response rate 17%).	Feedback collection and analysis of BEAM target groups, reasons for applying or not, as well as on the application process.
Portfolio Analysis 2/2017	All Tekes information on 111 BEAM applications and projects (August 2016). 60 MFA statements on BEAM applications. Interviews of Tekes and MFA staff.	Cross-analysis of applications, their assessments and statements, as well as the selected projects.
Field Mission to Southern Africa 6/2017	35 interviews of 9 BEAM projects in Finland, South Africa and Namibia + representatives of Embassies and other stakeholders. Related project reports, applications and assessment forms.	Analysis of a) BEAM projects and their progress and b) BEAM services and processes for the projects.
Validation workshop 5/2017	Approximately 25 BEAM stakeholders (MFA, MEE, Tekes, NGOs, etc).	Expert dialogue on the draft findings and conclusions of MTE.
Mid-term evaluation 8/2017	All above + analysis of BEAM Annual Report 2015–2016, Steering Group and Management Team memos.	Summative evaluation.
Field Mission to India 12/2017	30 interviews of 8 BEAM projects in India and in Finland + Embassies and other stakeholders. Related project reports, applications and assessment forms.	Analysis of a) BEAM projects and their progress and b) BEAM services and processes for the projects.
Impact Workshop 4/2018	BEAM Developing markets Steering Group, experts from BEAM, MFA, BF, Finnvera, MEAE	Expert dialogue on the key lessons and the guidelines for way forward.
Second Portfolio Analysis 12/2018	All BF information on 163 applications and 101 projects. 54 Development impact analysis -documents. 9 project interviews about expected impact.	Cross-analysis of applications, their assessments and statements, as well as the selected projects. Comparative analysis with earlier portfolio.
Validation workshop and updated Impact Framework 3/2019	10 BEAM stakeholders from BF and MFA. Ex ante evaluation of Development Impact -report commissioned by MFA.	Expert dialogue on the key lessons and design of impact framework.
Field Mission to Vietnam and review of Southern Africa projects 6/2019	37 interviews of 10 BEAM projects in Vietnam and 12 interviews of 9 BEAM projects in Southern Africa, and interviews in Finland + Embassies and other stakeholders. Related project reports, applications and assessment forms.	Analysis of a) BEAM projects and their progress and b) BEAM services and processes for the projects.
Collection of evaluation lessons and Final seminar 12/2019	All previous developmental evaluation reports, BEAM monitoring survey of 2019 carried out by BF, BEAM annual report 2019.	Summative evaluation.

INNOVATION IN EVALUATION
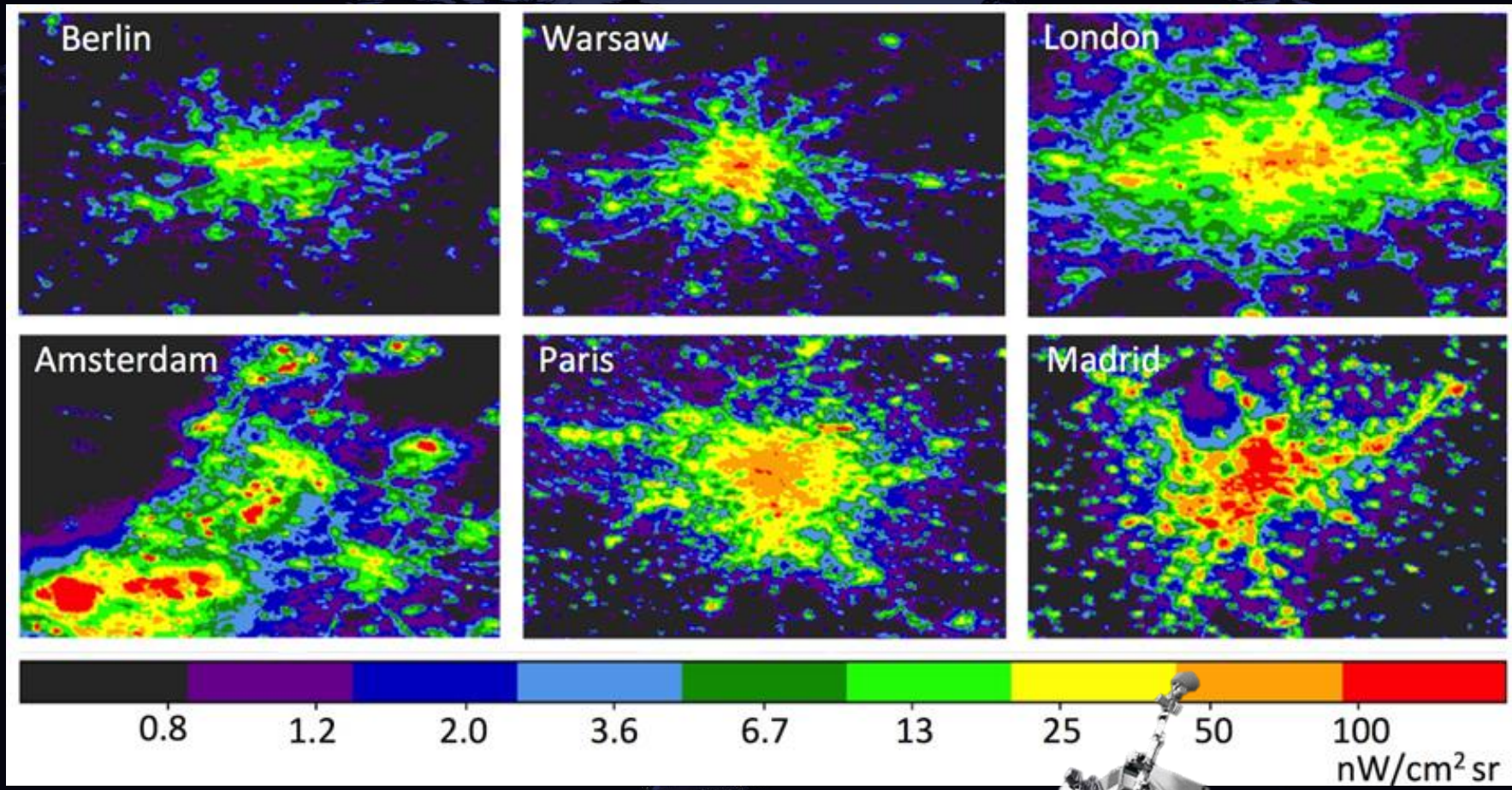Using Night Light Data to Measure Economic Growth

May 23, 2022

Dan Killian

Night Light Radiance

VIIRS is just one sensor suite that has untapped potential to detect, monitor, and measure a range of phenomenon

VIIRS Examples:

Lebanon
- Measure increased radiance as a surrogate for economic development

Global Fishing Activity
- Detection of nighttime fishing boat activities to identify illicit fishing
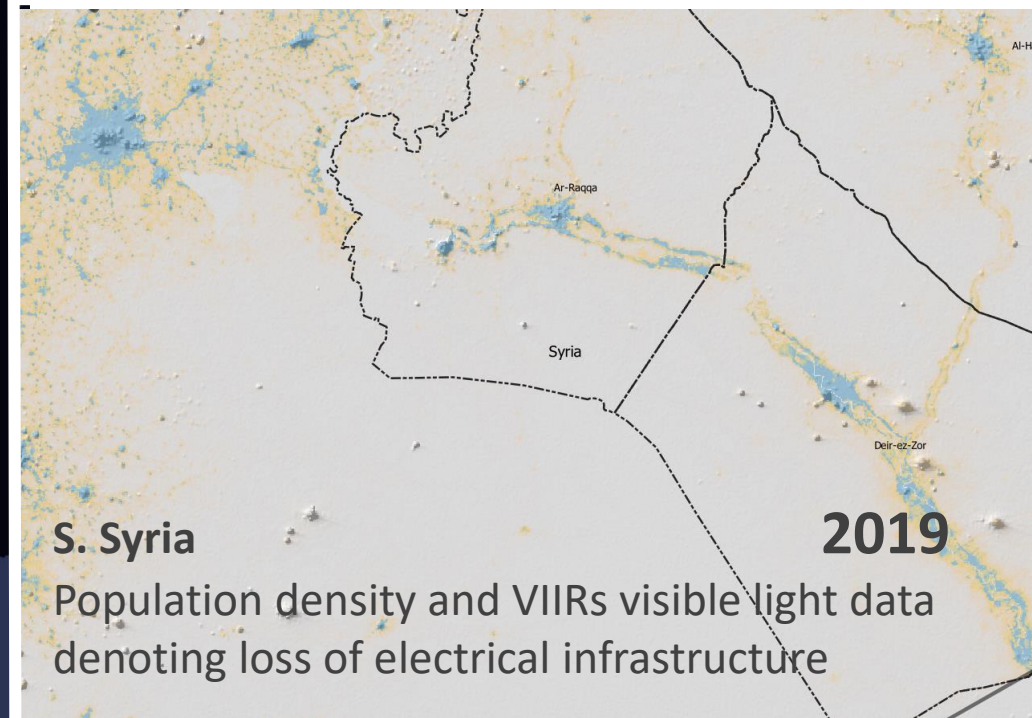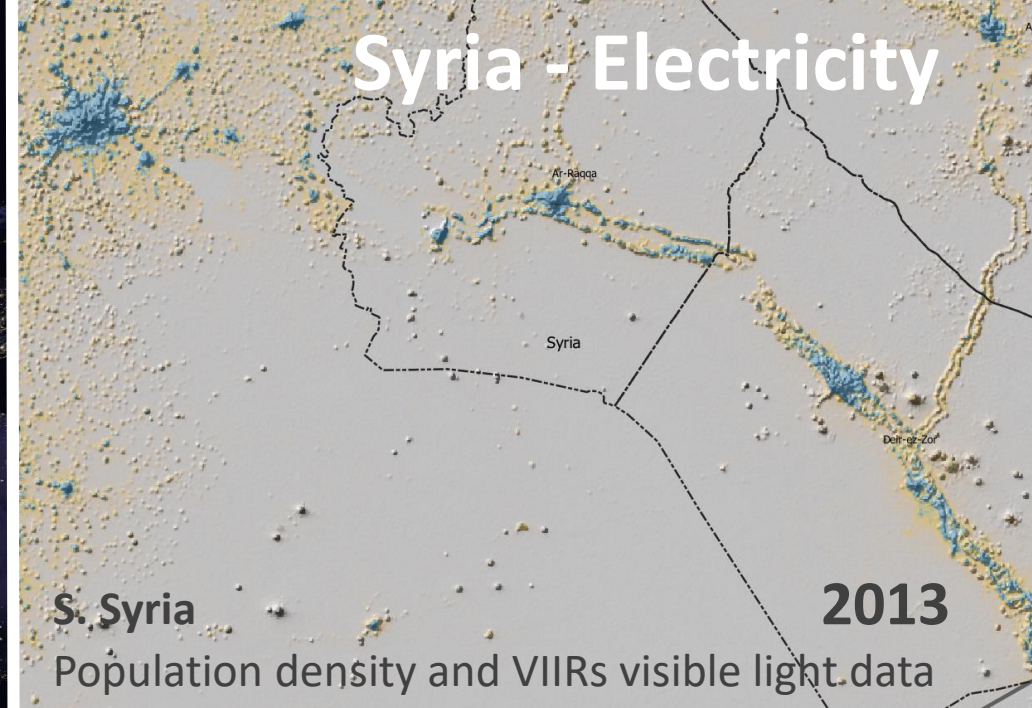
Global Fire
- Detection of fires

Syria
- Measure electrical infrastructure loss

Yemen
- Monitor fishing as critical livelihoods activity

Syria - Electricity

S. Syria — **2013**
Population density and VIIRs visible light data

S. Syria — **2019**
Population density and VIIRs visible light data denoting loss of electrical infrastructure

Night Light Radiance
– VIIRS Examples

VIIRS Boat Detection Data (May 2020)

PROCESSED VIIRS Boat Detection Data (May 2020)
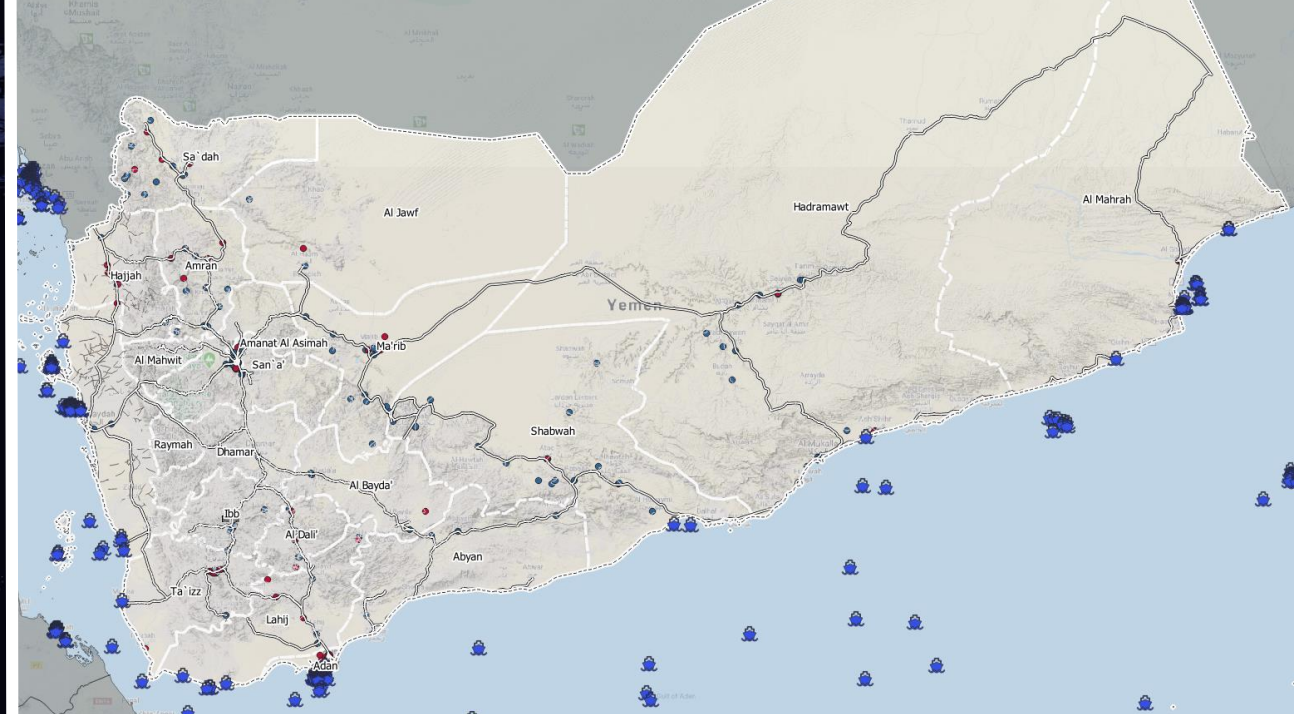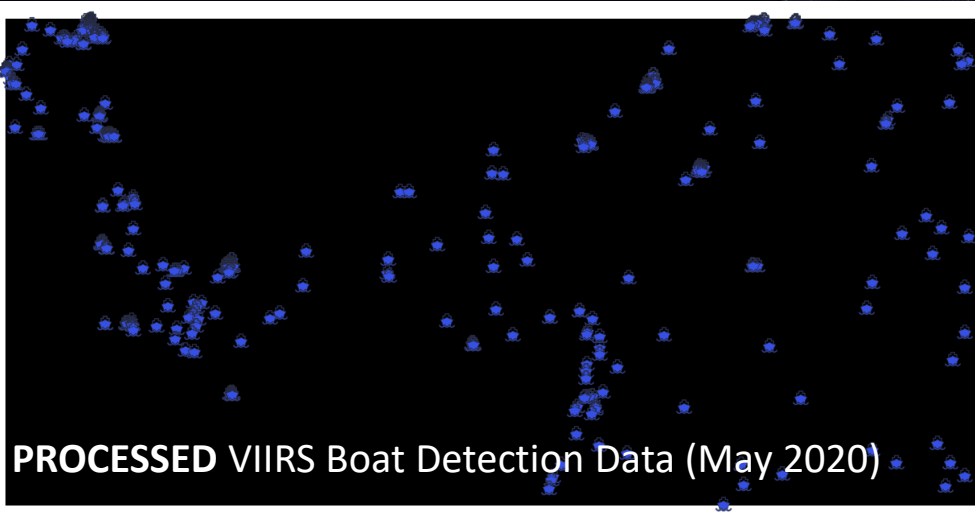
Yemen – boat data

Field Data Challenges

- Increasing obstacles to field data collection
  - **Safety (COVID 19)**
  - **Fatigue**
  - **Time**
  - **Cost**
  - **Conflict/Natural Disasters**
- Demand for new data collection methods
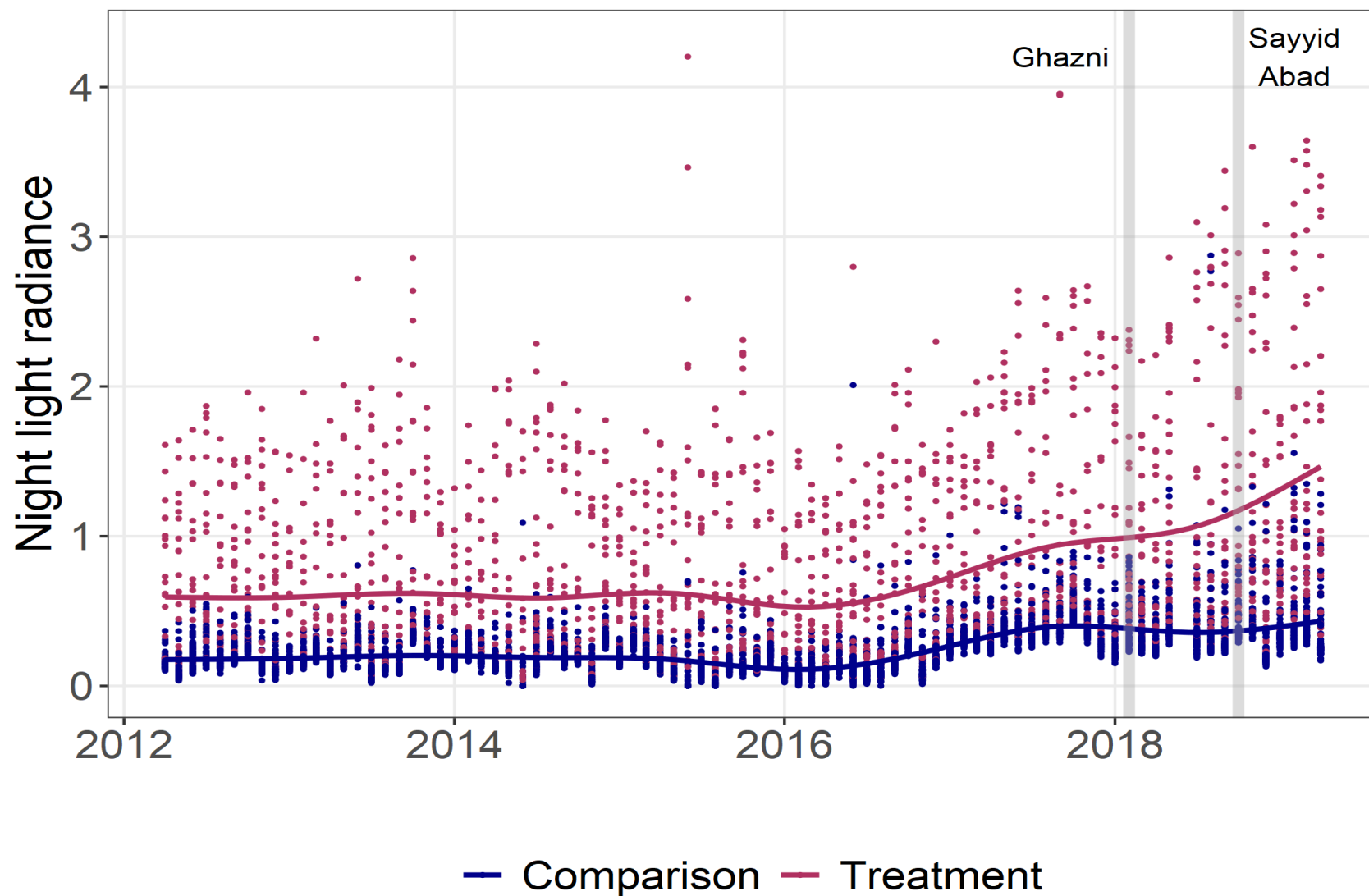 - **New Sensors**
  - **Big data**
  - **AI & Machine learning**

Night Light Data and Electrification: Evaluating IMPACT

- Access/connection to on-grid electricity is a primary cause of change in night light radiance.

Average Monthly Household Radiance

Ghazni — 2012-2014 | 2015-2017 | 2018-2019

Radiance *nanoWatts/cm2/sr*
- 0.0011 - 0.0088
- 0.0089 - 0.0209
- 0.0210 - 0.0374
- 0.0375 - 0.0594
- 0.0595 - 0.0869
- 0.0870 - 0.1189
- 0.1190 - 0.1552
- 0.1553 - 0.1938
- 0.1939 - 0.2367
- 0.2368 - 0.2808

Connected Villages
- 76% - 100%
- 51% - 75%
- 26% - 50%
- 1% - 25%
- 0% - Not Connected
- Electricity substation
- Transmission line

0   1.5   3 Km

Radiance is due to multiple energy sources

Night light radiance, Jan 2012 - Apr 2019

Ghazni

Sayyid
Abad

Night light radiance

4

3

2

1

0

2012   2014   2016   2018

— Comparison   — Treatment

Treatment effect: 0.39
t-statistic: 6.3

Nightlight radiance and household assets

Site A (Rural)

Site B (Urban)

Site B (Peri-urban)

0   10   20   30   40   50

Change in percentile ranking of household asset score

Introduction to Bayesian Thinking

Familiar with USAID
West Bank
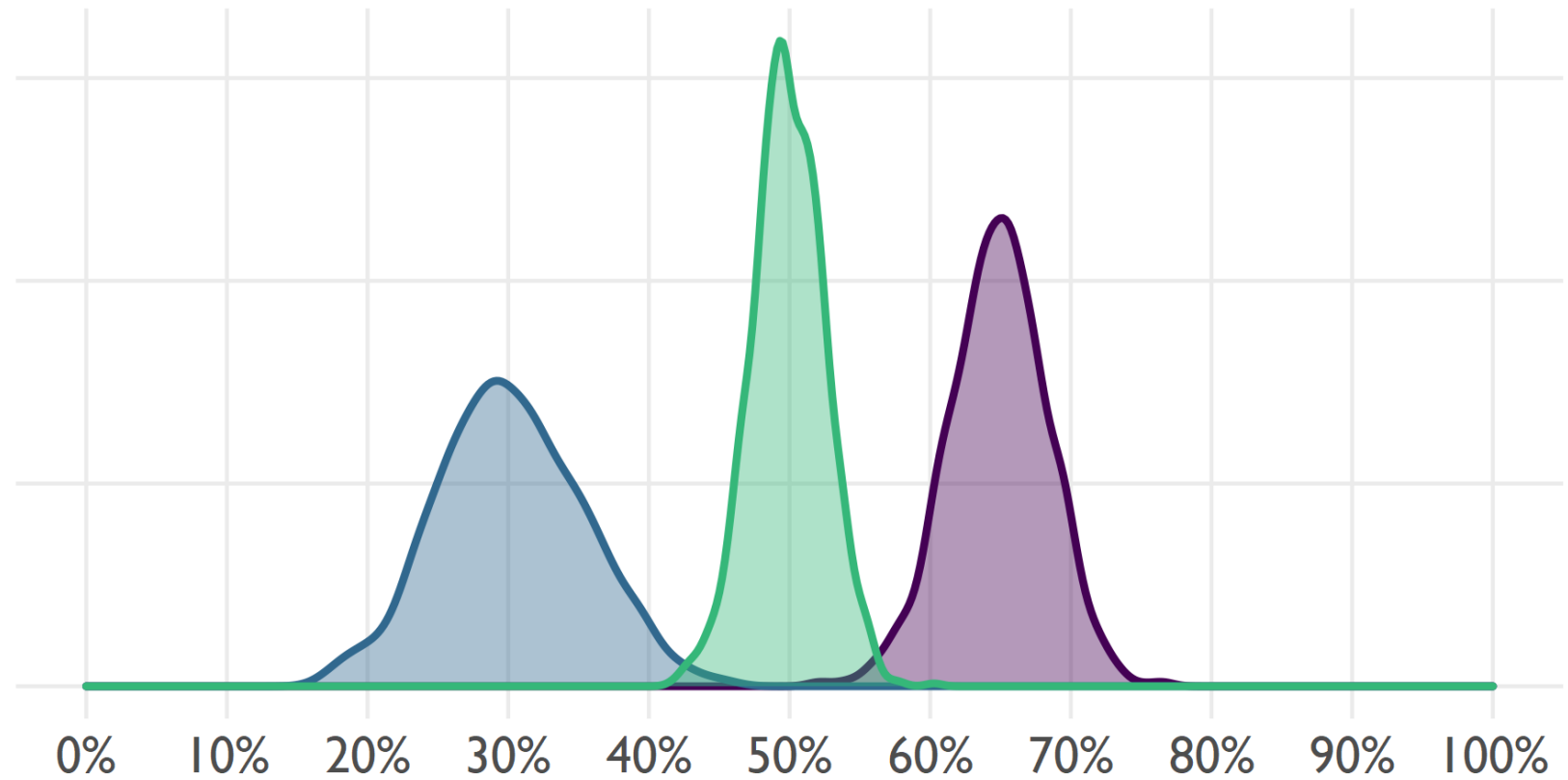
USAID estimates

Background

Analysts will have background knowledge on their research topic

- Familiarity with literature / prior studies

- Previous work experience

- Other subject matter expertise

Background

A popular way of capturing this knowledge is through the Delphi method:

- Ask experts to estimate some outcome
- Show experts the average of the first round of estimates and invite them to revise
- Repeat until a general consensus is reached (low variation in estimate revisions)
- Take the mean of the revised estimates as 'expert knowledge'

Bayesian priors

More recently, there have been developments in incorporating expert opinion through Bayesian priors

These priors can be used to communicate expert opinion, but can also be entered directly into empirical analysis

Steps in creating a Bayesian prior

Pose a research question to a stakeholder
- What is the level of awareness of X in the population? In the beneficiary population?
- What proportion of the target beneficiary population have been exposed to X programmatic activity?

If the estimate is a percentage, estimate the mean and its margin of error (50% +/- 5%)

Request expert to explain reasoning behind estimate. 1-3 sentences of reflection should be enough.

Bayesian priors - applications

Three applications of Bayesian prior estimates

1. Elicitation of expert knowledge in quantitative and qualitative terms

2. Gamification / stakeholder engagement

3. Analysis

1. Elicitation of expert knowledge

Prior estimates, respondents somewhat or very familiar with USAID

West Bank — USAID, MSI, Mazars

Gaza — USAID, MSI, Mazars

Palestinian Perception Study
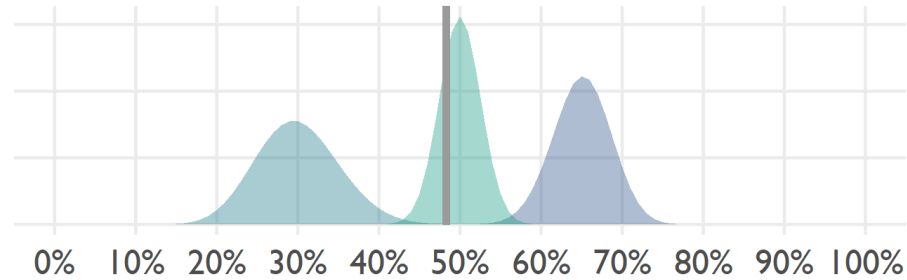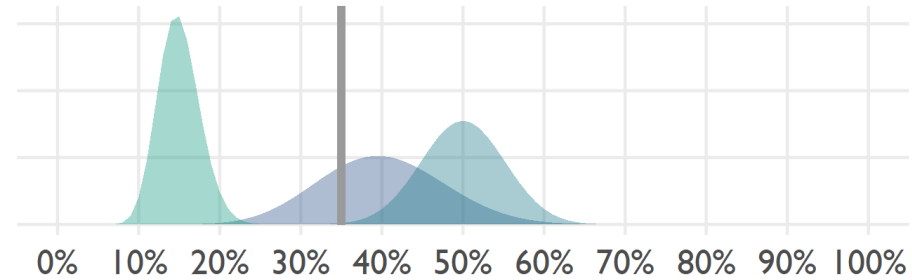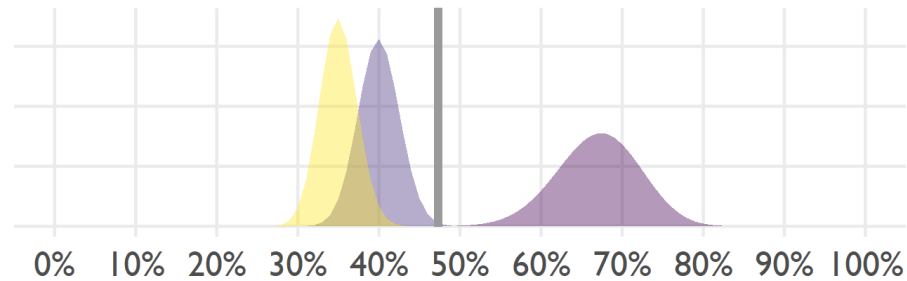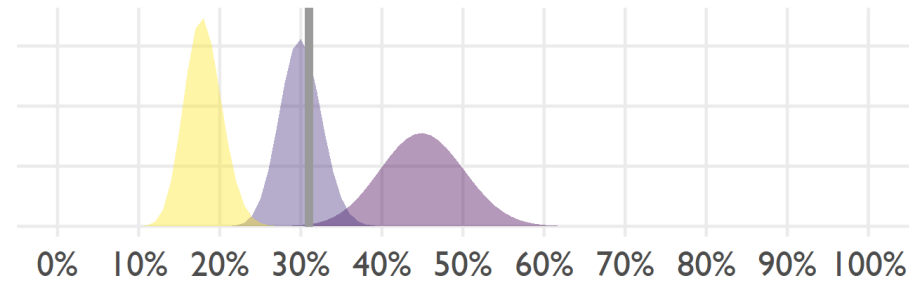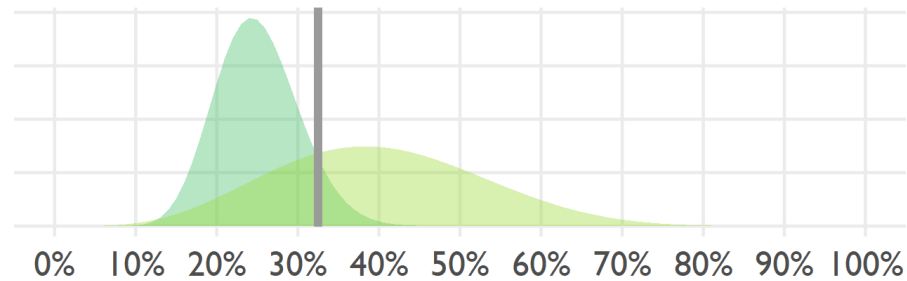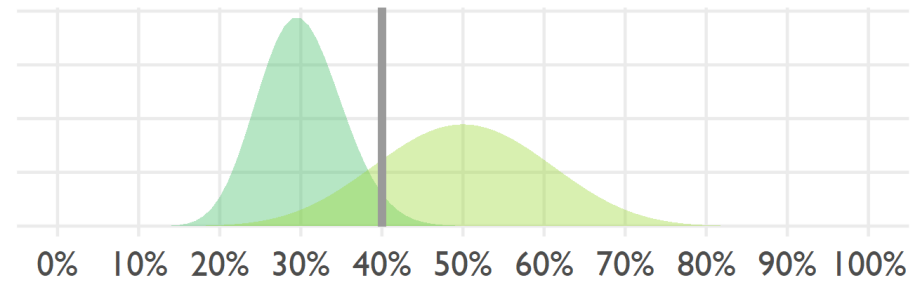
2. Gamification / Stakeholder engagement

B1. Aware of USAID

expert	estimate	error	rank
Camille	0.750	0.052	1
Dan	0.602	0.201	2
Melanie	0.600	0.202	3
Joseph	0.400	0.402	4
Jacob	0.200	0.602	5
Carolyn	0.185	0.617	6

Correct answer 80.2 percent
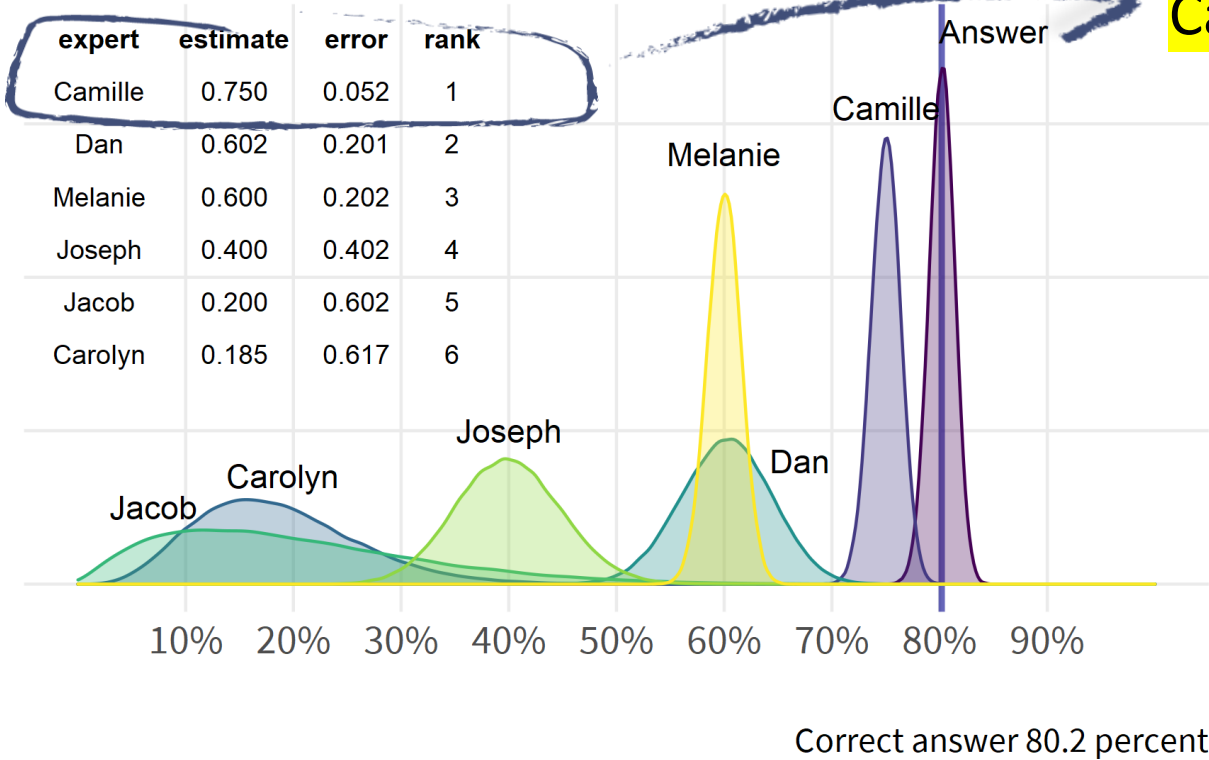
Camille wins!!!

B1. Aware of USAID
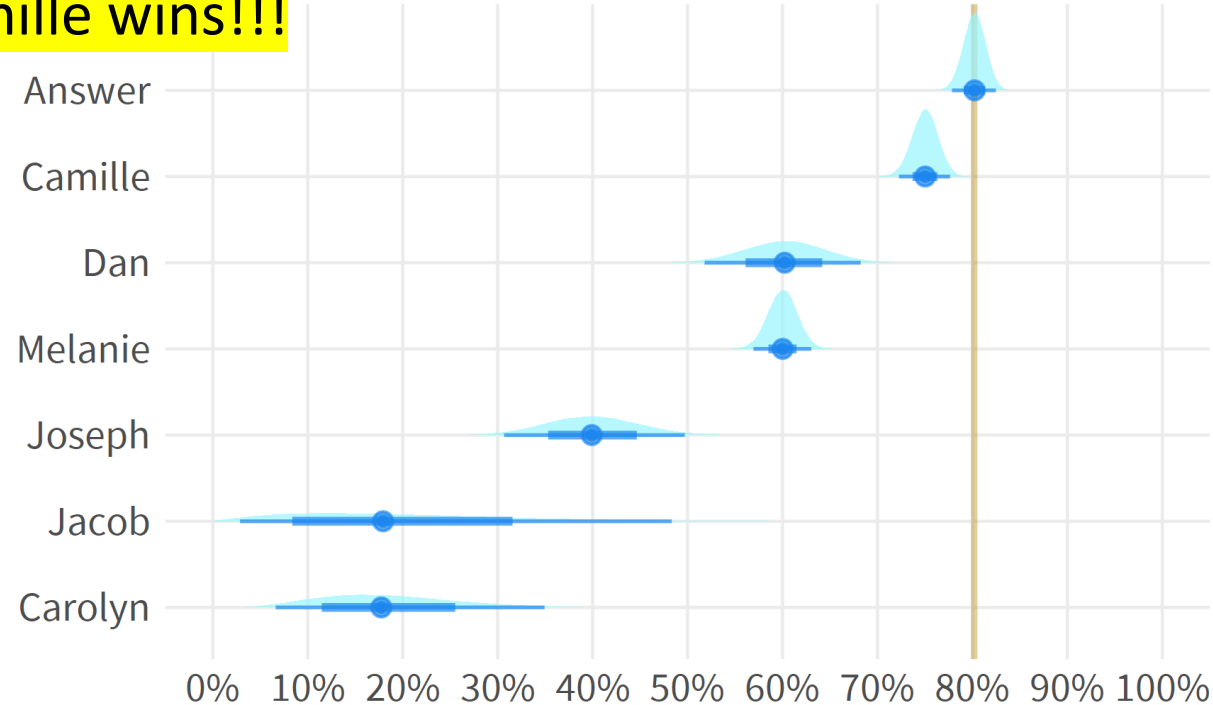
3. Using prior estimates in analysis

Prior and posterior distribution
Familiarity with USAID
Gaza

"USAID activities in the WBG had been suspended over the past four years. Gaza is exposed more to international assistance.

Therefore, I expect Gaza respondents to be more aware of USAID and other donor's activities."

Posterior distribution

Prior distribution

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
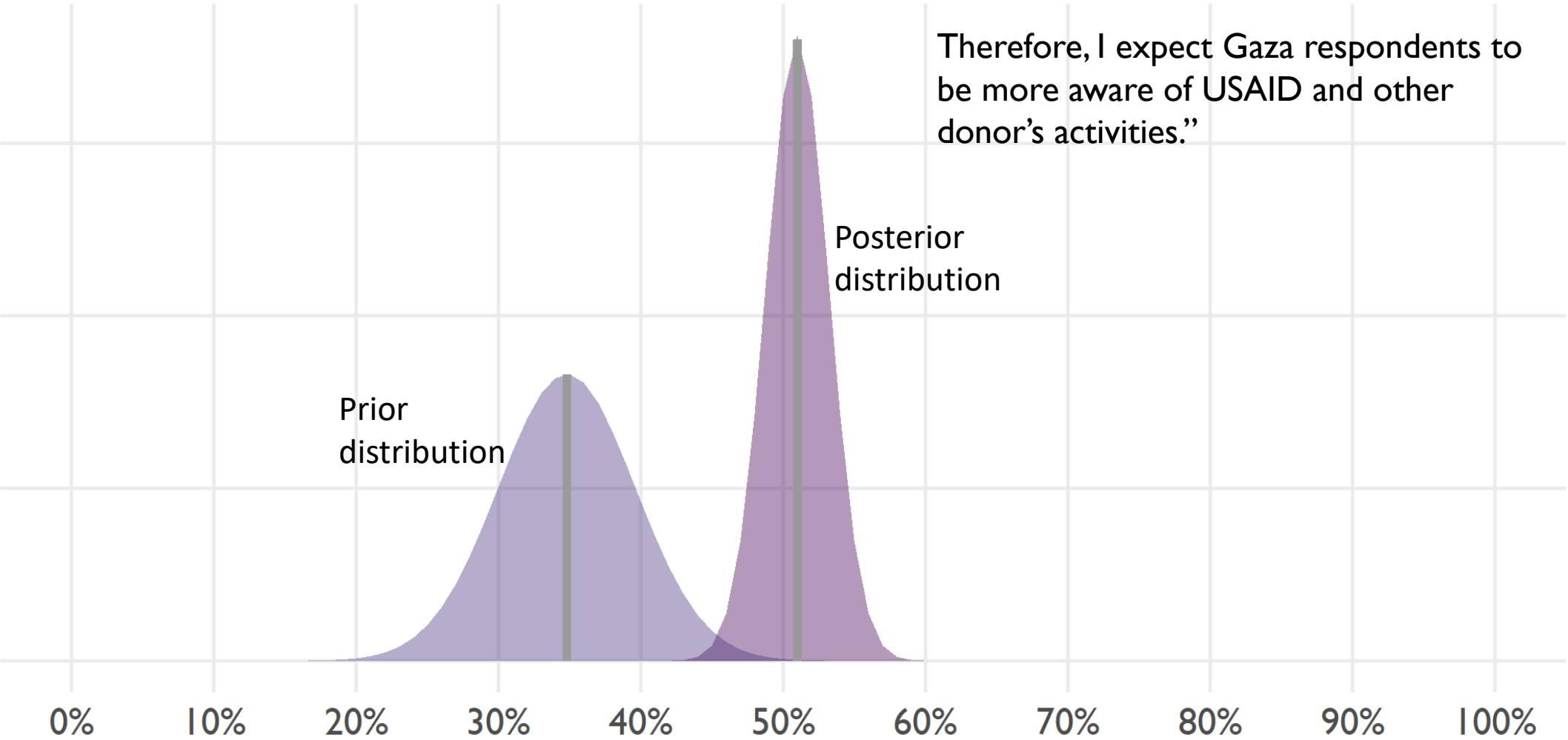
Thoughts

So far, MSI has only piloted this exercise to determine proof of concept.

Could it be a worthwhile exercise internally? With other stakeholders?

Could it engender learning? Inform adaptive programming?

Thank you!

Outline

01
What?
Conceptual Framework

02
Why?
RCT Findings

03
When?
Application Scope

04
How?
Tools & Concepts

05
Insights

Gamification

Applying gaming techniques to improve concepts, ideas, and practices that are not games, e.g., self-administered surveys. In MEL research, the goal of gamification is to make the survey more interactive, engaging, and enjoyable during participation.
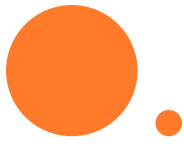
The Pain of Convetional Online Surveys

Poor Response Rates
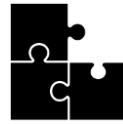
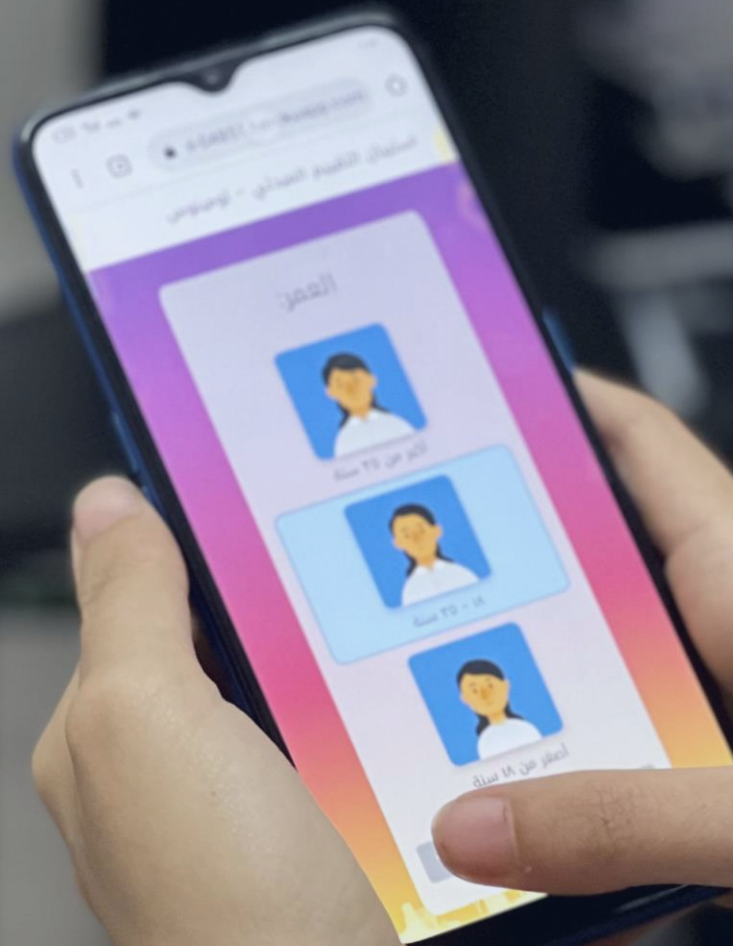**Low Completion**

Shallow Answers

High Attrition

Targeting Bias
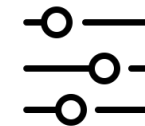
Question-Type Limitations

INTEGRATED
from insight to impact

We Tried it !

- View Rates
- Response Rates
- Completion Rates
- Consent to Recontact

RCT Preliminary Findings
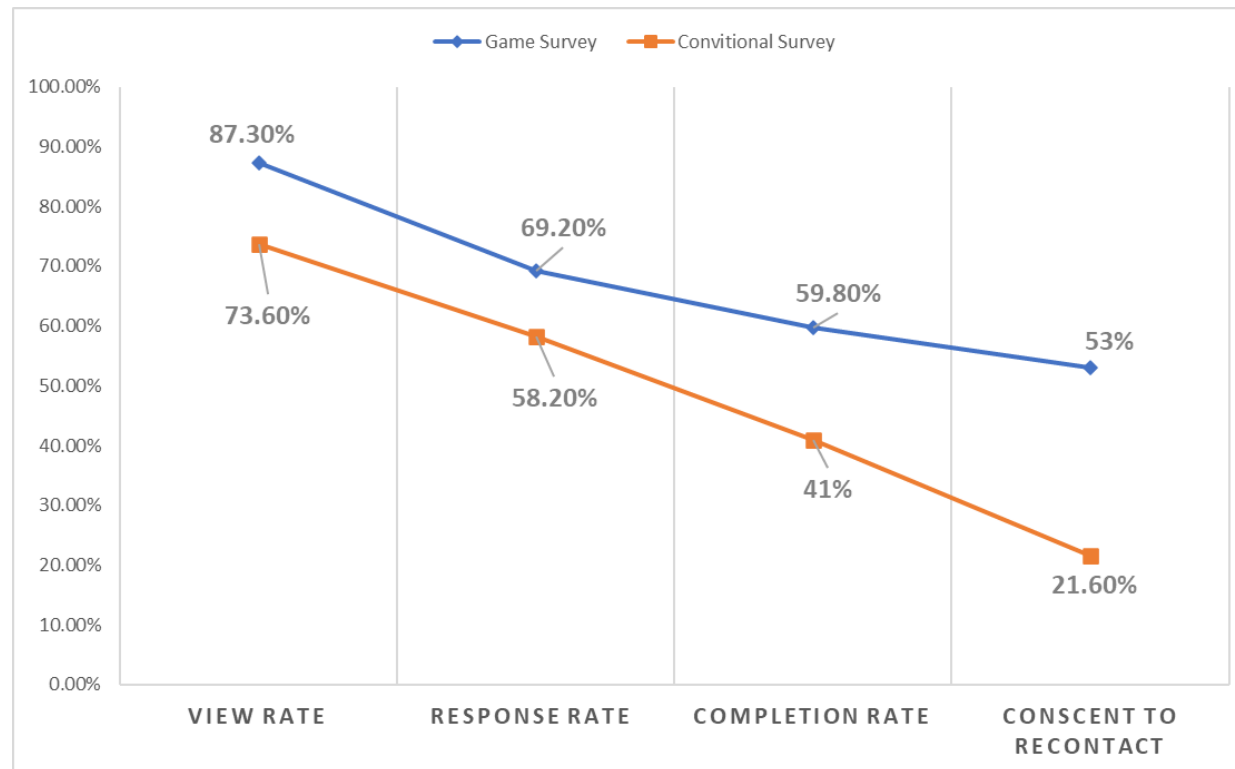
INTEGRATED
from insight to impact

When can we gamify?

Survey is Self-Administered

When can we gamify?

Appropriate to Study Population

Hacking Location

Conventional Survey

Gamified

Hacking Likert Scale

23. يرجى تقييم درجة قوتك في الجوانب التالية من السلوك المهني قبل التدريب وبعده ، على مقياس من 1-5 (1 = ضعيف جدًا ، 5 = قوي جدًا)

التأمل الذاتي: القدرة على التفكير النقدي لتحسين الأداء من خلال التعلم الذاتي
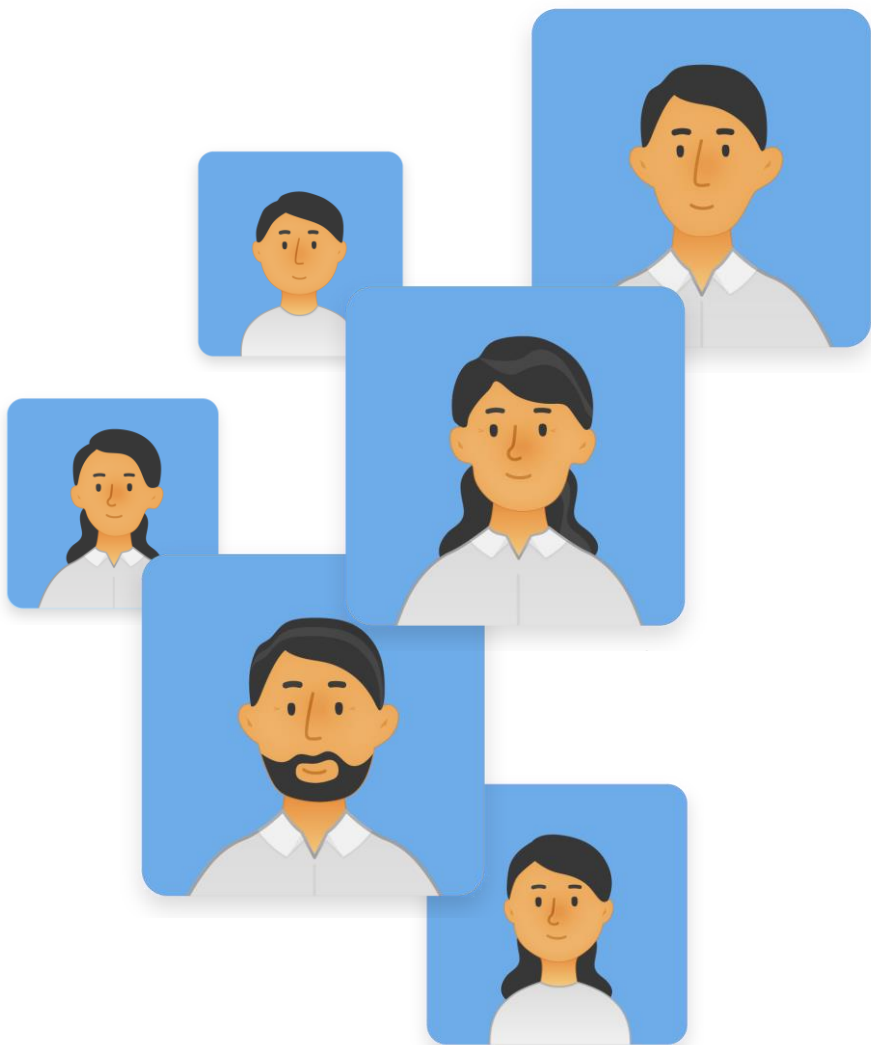
قبل التدريب

1 ◯	
2 ◯	
3 ◯	
4 ◯	
5 ◯	

دَ

1

Conventional Survey

Gamified

Beat The Old Way

INTEGRATED
from insight to impact

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

2nd BREAKOUT SESSIONS

Room 1	Room 2	Main Hall
GIS / Data Visualization	The Theory in Evaluation	Most Significant Change
Najd Al Hanahnah	Hayat Askar	Mohamad Allahham Khaldun Kobba

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

Concluding Remarks

USAID Monitoring, Evaluation, and Learning Activity

Deputy Chief of Party, Majd Suleiman

2022 Monitoring, Evaluation, and Learning Conference

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2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

INSTITUTIONALIZING MEL WITHIN THE GOJ ORGANIZATIONS

Panel Session

9:15 – 10:45 am

Moderator	Panelist	Panelist	Panelist	Panelist
Aseel Al-Qudah	**Haya Shbeilat**	**Jihad Masaadeh**	**Rada Naji**	**Samah Al-Quran**
Program Office Specialist	Partner	Monitoring and Evaluation Manager	Social Protection Specialist	Program Management Specialist
USAID/ Jordan	Edvise ME	Ministry of Youth	World Bank	USAID/ Jordan

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

3rd BREAKOUT SESSIONS

Room 1	Room 2	Room 3
MEL within Market Systems Development	Remote MEL in Non-Permissive Contexts	Introduction to Sampling
Lana Omari	Abeer Gazzawi	Majd Haddad Anas Masri

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May 23 – 24, 2022

COFFEE BREAK

USAID Monitoring, Evaluation, and Learning Activity

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

CLA WITHIN THE COVID-19 CONTEXT

Panel Session

12:00 – 1:00 pm

Moderator	Panelist	Panelist	Panelist
Stephanie Monschein	**Fares Braizat**	**Nahel Maayta**	**Rita Larok**
Program Office Specialist	Chairman	Monitoring, Evaluation, and Learning Specialist	Chief of Party
USAID/ Jordan	NAMA Strategic Intelligence Solutions	USAID Management Engineering Services Contract	Graduating to Resilience Project

THE RELEVANCE OF SURVEYS TO PUBLIC POLICY

Dr. Fares Braizat – Chairman

NAMA Strategic Intelligence Solutions

Building # 19

King Hussein Business Park

Amman – Jordan

www.namasis.com

CONTACT: **+962-64006020 II** fares@namasis.com

ABOUT PUBLIC POLICY

- What is the role of the state / government? Enabler? Regulator? Investor? Business owner?
  - What direction should the government take?
  - Capitalist? Socialist? Social Democratic? Liberal? libertarian?
- Regardless, these positions would be implemented through public policies.
  - Regulatory public policy
    - Constitutional and Legal frameworks
    - Regulate business environment – tax, exponential or flat rate?
  - Distributive policy – enabling and protecting
    - Education
    - Health
    - Environment
    - Transportation
    - Welfare
  - Substantial public policy requires frameworks
    - Hard data – macro level economic data
    - Soft data – public opinion data
      - Surveys
      - Social media listening
      - Big data mining, Artificial intelligence, IOT

Data Collection Environment

| REGIME TYPE	OPENNESS TO SURVEYS		
Democratic	Largely Open		
Semi Democratic		Semi open	
Semi Authoritarian			Semi closed
Authoritarian			Largely closed

Some examples of public policy questions

- Private or Public ownership of business?
- Income equality or variation?
- Individual or state responsibility?
- Competition, good or bad?
- Success, is it hard work or luck?
- Foreign Relations
- Political participation – municipal elections, how can we encourage more people to participate?
- Political Participation
  - Parliamentary elections – how can we reengage more youth and women?
  - Candidacy age reduction, what policy should we pursue?

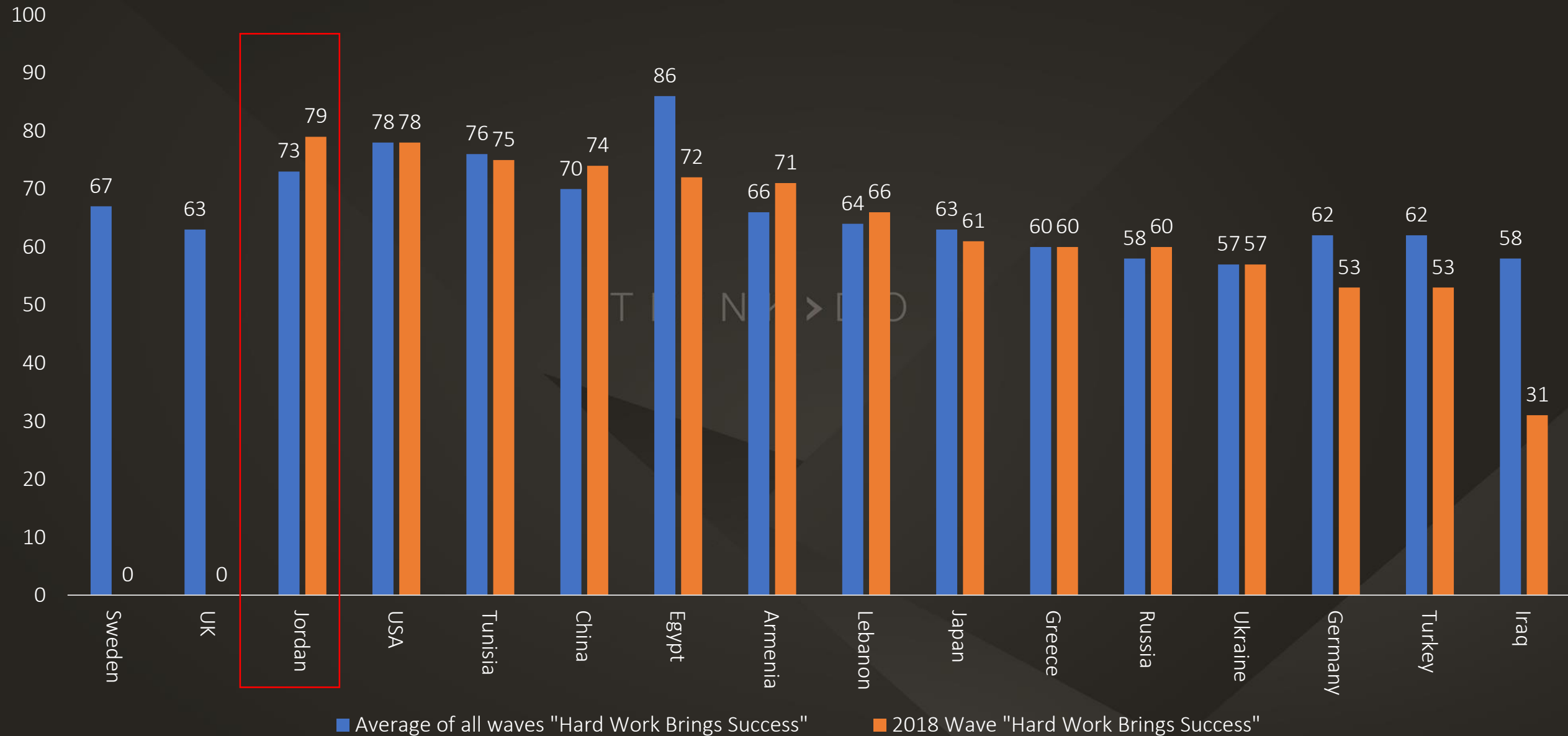Income Equality: percentage saying we need larger differences as incentives
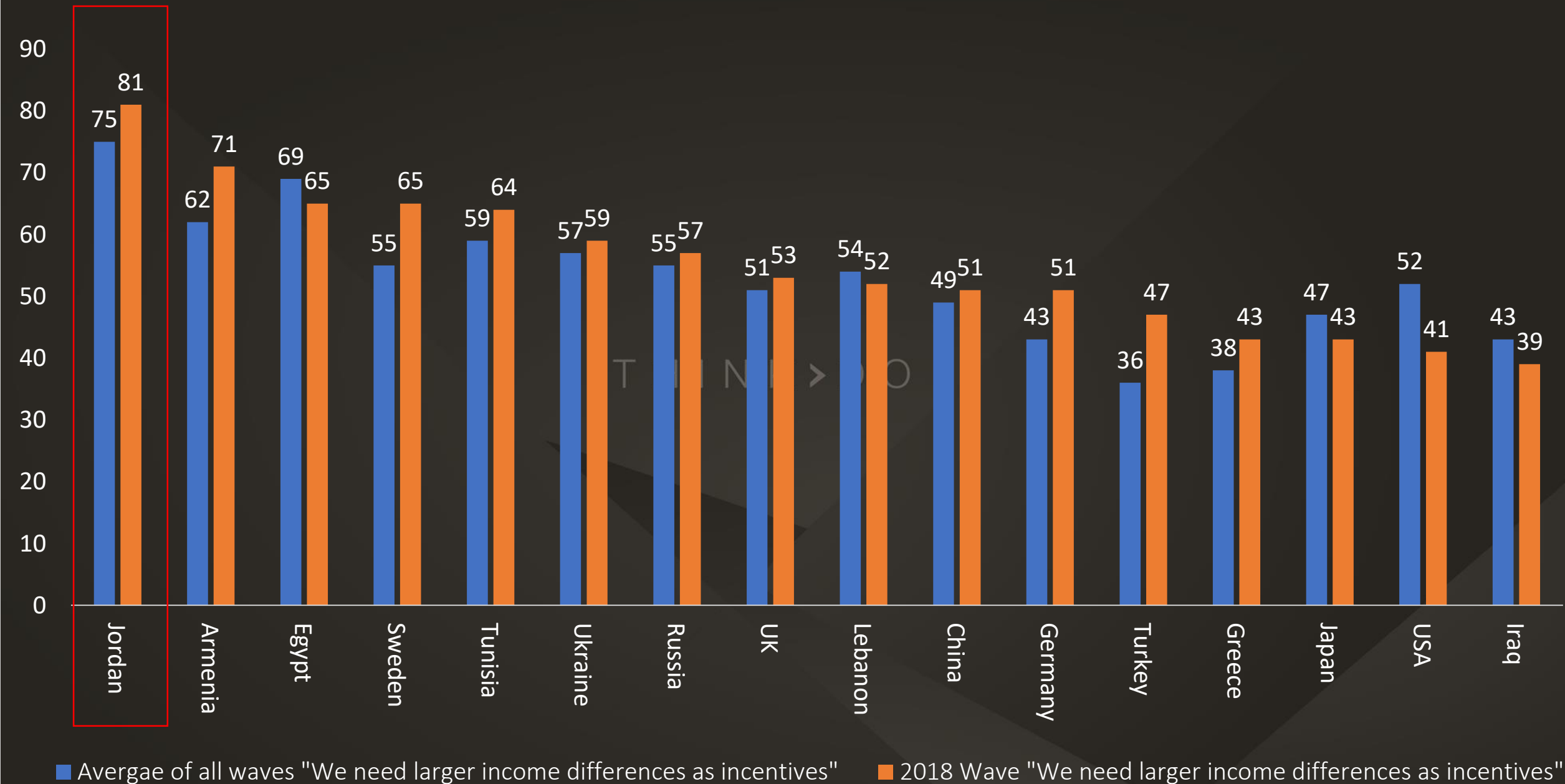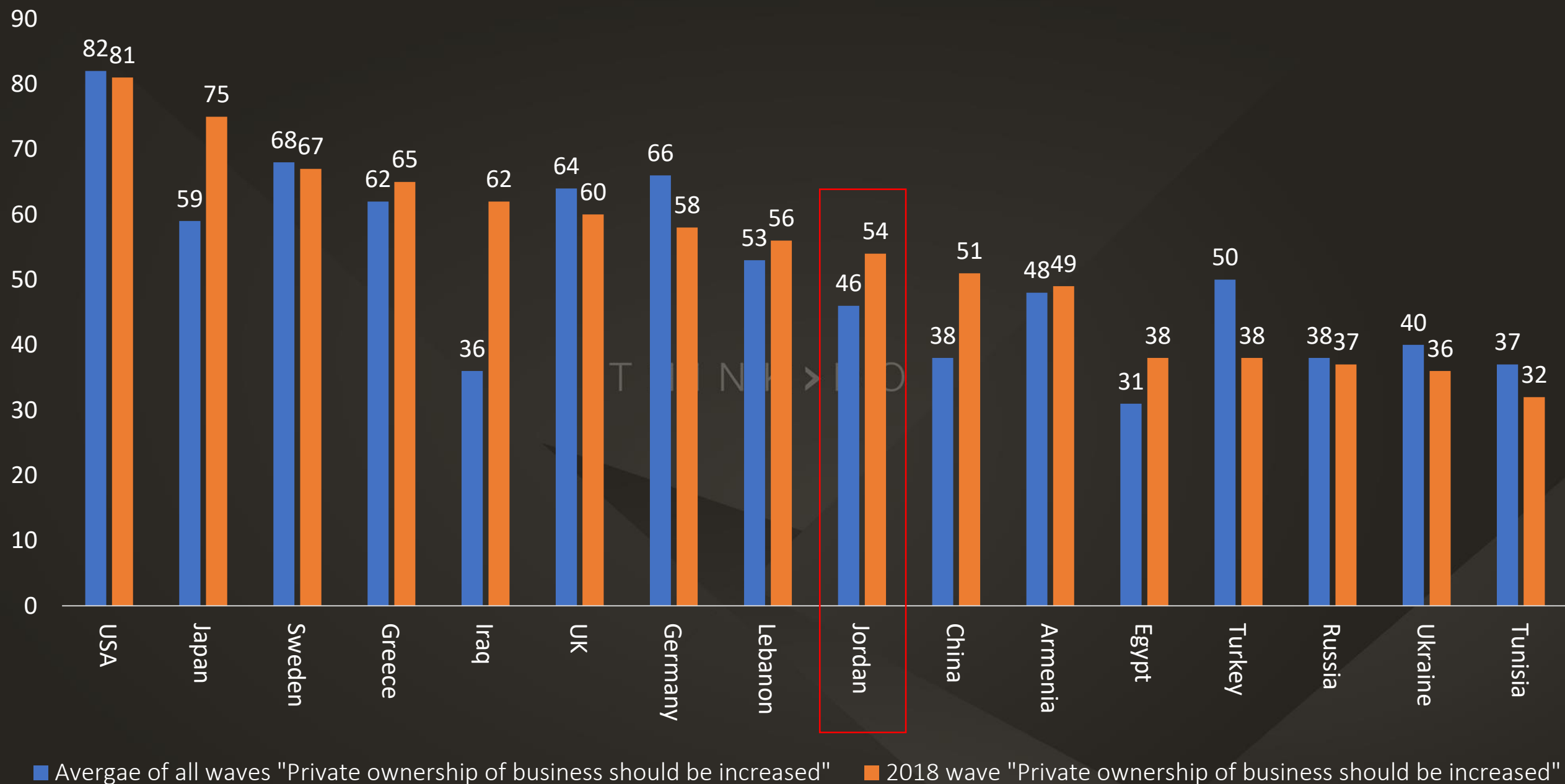
Competition is good
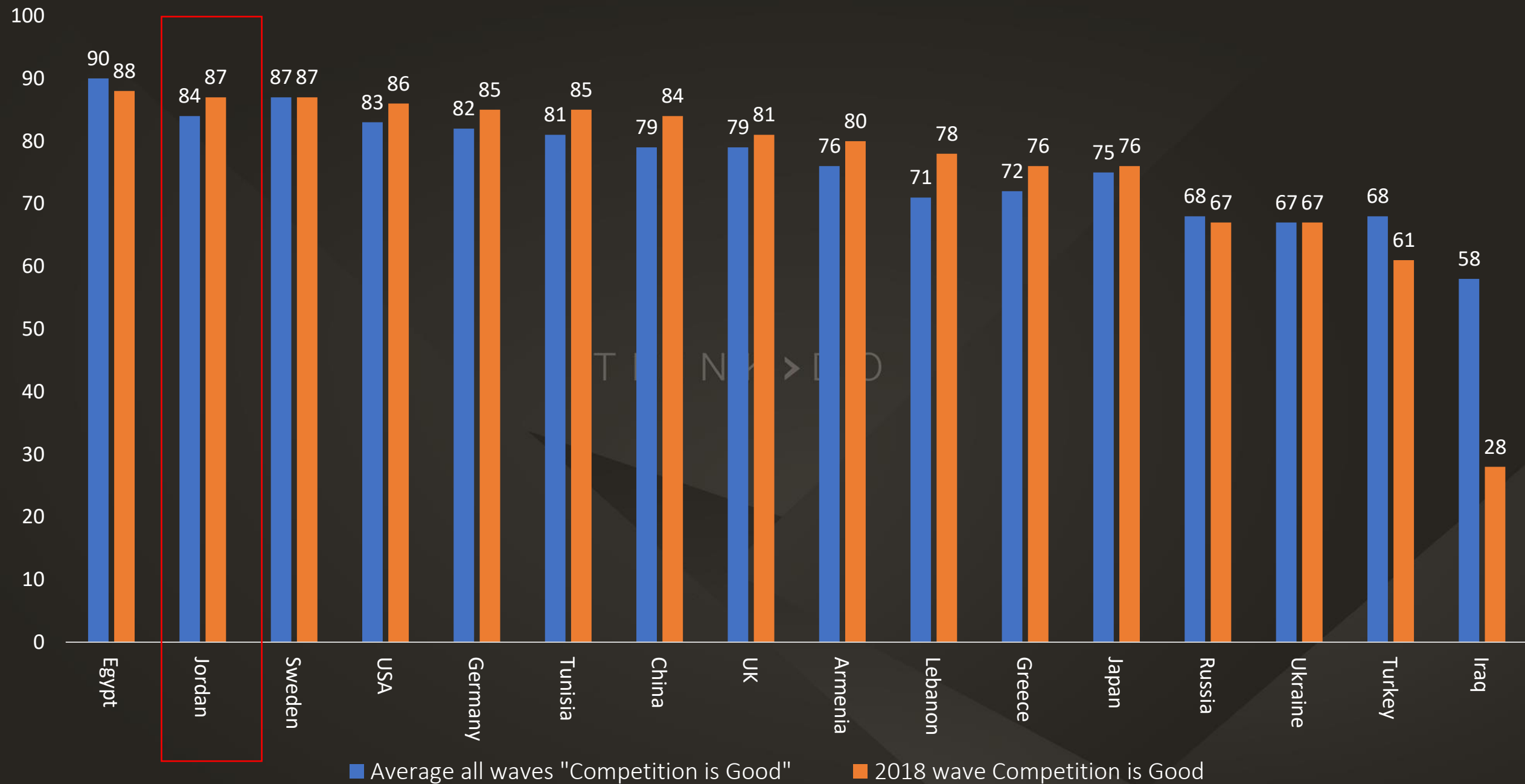
In the long run, <u>hard work usually brings a better life</u>
Versus
Hard work doesn't generally bring success—it's more a matter of luck and connections

Private Ownership of Business should be increased

Avergae of all waves "Private ownership of business should be increased"
2018 wave "Private ownership of business should be increased"

Country	Average of all waves	2018 wave
USA	82	81
Japan	59	75
Sweden	68	67
Greece	62	65
Iraq	36	62
UK	64	60
Germany	66	58
Lebanon	53	56
Jordan	46	54
China	38	51
Armenia	48	49
Egypt	31	38
Turkey	50	38
Russia	38	37
Ukraine	40	36
Tunisia	37	32

People should take more responsibility to provide for themselves
Versus Gov. should take more res. to ensure that everyone is provided for

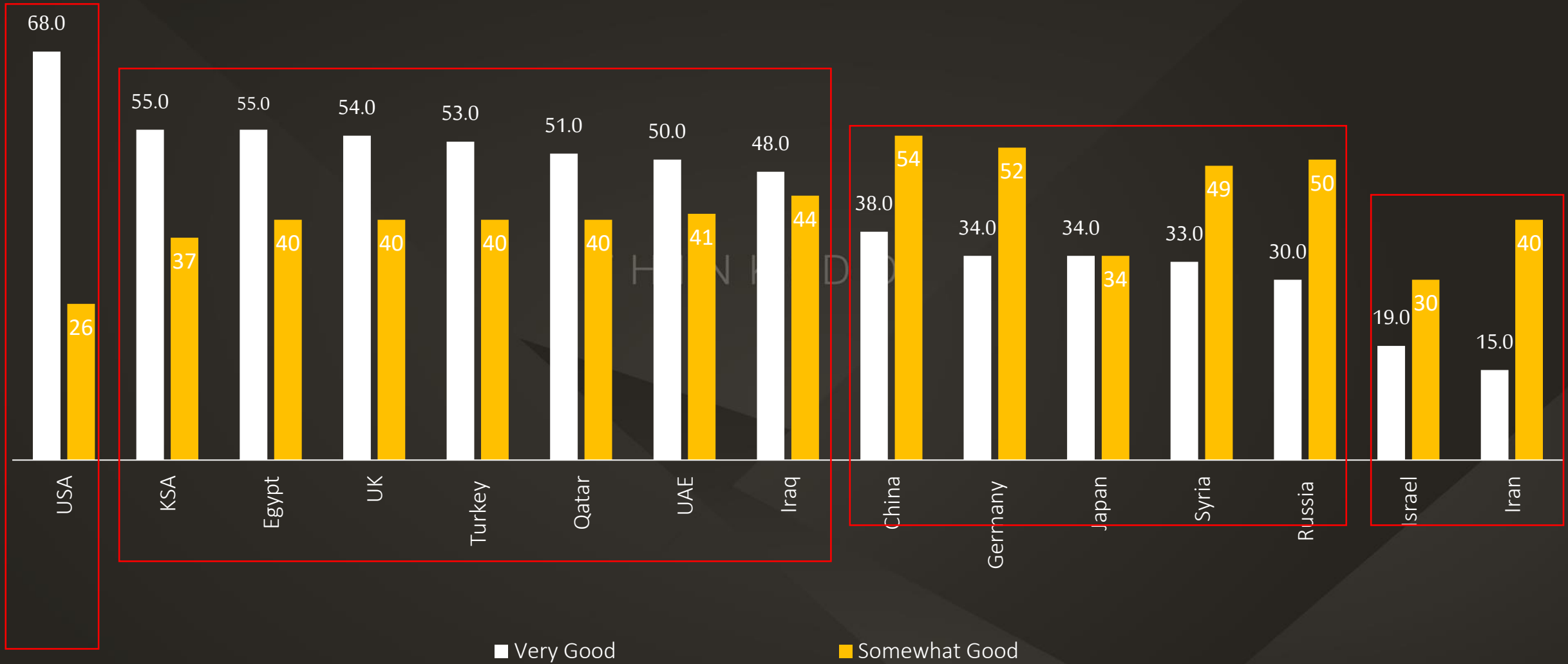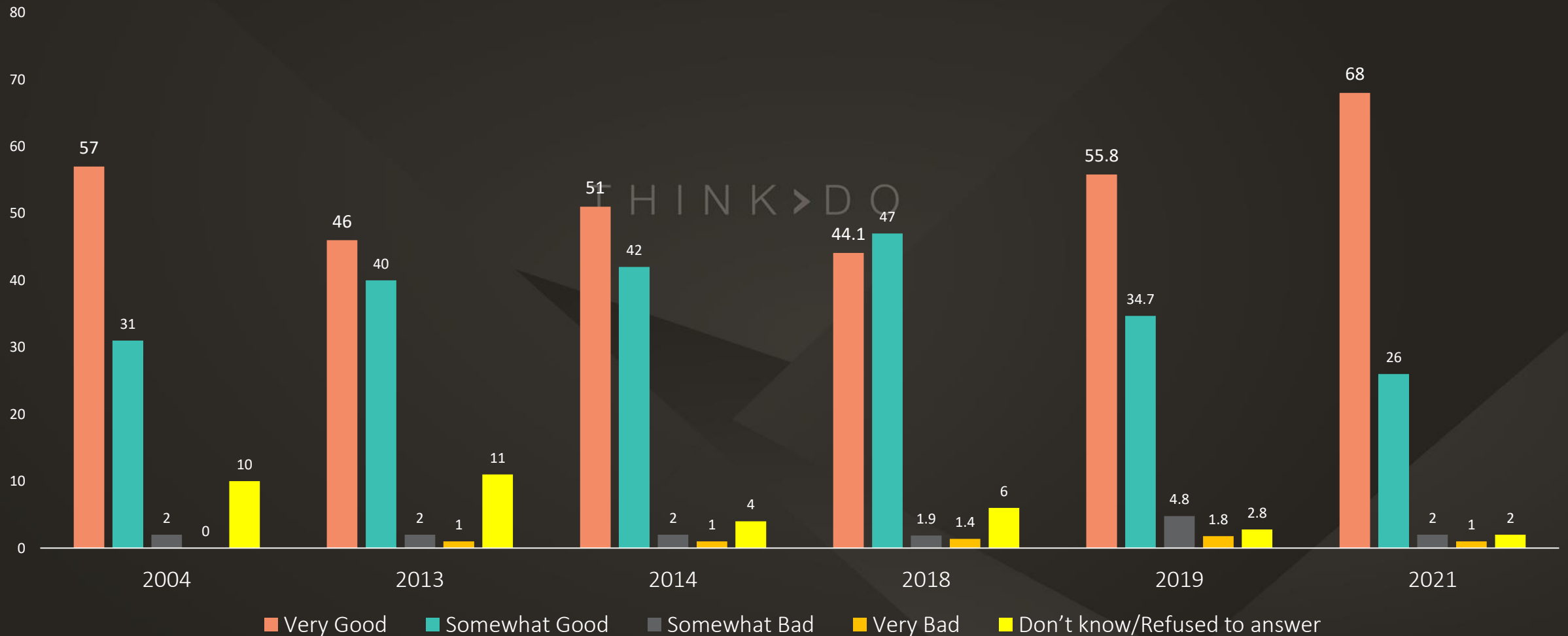Average all waves "People should take more responsibility" 2018 wave "People should take more responsibility"
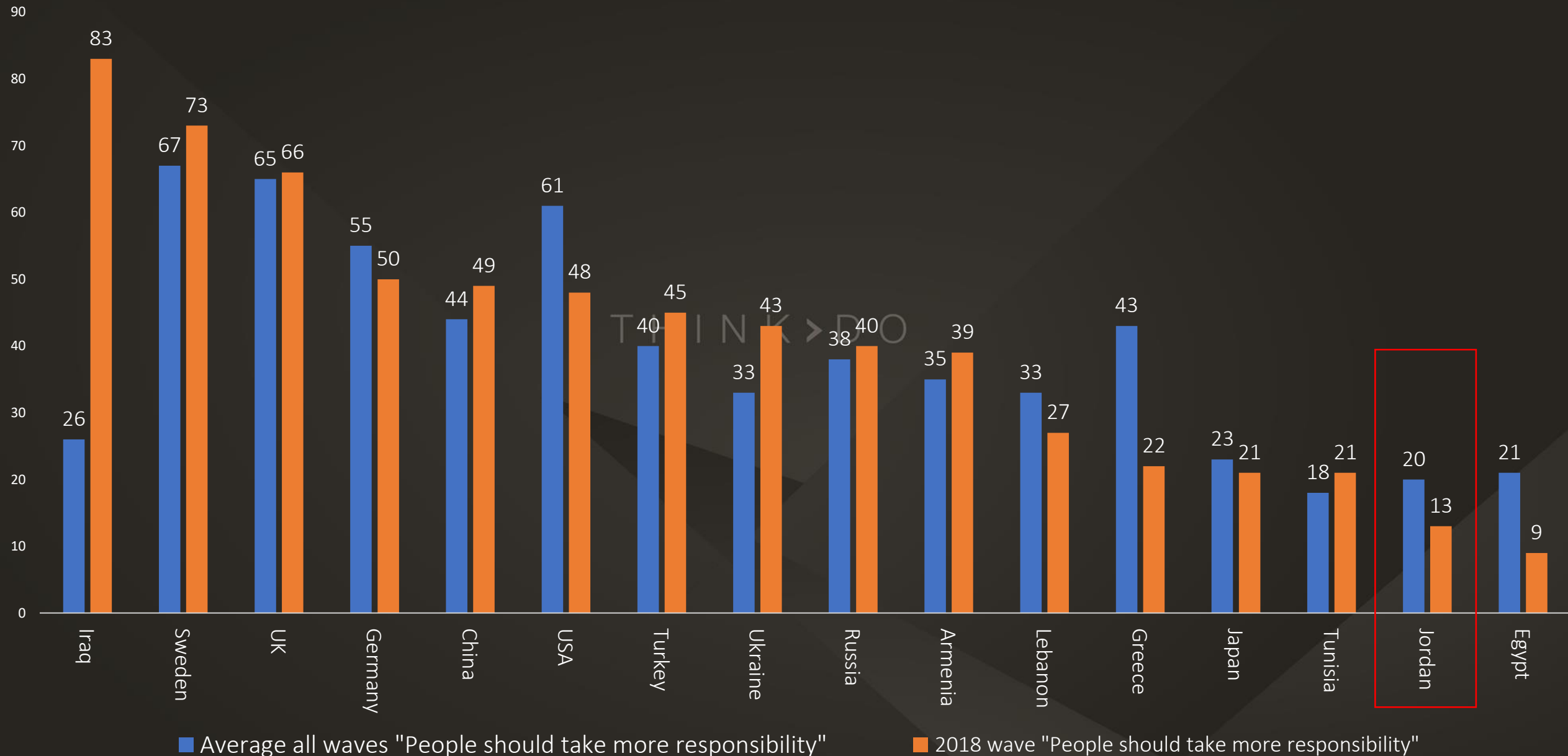
Foreign Relations

THINK ❯ DO

Percentage Describing political relations "Very good" or "Somewhat Good"

Are you in favor of strengthening the political relations between the Jordanian and the **American** governments or maintaining them at the present level or limiting them?
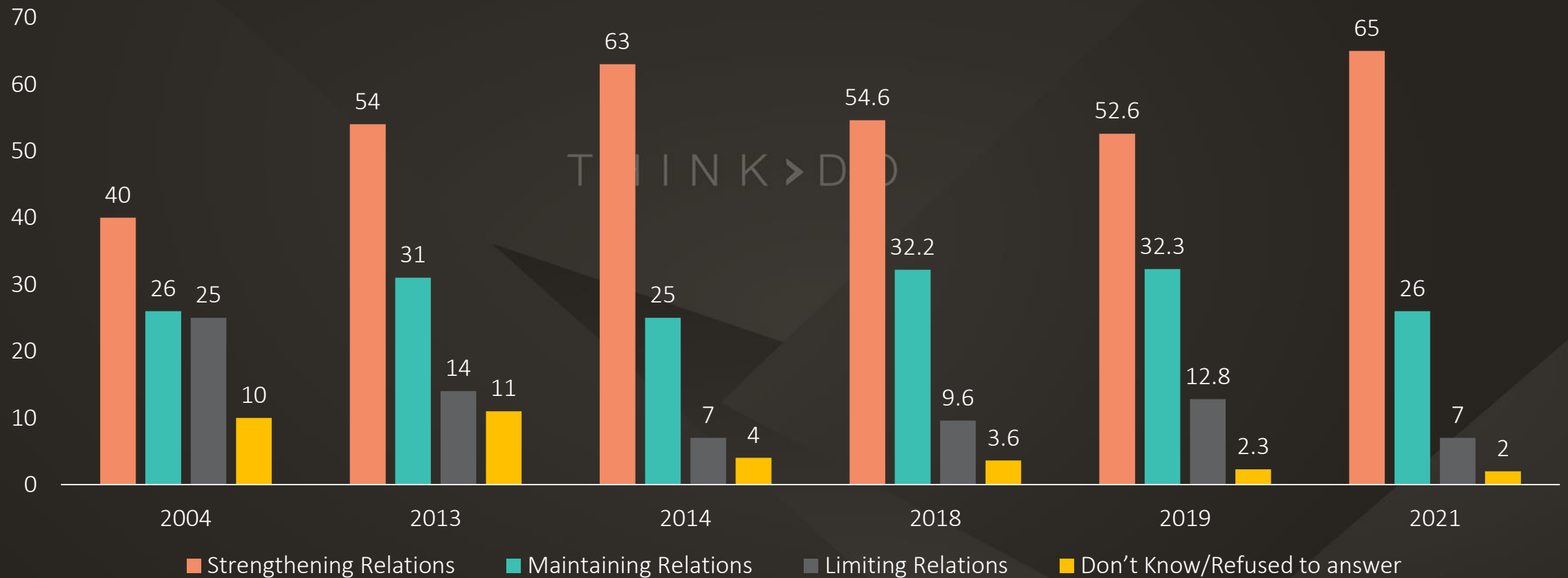
PPOLITICAL PARTICIPATION

THINK › DO

Correlation between voting intensions in upcoming municipal elections (March 2022) and the direction of the country
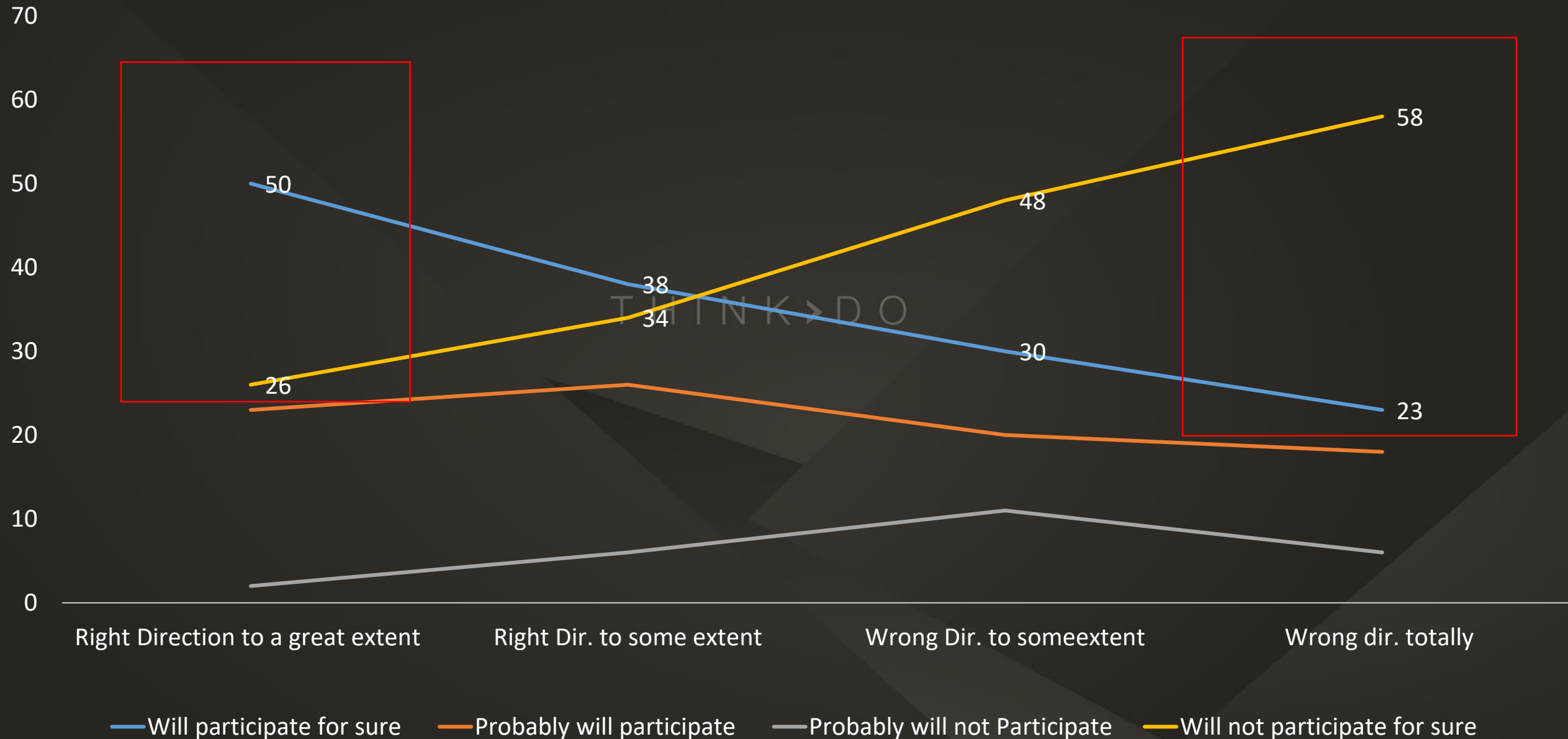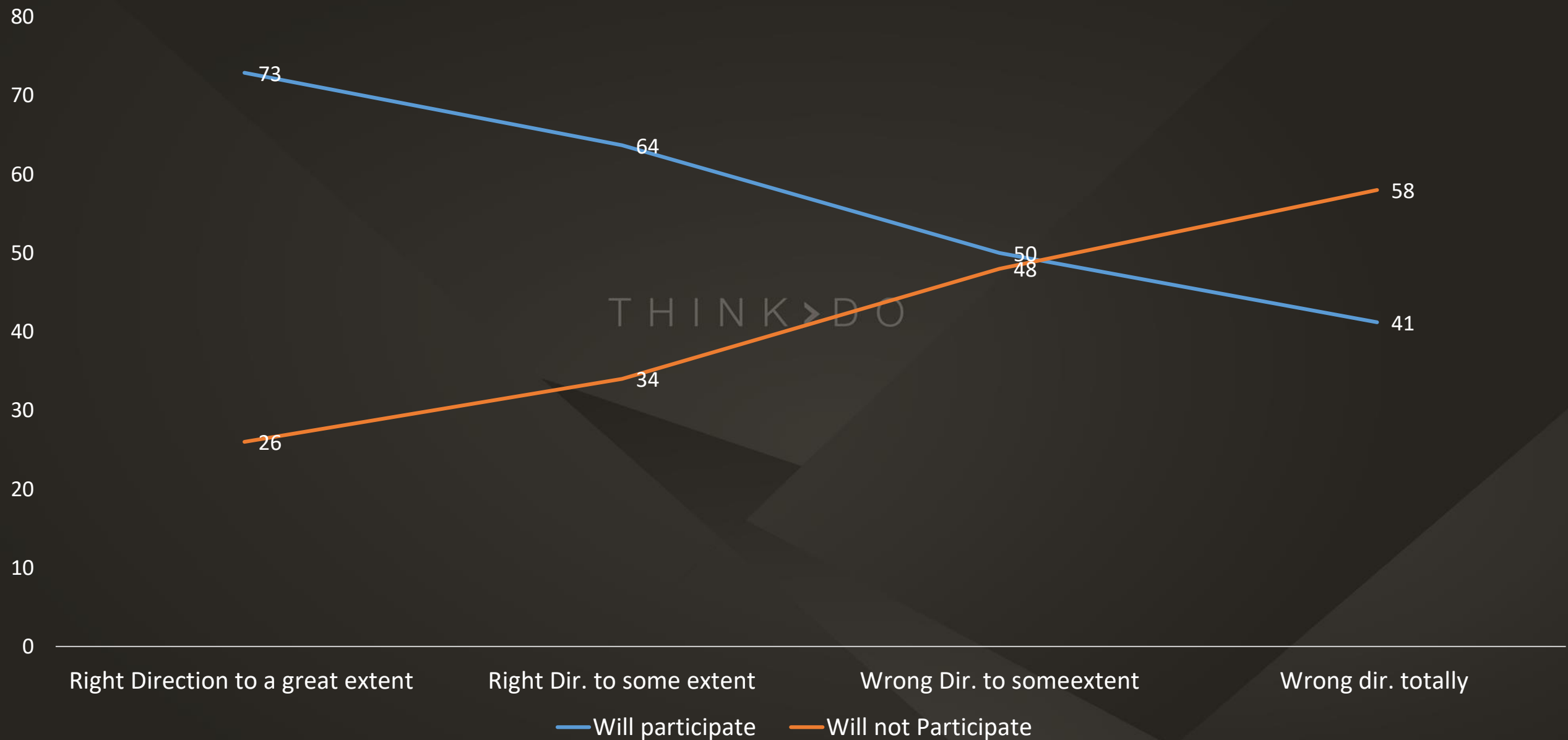
Correlation between voting intensions in upcoming municipal elections (March 2022) and the direction of the country

Participation in Parliamentary elections 2020 by age groups
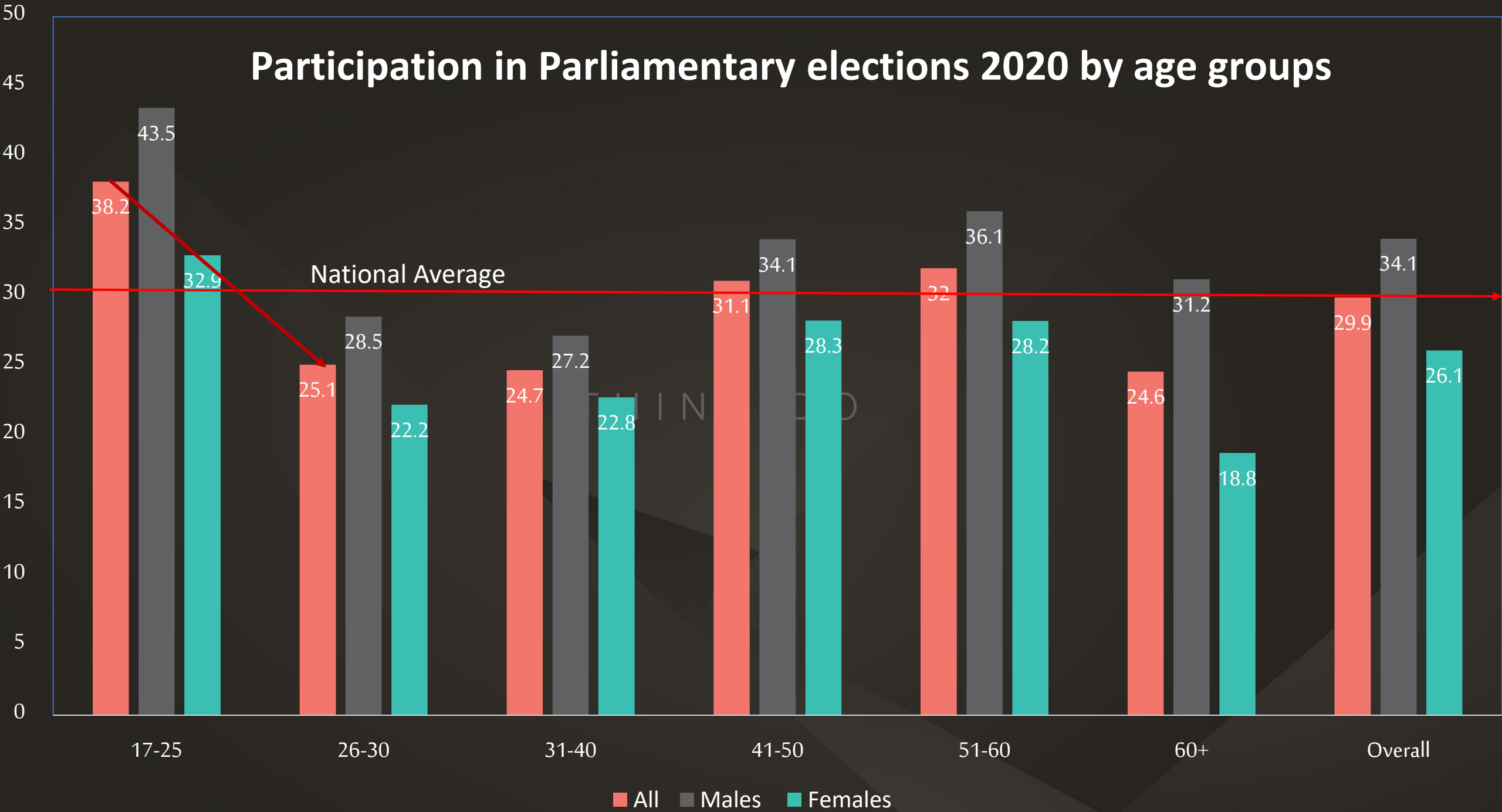
The Gender Gap: Difference between male and female participation in 2020
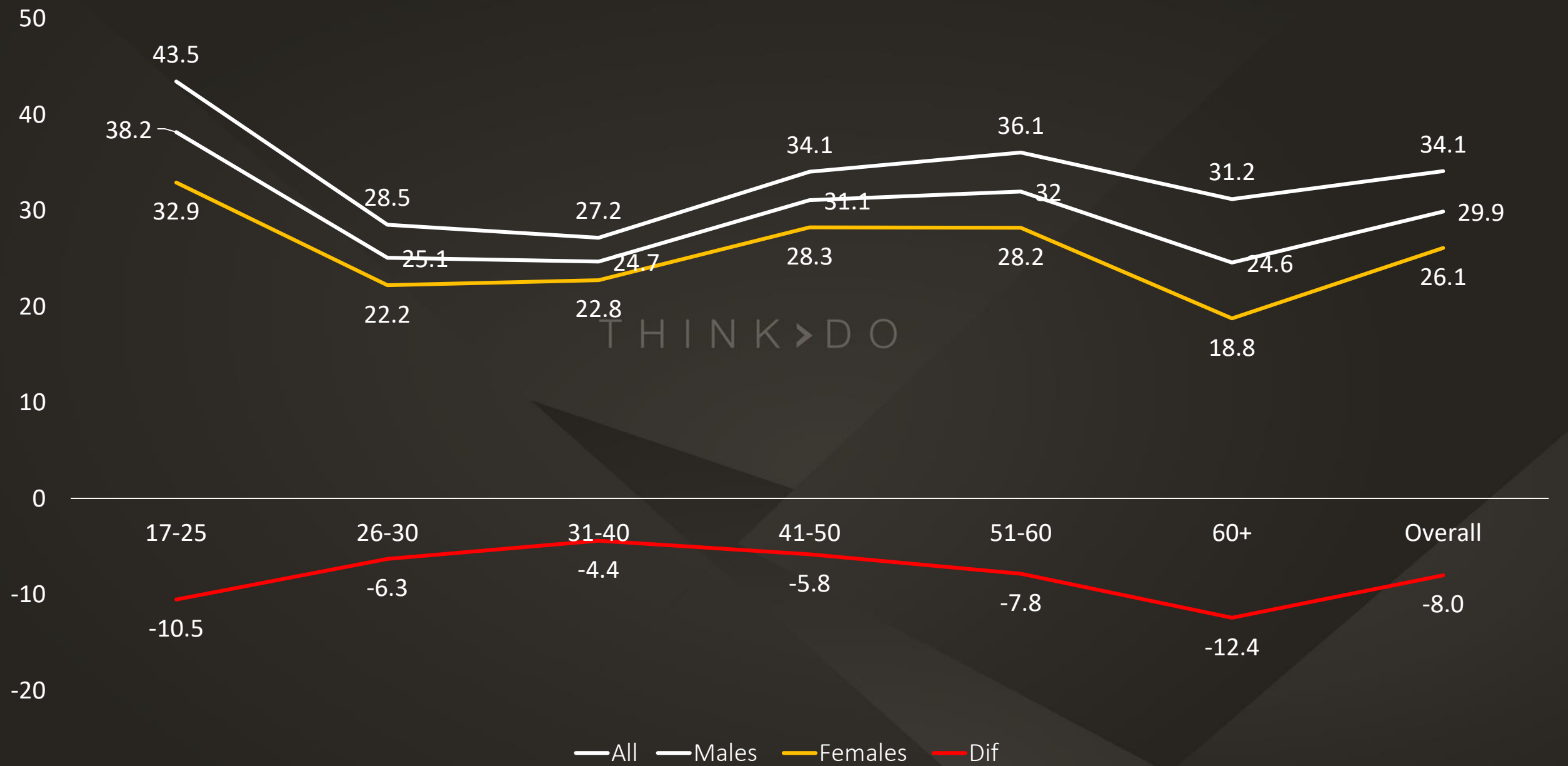
The Gender Gap: a comparison between 2016 and 2020 parliamentary elections
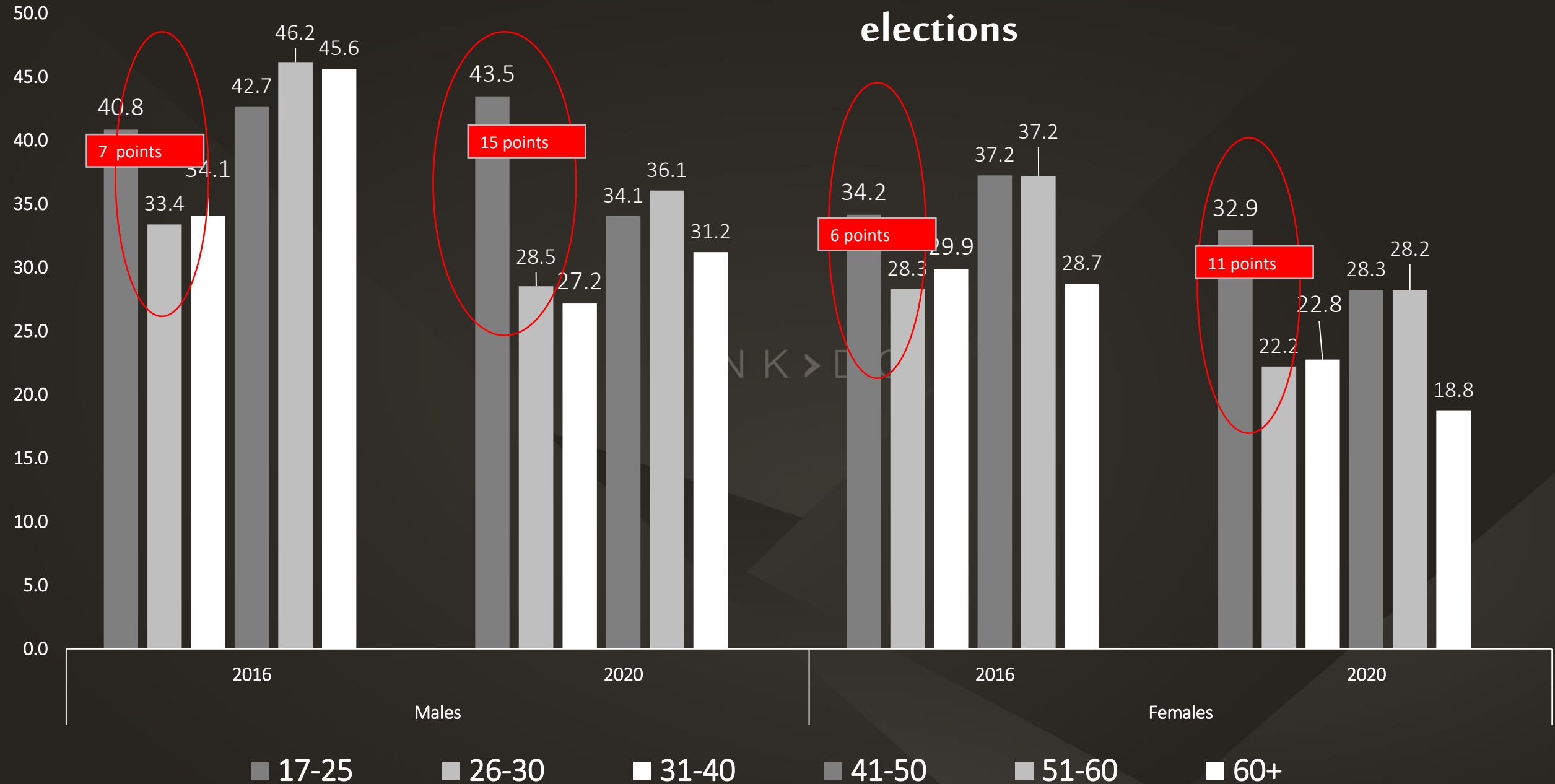
Can we present a solution?

THINK › DO

Reducing candidacy age: where does the public stand?

Legend: 29-27, 26-25, 24-23, 22-18, Keeping it as is

	29-27	26-25	24-23	22-18	Keeping it as is
Total	16	11	2	2	68
18-24	23	19	5	0	51
25-29	23	18	1	0	57
30-39	19	9	0	1	70
40-49	11	8	2	4	74
50+	12	9	1	2	73
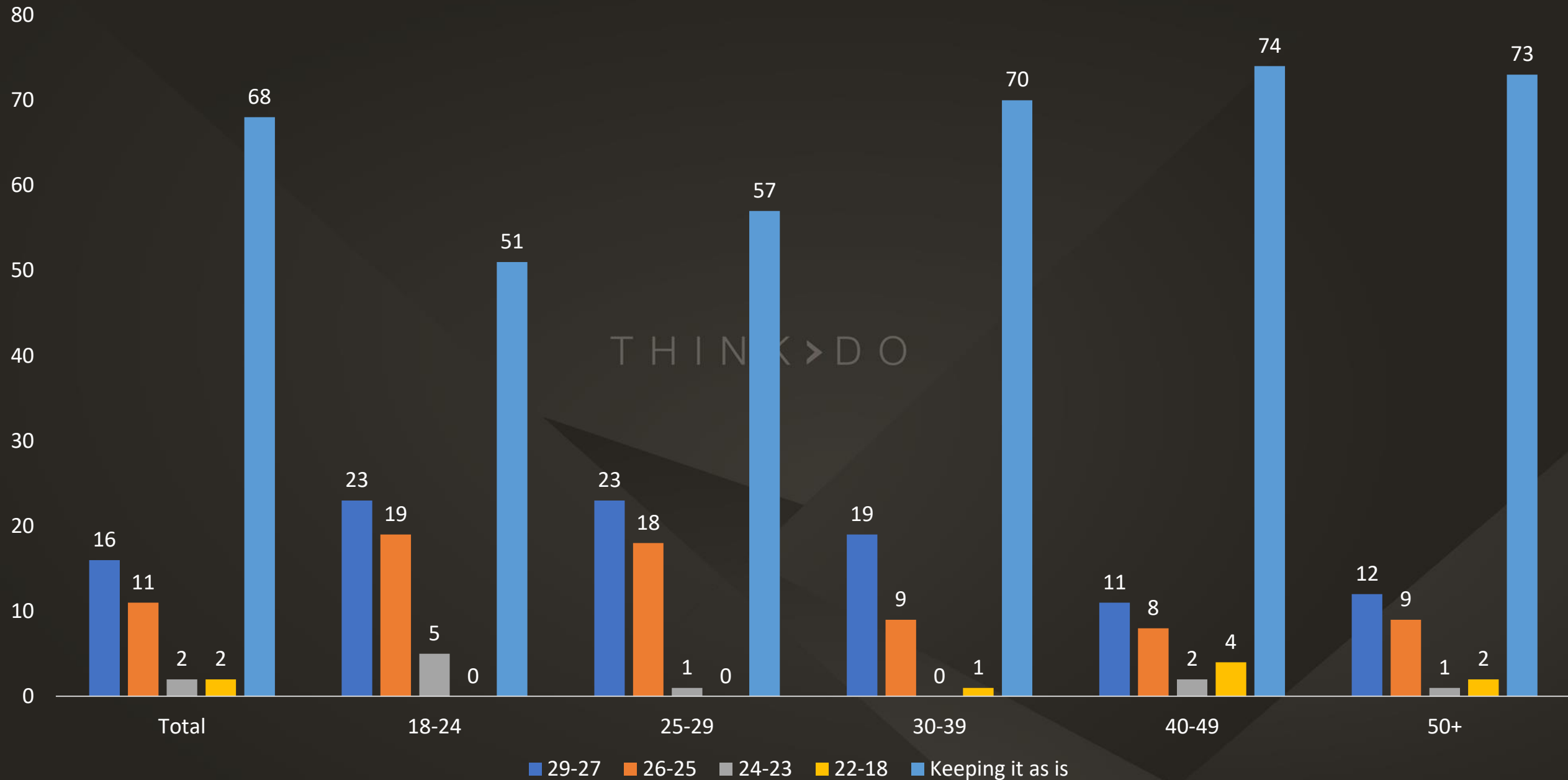
What is the global standard?

THINK › DO

THANK YOU
THINK > DO

Water Loss Reduction Case Study

CLA Award 2021

By Nahel Maayta

USAID Management Engineering Services Contract (MESC)

May 24, 2022

USAID NRW Project

- Non-Revenue Water (NRW), water pumped but not billed, is mainly comprised of leaks, theft and metering errors

- In response to high NRW levels in Jordan, USAID and the Ministry of Water and Irrigation (MWI) signed three Umbrella Fixed Amount Reimbursement Agreements (Umbrella FARAs) for the Non-Revenue Water project.

- Associate Fixed Amount Reimbursement Agreements (Associate FARAs), which are subsidiaries of all three Umbrella FARAs, are signed with the involved water entity and serve as contractual vehicles for the NRW Project's implementation.

- Until now, the total USAID grant for NRW reduction in Jordan is $364.1 million.

General Context

- Almost 50 percent of Jordan's water is lost to Non-revenue Water (NRW)

- Lack of accurate data to quantify NRW is a major issue

- Due to water shortage water institutions are working within a day-to-day crisis mode

Management Engineering Services Contract Phase II (MESC II)

Component 1:
Technical Assistance for NRW Construction Works

- NRW reduction
- Engineering support
- Capacity building – FARA implementation
- Construction monitoring
- FARA management
- MEL

Component 2:
Water Utilities Administration Assistance

- Institutional development
- Capacity building
- Gender and social inclusion

Why CLA Approach

Lack of data and so many uncertainties

Extensive measurements to quantify NRW

The Project needed to be adaptable, as data were expected to gradually reveal optimal investments and other improvements

The Story

The Project methodology is centered on learning and adaptation via feedback loops.

1 — USAID's design of the Project using the "fixed amount reimbursement agreement" (FARA) approach

2 — Set up a collaborative project management structure based on weekly team meetings (now often virtual due to COVID) involving all stakeholders

3 — Build large database to guide and fine tune future interventions

4 — Associate FARAs to other utilities and governorates based on the previous knowledge

Major CLA Subcomponents

Internal collaboration (progress meetings including all stakeholders)

External collaboration (with USAID projects and other donors)

Technical evidence base (results focus)

Pause and reflect (through meetings and results analysis and evaluation in reports, then modifying the approach as needed)

Adaptive management and continuous learning and improvement (through evaluation of interventions and results then design the new FARAs in relation to this learning)

Knowledge management (large and growing database of results used to guide future action)

Decision making (through FARA preparation by all stakeholders)

Organizational Effectiveness

- The concept of feedback based on results, including the use of sampling, is now embedded in Amman and Aqaba and is being transferred to the other utilities (which have joined the Project only recently)

- Utilities are learning from the Project to be more evidence driven

- NRW reduction is a day-to-day effort not a one-time fix, however this is hard to achieve due to government policy and more work is needed in this area

Lessons Learned

- The FARA approach has allowed early results to inform later interventions: the road to learning and adapting in creating a new FARA has been established by the evaluation of findings and cost-benefit analysis from accomplished milestones in some FARAs

- The collaborative project management method that involves all stakeholders meeting on weekly bases and working on project issues has allowed continuous learning and adapting to all parties

- Rigorous measurements provide an essential feedback to facilitate data-driven project adaptation: water entities have adopted the use of before and after measurements to evaluate the completed interventions

Activity Responses to the COVID-19 Pandemic

MESC II initiated teleworking quickly and successfully in reaction to the COVID-19 Pandemic, in particular during the government-imposed lockdown. Despite some challenges, MESC II managed a successful telework environment using Microsoft Teams, Zoom, and Google Hangouts to communicate with partners such as Miyahuna, Aqaba Water, JVA, WAJ, and YWC.
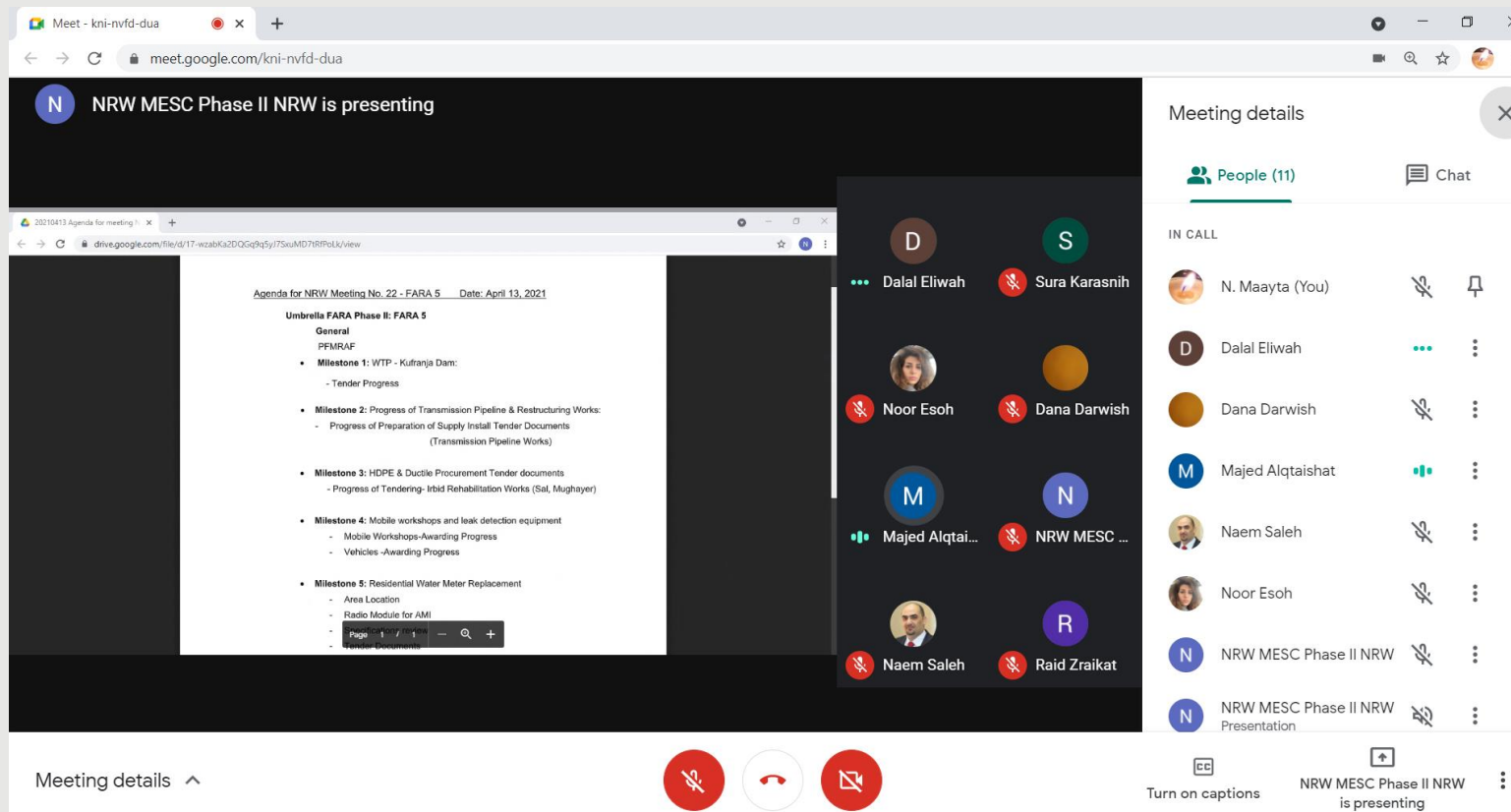
Utility/USAID/consultant team virtual progress meeting, ensuring ongoing collaboration, data-driven learning and adaptation throughout the life of the project even in the Covid situation

Thank you!

Activity Summary

- **Goal:** Graduate extremely poor refugee and Ugandan households from conditions of food insecurity and fragile livelihoods to self-reliance and resilience
- **Budget:** $36.7million from USAID Bureau for Humanitarian Assistance (BHA)
- **Period:** Oct 01, 2017 to Sept 30, 2024 (**7 Years**) in 2 cohorts with 1 year refinement period
- **Target:** 13,200 HHs (50% host / 50% refugee)
- **Participants:** Women and youth as primary participants + their households
  - **Cohort 1**: 6,629 Participants and 37,585 members
  - **Cohort 2:** 7,238 Participants and 44,585 members
- **Interventions:** Cohort 1 (30 months), with participants assigned to 3 treatment arms & Cohort 2 (24 months) with participants assigned to 2 treatment arms
- **Implementer:** AVSI Foundation in a consortium with Trickle UP and American Institutes for Research (AIR)
- **External evaluator** – Innovations for Poverty Action conducting a RCT
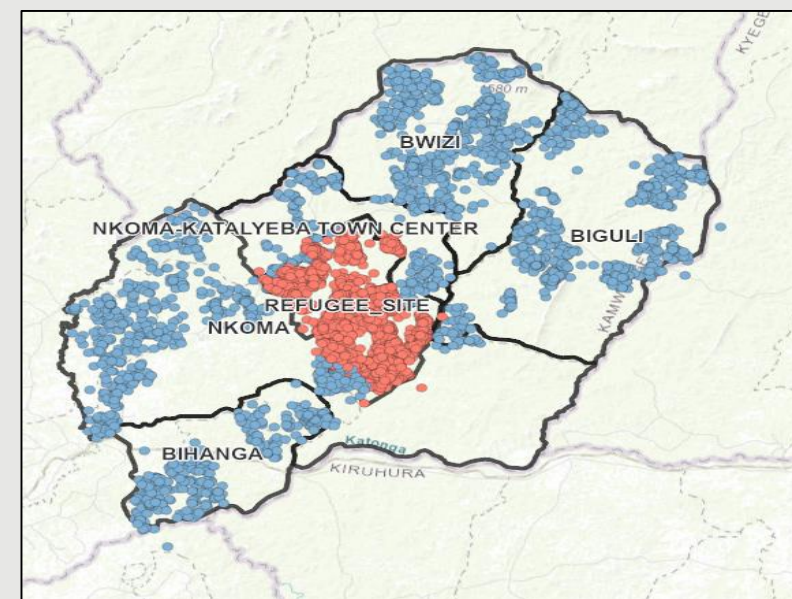
Blue: Host Community Households
Red: Refugee Households

Components Across Treatment Arms (Cohort 1)

PROGRAM COMPONENT	ARM 1 STANDARD GRADUATION	ARM 2 GROUP COACHING	ARM 3 EMPOWERMENT MODEL
Consumption Support	●	●	●
Livelihood Skills Training and Support	●	●	●
Savings and Financial Inclusion	●	●	●
Asset Transfer	●	●	—
Coaching	**INDIVIDUAL**	**GROUP**	**INDIVIDUAL**
Linkage and Referrals	●	●	●

Activity Sequencing
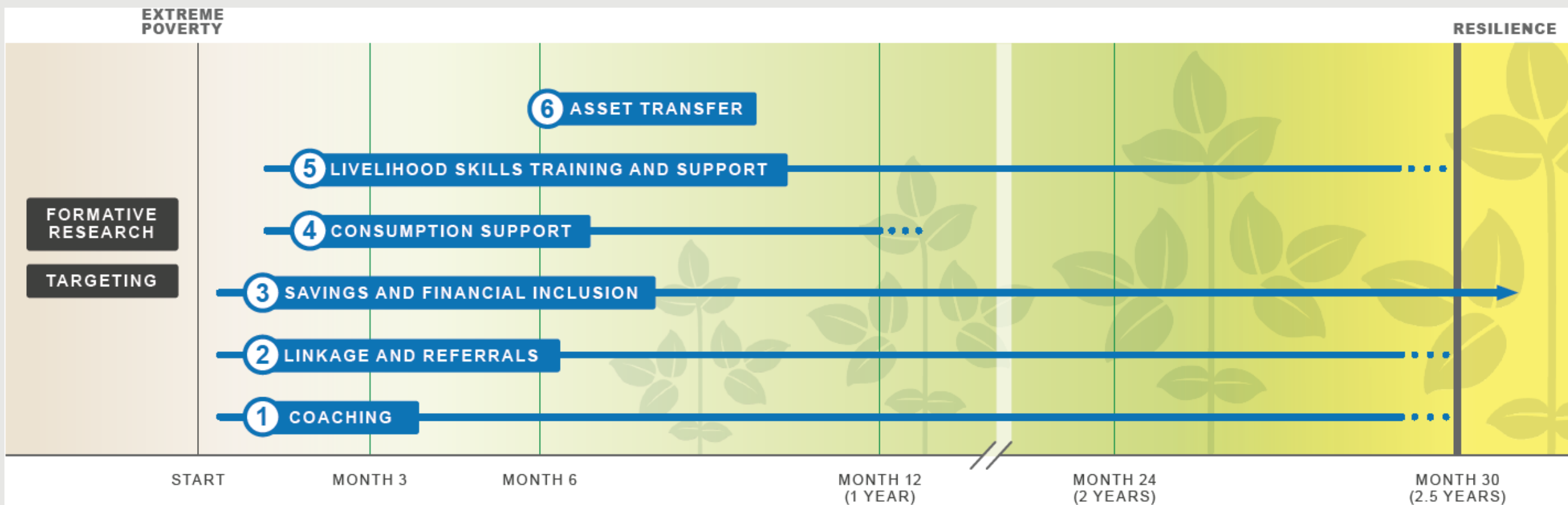
Determining Change – Tools and approaches

1. **Cell Phone Ownership and Access**
    - SOP was developed for a context assessment on cell phone ownership as well as a data collection tool to measure cell phone ownership, access to phones, and ability to charge.
2. **Context Assessments (two rounds to monitor change in April and in June)**
    - *COVID Awareness*: to understand if participants were receiving information, how they were receiving information, and if they were able to comply with the recommendations, etc.
    - *COVID Experience*: How restrictions were affecting business, how HHs were adapting, what coping strategies they were using, whether they were able to reach health facilities for ante-natal care checkups, if they knew where to get support for gender-based violence (GBV), market prices for certain goods, etc.
    - *COVID Market Research 1 and 2*: these were split into two surveys because they were quite long. The design was modified from the Rapid Assessments of Markets (RAM) and looked at operations, supply chain, prices, consumer behavior, etc.
3. **Scenario Planning**

		Previous State	Scenario 1	Scenario 2	Reality as of 6th May
		Country-Wide Shut Down Until May 5	Country-Wide Shut Down Ends on May 5 with Limited Field Engagements	Country-Wide Shut Down Continues for Another 21 Days.	Country-Wide Shut Down Continues for Another 14 days
Impact of the Scenario	What happens after the Scenario occurs?	Unable to implement field activities until 5 May	No groups larger than 10 people. Individual engagement can continue at a safe distance. We estimate at least 30 days - 3 months.	Limited engagement done remotely or in groups of less than 5 people until 1 June, followed by limited interaction after as in scenario 1.	Limited engagement done remotely or in groups of less than 5 people until 20 May, followed by assumed limited interaction after as in scenario 1. Confirm with authorities that groups of 5 can meet.
	VSLAs	Suspended	Meet with just Chairperson, treasurer, secretary then people come in groups of 7 in 3 shifts. Meet where box is. 1) Loans given based on shares 2) requests made a week in advance	Groups divided into two groups with Community Based Trainer (CBT) and Treasurer leading one group and Coach and Secretary leading another. Meetings take place where box is located on two different days. Participants arrive in groups of 3 over the course of those two days. Loans continue to be based on shares. Requests made a week in advance.	Continue with the plan detailed in scenario 2. Detailed in SOP

Adaptations:

Individual Components:
- **Individual coaching:**
  - Adapted and implemented remotely via cell phones with condensed messages.
  - During lockdown, 3,464 HHs were reached through remote individual coaching.
- **Data collection:**
  - Continued remotely as mentioned above. After the first trial, data collection was scaled up to reach all primary participants who owned or had access to phones
  - Implemented remote qualitative data collection by holding their standing committee focus group discussions (FGDs) and household case study interviews using the MTN conference call feature.
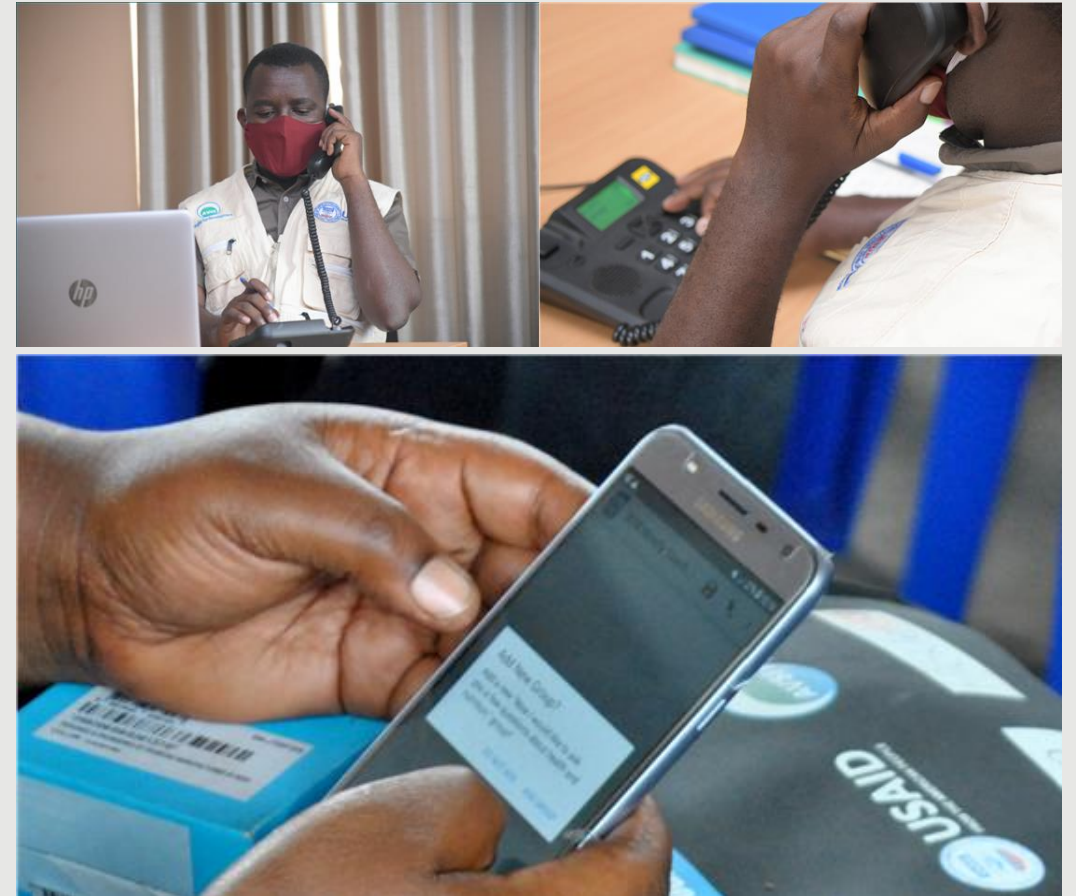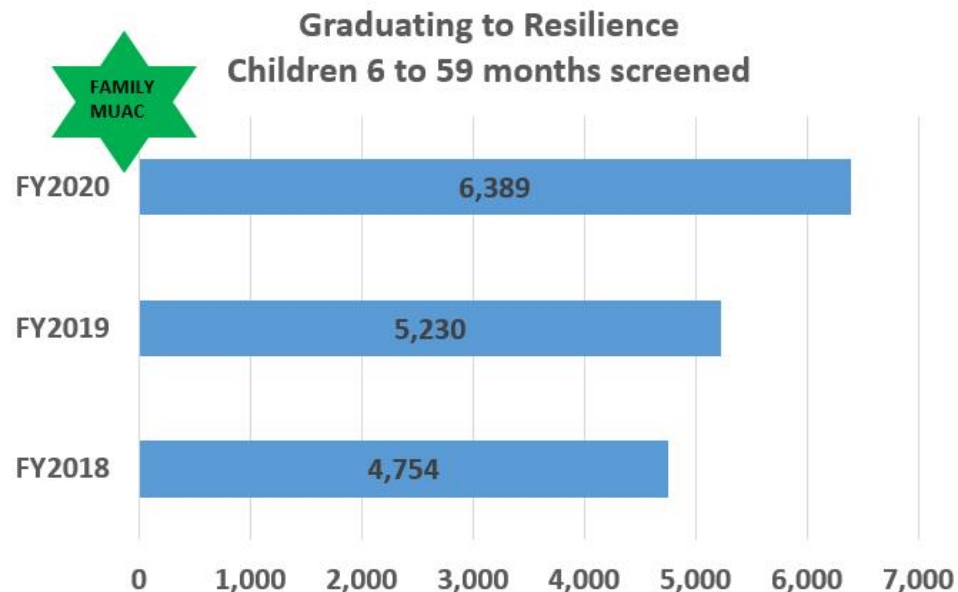
Adaptations:

Individual Components:
- **Nutrition screening**
  - Family MUAC approach-Adapted and conducted remotely whereby a Coach guided the parent or guardian to identify malnutrition suspects using signs and symptoms.
  - The Coach then provided the necessary guidance or referral remotely based on the results.

Graduating to Resilience
Children 6 to 59 months screened

FAMILY MUAC

FY2020: 6,389
FY2019: 5,230
FY2018: 4,754

Adaptations:

Individual Components:

- **Linkages to the private sector**
  - Adapted to remote implementation where CBTs used mobile phones to connect with participants and aggregate the service and product needs of the HHs; previously carried out at the VSLA group level.
  - The CBT then used mobile phones to contact local input dealers to arrange delivery of those products or services using an allowed form of transport (*boda bodas*, bicycles, or walking).
  - For cases of animal care and treatment, the CBT connected the HH to the sub-county veterinary officer.
- **Business coaching**
  - Adapted so that the individual touch points of the business coaching model were implemented remotely using phone calls.
  - 403 HHs were reached with individual business coaching during lockdown.

Adaptations:

Group Components:

- **VSLAs**
  - Adapted so that groups of 25 met in groups of five with precautions such as handwashing, wearing masks and social distancing.
  - VSLAs were divided into two groups with community-based trainers (CBTs) and the Treasurer leading one group and the Coach and Secretary leading another.
  - Participants arrive in groups of three so as to keep the numbers not more than five at any one time.
  - Loans continued to be based on share value, with loan requests made one week in advance.

Adaptations:

Group Components:

- **Group coaching**
  - Adapted so that groups of 25 were divided into groups of five.
  - The Coaches used MTN conference call technology to call the five participants at one time and condensed coaching messages continued in a remote group format.
  - 1,868 HHs were reached via remote group coaching during lockdown.
- **Business Coaching**
  - At the VSLA group-level were put on hold.
  - For group businesses (mostly those working with on-farm enterprises), groups met in mini-groups of five and were coached remotely by a CBT via mobile phone with one member's phone on loudspeaker.
  - 3,849 HHs were reached via remote business coaching during lockdown.

Watch our adaptations video here:
https://drive.google.com/file/d/1SURmpsndsgM37y827hP2JjPXMcXCQ11/view?usp=sharing

Conclusion:

○ The Activity delivery continued despite COVID 19 disruptions based on good understanding of participant's contexts and being able to adapt SOPs and programming.

○ Cohort one completed in June 2021 with 73% participants graduating out of fragile livelihoods to self-reliance – a target close to our 75% targets despite the global COVID 19 shock.

○ The team was able to switch mindset from suspending all activities to finding solutions to implementing all activities remotely using low-level technology like basic cell phones. The achievements can be attributed to:

- Being dynamic, creative and being willing to test new approaches
- Not being afraid to fail, refining approaches, and quickly scaling up successes
- Utilizing our local community of practice to learn from and share experiences

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AVSI People for development

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

Best Learning Product Award

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Acknowledging Speakers

2022 MEL Conference and Expo Agenda
Using Learning for Improved Decision Making Now!

Acknowledging Organizers

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Using Learning for Improved Decision Making Now!

Closing Remarks

USAID Monitoring, Evaluation, and Learning Activity

Chief of Party, John Lister

2022 Monitoring, Evaluation, and Learning Conference

USING LEARNING FOR IMPROVED DECISION-MAKING NOW!

May 23 – 24, 2022