Participant-led Visual Monitoring and Evaluation for Resilience and Community Visioning in Southern Madagascar

Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) Activity

Final Technical Report
September 2023

Photo by Sedera Ramanitra/CRS

ABOUT IDEAL

The Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) activity is funded by USAID's Bureau for Humanitarian Assistance (BHA) that works to support the United States Government's goal of improving food and nutrition security among the world's most vulnerable households and communities. IDEAL addresses knowledge and capacity gaps expressed by the food and nutrition security implementing community, supporting them in the design and implementation of effective emergency and non-emergency food security activities. IDEAL is led by Save the Children and implemented by a consortium that includes Mercy Corps, TANGO International, and until 2022, The Kaizen Company.

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Sedera Ramanitra / Catholic Relief Services (CRS)

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CONTACT INFORMATION

For information regarding this award please contact Amakala Sodio at constantin.sodio@crs.org.

Catholic Relief Services (CRS)
228 W. Lexington Street
Baltimore, MD 21201 USA
www.crs.org / www.crsespanol.org

Catholic Relief Services (CRS) Madagascar
Immeuble CRS, Lot II Y 24-Bis A
Route de l'Université, PO Box 6073
101 Antananarivo MADAGASCAR

PREPARED BY

Cara M. Raboanarielina / Catholic Relief Services (CRS)

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LIST OF ACRONYMS

BHA	Bureau of Humanitarian Assistance
CAP	Community Action Plan
CC	Community Consultations
CCA	Community Capital Analysis
CNFA	Cultivating New Frontiers in Agriculture
CRS	Catholic Relief Services
CV	Community Visioning
ICT4CV	Information and Communications Technologies for Community Visioning
ICT4D	Information and Communications Technologies for Development
IDEAL	Implementer-Led Design, Evidence, Analysis and Learning
IPC	Integrated Food Security Phase Classification
M&E	Monitoring and Evaluation
PCS	Program Cycle Support
RFSA	Resilience Food Security Activity
R&I	Refine and Implement
RVA	Resilience Vulnerability Analysis
ToC	Theory of Change
USAID	United States Agency for International Development

1   Background

Catholic Relief Services (CRS) Madagascar implemented a one-year qualitative monitoring and evaluation project (CC-IDEAL) through funding by Save the Children (IDEAL), examining Community Visioning (CV) and community consultation processes within their Maharo Resilience Food Security Activity (RFSA) project operating in Southern Madagascar. CRS and partners applied CV in the Maharo RFSA to promote people-centered integrated food and nutrition security programming driven by participants' needs, aspirations, and shared vision. This inclusive, non-extractive, project-duration process generated vast volumes of qualitative data. The main goal of the CC-IDEAL project was to upgrade and leverage the existing CV process within the Maharo RFSA.

The objectives of the CC-IDEAL research project were to improve how data are captured, analyzed, and represented to serve as a proof of concept for collaborative monitoring and evaluation in CV implementation. Specifically, this research aimed to achieve the following:

1. Create an approach and tools for communities/Maharo participants to produce, visualize, and analyze their own qualitative data so they can prioritize, plan, and evaluate their resilience and food security activities; and
2. Improve RFSA adaptive management by collecting, disaggregating, and iteratively co-analyzing qualitative data obtained through community discussions of this planning, monitoring, and evaluation process.

Program participants and Maharo staff co-created, co-owned, and used data collaboratively to prioritize, plan, and evaluate RFSA interventions in a process of iterative adaptive management.

IMPROVING COMMUNITY VISIONING IN RFSA PROGRAMMING

The CC-IDEAL CV approach greatly increased participants' level of control, influence, and participation in evaluating and planning their food security priorities in RFSA programming. Embedded within the RFSA program, the Maharo CV approach ensured that the strengths, needs, and priorities of the target population were foundational in all aspects of planning, monitoring, and evaluating project activities. This collaborative monitoring created dual accountability for outcomes, which was a vital component in project sustainability. Together participants assessed local capacities, resources, and risks and developed shared visions, community action plans, and prioritized actions. This was fundamental to ensure long-lasting collective responsibility for shared goals and empowered communities to advocate for resources and support to achieve them. Most importantly, CV built trust between Maharo staff, partners, local stakeholders, and participants. Trust formed the basis for collective mobilization, which in turn supported sustainability of RSFA interventions via the CV process and partnership.

For Maharo, CV was a mindset shift that placed participants at the forefront to drive the holistic, participatory process for communities to achieve improved food security and development. Participants' views, interactive discussions, and decisions were collected using three highly visual and participatory tools following a mixed methods framework: (i) the Resilience & Vulnerability Assessment (RVA); (ii) the Community Capital Analysis (CCA); and (iii) the Solution Tree. Three additional participatory and interactive tools facilitated the overall CC process to link community visioning within the RFSA program by formalizing: (iv) the community vision termed "Our Vision for the Future" by participants, or *Meilleur vie*; (v) the Village/Community Action Plan, or *Plan d'action villageois-PAV*; and (vi) the RFSA's technical assistance support called *l'Offre Maharo* which supported communities to achieve their shared vision based on their needs and expectations. Figure 1 below outlines the CC-IDEAL approach and facilitation process starting from the community vision to engagement.

Figure 1 – The Community Consultation Participatory Approach, Process, and Objectives
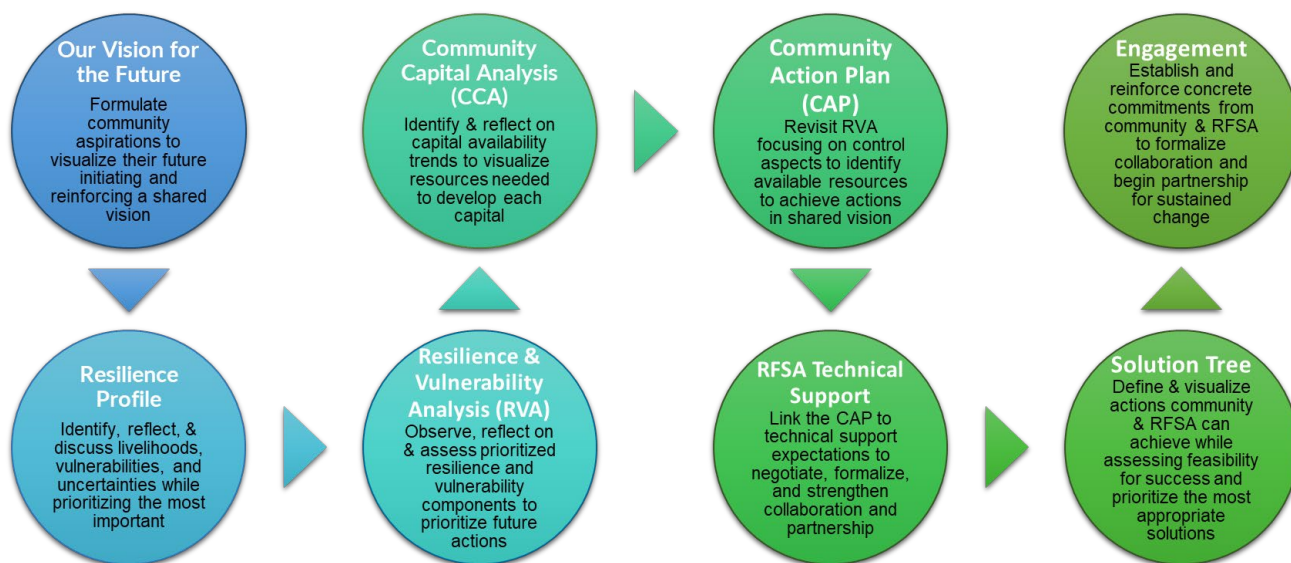
These tools helped participants to envision, plan, monitor, and evaluate the RFSA activities considered most relevant to their needs, skills, and community vision to improve their food/nutrition security and resilience. Throughout the data collection process, Information and Communication Technology for Development (ICT4D) tools captured, organized, represented, and analyzed data based on participants and program staff needs to: (1) represent information to participants in durable and accessible formats to promote active discussion on key aspects of resilience and vulnerability; and (2) disaggregate qualitative data by social group, location, and agro-ecological zone for adaptive project management of RFSA activity interventions.

PLANNED DELIVERABLES

The deliverables for the CC-IDEAL project included the outputs of the participatory M&E tools used directly by RFSA participants/communities during CV monitoring, learning, planning, prioritization, and advocacy discussions with local food security stakeholders at the fokontany (local community) and commune levels; and external deliverables shared main findings and learnings on collaborative participatory monitoring in CV approaches and implementation.

Table 1 – Overview of Project Milestones & Deliverables

Project Milestone	Deliverables
Data collection tools and outputs	1. RVA, CCA, ST hard copies 2. Discussion guides for community re-analysis of PLA schemas
Spatial analysis of RVA data and first community re-analysis of PLA schemas	3. Maps showing community perceptions of vulnerabilities and resilience across intervention zone 4. Recorded narratives based on structured discussions of PLA schemas
Narrative data and workshop reports	5. Final coded datasets of RVA & CCA narrative 6. Workshop reports with recommendations 7. Revised recorded narratives
Final products	8. Final Technical Report 9. Program Guide 10. Technical brief on Qualitative Monitoring Best Practices 11. Webinar recording and materials

2   Project Activities

The research approach of CC-IDEAL applied multiple qualitative methods to collaborative participatory monitoring. Multiple types of qualitative visual data using a modified Participatory Learning & Action (PLA) approach to community participative prioritization and planning were developed and used during the data collection, building off the existing Maharo CV process and approach. The following section outlines the key activities in the CC-IDEAL implementation from preparation and planning stages to field data collection and analysis, learning and interpretation, and finally to the reporting and dissemination phases. A total of 42 staff, including the Maharo RFSA's Strategic Learning and SBC Teams, implemented the CC-IDEAL project.

PROJECT IMPLEMENTATION

Fieldwork Preparation and Planning: The initial preparation phase of CC-IDEAL focused on the development of the data collection tools and developing the sampling frame. Data collection tools and forms for ICT4D components and the semi-structured (narrative and observation) discussion guides were completed to accompany the participatory discussions and visual diagrams of the six CV participatory tools. The sampling frame for site selection was finalized and data collection work plans completed to guide the fieldwork; the full sampling frame is discussed in the results section.

Digital data collection forms were developed and designed using the CommCare platform by the CC-IDEAL ICT4D Specialist and the Maharo Strategic Learning Lead (SLL) to improve and streamline the data collection/capture while not impeding nor disrupting the existing CV approach, participant discussions, and flow. For each tool from the Community Vision, RVA, CCA, CAP, RFSA Technical Support, to the Solution Tree, a subsequent CommCare data collection form was created that followed the various facilitation steps to capture participants decisions and priorities. Digital forms to facilitate all six CV tools were translated from French into the two local Malagasy dialects (Tandroy and Mahafaly) and uploaded into the digital CommCare platform; the QR code for all digital forms is presented in Annex 1 of the supplemental documents.

The semi-structured (narrative) discussion guides were used to probe key themes and concepts in relation to participants decisions, key actions, and priorities at each stage and step in the CV process. These discussion guides helped Community Mobilizers and Facilitators to elicit local perceptions of key concepts to dig deeper into why participants chose certain resilience capacities, vulnerabilities, shocks, and priority actions throughout the entire CV process. As the lead facilitator/Community Mobilizer facilitated the discussion for each participatory and visual tool, another facilitator observed and listened to probe on additional concepts. Dictaphones were used to capture the recording of discussions (upon receiving informed consent) of the narratives to ensure transcription for subsequent qualitative coding/analysis. Semi-structured discussion interviews were not conducted outside of the CV process to avoid creating additional burden on participants and risk abstracting the concepts from the CV discussion context. For certain CV tools and discussions, grouping by gender and age (men, women, young men, and young women) was adopted to limit the bias of influence between participants. All narrative discussion guides were translated into the two local Malagasy dialects (Tandroy and Mahafaly); all complete narrative discussion guides are presented in Annex 1 of the supplemental Annex.

Hard copy visual tools for the RVA, CCA, and Solution Tree were developed in the preparation phase to produce more durable hard copies of the visual PLA outputs to remain with communities upon completion of the CV dialogue to be used in future action planning and advocacy discussions with local stakeholders.

Testing and Tools Validation: After the data collection tools were drafted, an initial Validation Workshop was conducted in the CRS Tana office from November 7th to 11th 2022 with 21 participants including CC-IDEAL project staff. During the Validation Workshop, participants reviewed the research methods, finalized the facilitation approach and steps for the entire CV process, and refined both the digital CommCare forms and facilitation guides/tools to validate the translation of the tools into the local Malagasy dialects (Mahafaly and Tandroy). The SBC and Learning teams also conducted simulations for each CC tool to allow data

collectors/facilitators to become familiar with the CommCare forms using the Samsung tablets, and to learn how to capture information alongside the participatory visual tools and narrative discussions.

Data Collection: A five-day in-depth Data Collection Training was conducted in Tsihombe (Androy region, southern Madagascar) from November 14th to 18th 2022, for a total of 39 participants. The training, led by the Research Coordinator (also a Social Behavior Change Specialist), the Maharo Knowledge Management/Learning Specialist, and the ICT4D Specialist, focused on understanding the purpose of CV and the tools and methodologies for data collection. Facilitators/data collectors tested the CV digital tools using the CommCare platform alongside the participatory CV tools and narrative discussions. Modifications were made to the digital forms upon the field-testing and the initial data collection began the following week.

Data collection was carried out in two phases, the first round for the Tsihombe district occurred from November 20-24th, 2023, and the second round for the Beloha district occurred from December 4-9th, 2022. A data cleaning exercise was carried out between these two rounds, from November 28 to December 02, 2022, to highlight the lessons learned in round one, ensure data quality control, and organize for the subsequent round. The facilitation and data collection teams including Team Leaders, Maharo Community Mobilizers, and Learning Integration Officers (LIOs), were responsible for all data collection and fieldwork to facilitate the CV process and dialogue with communities in the selected sites. Three separate field teams facilitated the CV process and data collection to test the CC-IDEAL CV proof of concept in the selected fokontany in Beloha (n=3) and Tsihombe (n=3) districts of the Maharo RFSA zones in southern Madagascar. For each district, data collection at the three sites was carried out simultaneously by a group of around 10 to 12 people from each. The team was housed within the site community to facilitate communication and accessibility, especially in more isolated communes/villages and due to the rainy season. The collection at each site lasted three non-continuous days, as the session was fixed according to the availability of the participants. Data were captured and stored in Samsung Android tables and synced via the CommCare digital platform every few days between sites.

The CV process introductions started with the inauguration day to build trust and reinforce partnerships with the community, whereas the following days were focused on the CV tools, dialogue, and data collection, ending with the sharing of a meal to celebrate and commemorate the commitment of partnership between the participants and Maharo to implement the vision and action plans. During data collection and CV dialogue/data collection, youth played a key role in facilitation, organization and planning the CV implementation and process. Eight additional Community Mobilizer consultants were hired from the University of Ambovombe to support the facilitation and data collection during the CV process for CC-IDEAL. As youth directly from the project zone, they understand the culture and language, and have a vested interest in community development. More importantly, CC-IDEAL empowered them to support local community development in their own districts. Also, during the data collection Youth Leaders and Ambassadors working in communities with YouthFirst for the Maharo project, supported community mobilization and communication to facilitate engagement in the CV process.

Data Management, Coding, & Analysis: All digital data collected for six CV tools were extracted from CommCare using the SQL server and were merged into databases for data management, organization, and analysis. For ease of interpretation and sharing, digital data from the six participatory CV tools were visualized in a PowerBi data dashboard based on components of each tool by geographic location, agro-ecological zone, age, and gender. Subsequent analysis was carried out on various quantitative data (that compiled qualitative perception data result trends comparing them across locality, age and gender groups) using STATA to obtain results based on data disaggregation. ArcGIS Pro was used for spatial data processing and cartographic representation.

Narrative discussions during the CV process were digitally recorded (upon receiving informed consent from participants) and then transcribed into Word documents and uploaded into NVivo software for data organization, coding, and analysis. The coding approach organized and categorized data by key themes and

constructs that emerged from participants' discussions and perspectives. Queries were made according to age, gender, and agro-ecological zone disaggregation requirements. NVivo facilitated the exploration of qualitative data, especially to support the explanatory reasons for the quantitative results, which are complementary. A cumulative data analysis plan for all data is presented in Figure 1 of Annex 2 of the supplemental Annex.

Collective Interpretation and Reporting: Once preliminary data analysis was completed the CC-IDEAL project team held a Collective Interpretation Workshop in March 2023 with project staff to present initial findings, reflect upon lessons-learned from the field data collection, and to identify adaptations to improve sampling and data collection for future qualitative monitoring to support CV implementation within RFSA and integrated food security programs. The specific workshop objectives were to:

1. Share the results of the primary analysis with the CC-IDEAL team involved in the design and implementation of the community consultation.
2. Gather different perspectives and ideas related to the findings, focusing on learning to improve the analysis, interpretation, and contextualization of the research results.
3. Capitalize on learning throughout the IDEAL study and methodology including sampling, data collection, management, and analysis.
4. Promote reflection adaptive management actions for the CV process and implementation for subsequent integrated food and nutrition security programming.

The detailed workshop report was submitted on May 31, 2023, as part of Deliverable 3 to IDEAL.

During review of modifications to CV process, only slight modifications were noted for the CV tools. Most modifications and learnings focus on ICT4D components in the participatory monitoring affecting data collection process changes and fieldwork.

3   Site Selection Overview

The sampling strategy used for CC-IDEAL project followed a combined sampling framework of both purposive and random site selection of fokontany (a collection of villages) within the Maharo RFSA target zones in Beloha District and Tsihombe districts in the Androy region of Southern Madagascar (see site selection maps in Annex 3 of the supplemental Annex document). Fokontany (sites) were selected to ensure operational feasibility, to avoid data saturation, and to provoke participants' enthusiasm and thus mobilization for project interventions and their collective visioning.

Foremost, the main objective was to conduct the CCs IDEAL in areas where Maharo had not previously completed CCs for participatory learning. Originally, it was planned to conduct CCs IDEAL in all three districts of the Maharo target zones. However, due to high data saturation and already significant learning completed in the last year under the Maharo CCs in the Ampanihy district (Maharo operates in 3 communes in Ampanihy), it was removed from the final sample. Additionally, to avoid confusion of activities and frequent data collection returns that could affect community responses and increase respondent fatigue, all sites where other community feedback activities occurred including barrier analyses and community feedback mechanism were excluded.

In the final sampling, the combination of Integrated Food Security Phase Classification (IPC) status and agro-ecological zone served as the two main criteria to select potential fokontany. The goal was to choose fokontany within each of the four types of agro-ecological zones (coastal, crystalline, riverine, and semi-forested) and IPC status to account for livelihoods, resilience, and food security differences currently present in the Maharo target zones. To select potential fokontany, we constructed an ArcGIS map to overlay the IPC status data (across time from the 2022 lean season to current and projected IPC status for 2022) to assess food insecurity with the layer of agro-ecological zones in the two districts of Beloha and Tshiombe. Then,

one fokontany was randomly selected per type of agro-ecological zone and IPC category present in the district. Results of the social profiling conducted by Maharo during project start-up (resource mapping of communities, key historical livelihoods trends, and seasonal calendars) also served as an additional criterion for the potential fokontany to include in the random selection. The number of fokontany sampled (n=6) is not representative of the population and are divided into three sites for Beloha and Tsihombe respectively. Table 1 (in Annex 2 of the supplemental Annex) presents the list of fokontany selected.

PROJECT RESULTS

This section presents the summary findings from the CC-IDEAL project based on the two main research objectives that were (i) to demonstrate a proof of concept for participants to produce, visualize, and analyze their own qualitative data so they can prioritize, plan, and evaluate their resilience and food security activities improving existing Maharo CV process and tools; and (ii) to improve Maharo adaptive management through CV participatory monitoring to iteratively co-analyze qualitative data.

As depicted in Figure 2, the results and data derived from the CV process were assessed to determine their relevance to both project participants/communities and Maharo staff and stakeholders in visioning, planning, and prioritizing actions for sustained change. Because the sampling frame developed for this project only permitted to test the methodological approach to develop a proof of concept, results were evaluated on how useable and shareable the data collected were to inform current and future CV implementation. To do this, the CC IDEAL project team compared the previous data collection system Maharo used to capture information/data in the CV process to the new ICT4D participatory monitoring system for CV using the following criteria:

1.   how effective the improved ICT4D monitoring system for each CV tool was to capture the intent and meaning of the discussion, while maintaining the importance of participants' voice, perspectives, and concerns; and

2.   the efficiency of the ICT4D monitoring system for each CV tool to capture the information accurately, in a timely manner, saving time during facilitation, data cleaning, management, and more critical to improve the analysis time needed to identify trends across groups and localities.

Figure 2 – Framework Guiding Learning in the CRS CC-IDEAL Project
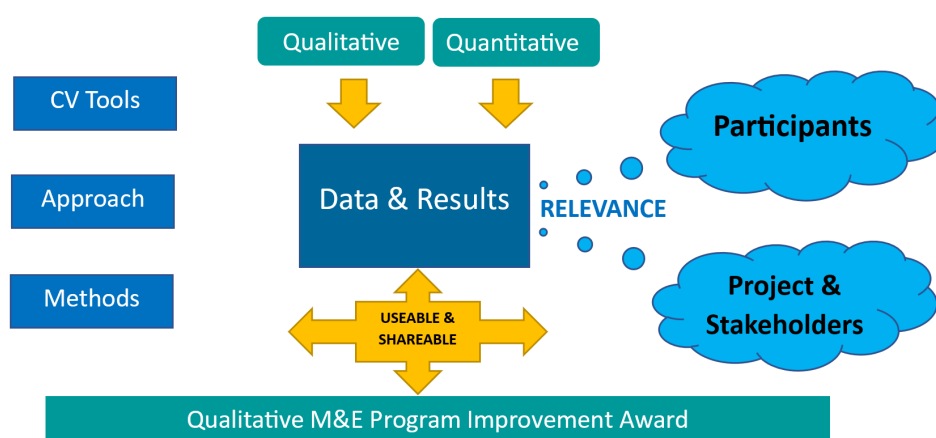
Overall, the team agreed the new participatory monitoring system using ICT4D tools saved a great amount of time, level of effort in terms of human resources to complete the data analysis, and ensured accuracy of results, as transfer of data/information from paper flipchart paper to Excel databases was no longer

required. Communities kept their hard copy flipchart paper to refer to in future discussions with stakeholders as well received hard copy durable versions. With the ICT4D system, data were immediately transferred to the SQL server/cloud database (organized by zone, age, and gender as applicable) and exported into CSV files to facilitate timely data cleaning and analysis.

Table 2 presents the detailed learnings and recommendations for each CV process tool regarding future CV process and implementation. The main learnings and recommendations for the sampling frame, facilitation and data collection processes, narrative questions, hard copy CV tools, ICT4D methods, NVivo and qualitative data analysis, and fieldwork were presented in the previously submitted collective interpretation workshop report. A complete list of participants from the various workshops and their names/organizations is presented in Annex 5. The accompanying Program Guide presents the detailed steps, tools, facilitation process, and guidelines for all six tools and steps in the CV participatory monitoring.

Table 2 - Observations and Recommendations for each CV Process & Tool

Tool / Step	Observations	Recommendations
Our Vision *for a Better Life*	• The steps to define the infrastructure, natural resources, living spaces, cultural and religious environments were similar to the existing visioning steps in the current Maharo CV approach. • This similar approach to current visioning in Maharo CV formed six mixed focus groups (age and gender) to identify aspects of the community vision for the future, each discussing a different visioning element. • No seeds were used as in the previous Maharo visioning exercise, but there were similarities in perspectives between the two mixed groups. Results were then input into the tablets. • Inputting responses directly into tablets streamlined data transfer rather than manual tabulation as previously done in the Maharo CV approach.	No changes
Resilience and Vulnerability Assessment (RVA)	• Similar facilitation steps to the current Maharo CV approach were used to identify main livelihoods, vulnerabilities, and shocks and assessing the means of control (uncontrolled, dependent on external actors, or controlled). • The same six mixed groups continued to identify elements and assess the control aspects in hard copy and then responses were entered into the tablet. • Inputting responses directly into tablets streamlined data transfer rather than manual tabulation as previously done in the Maharo CV approach.	No changes
Community Capital Analysis (CCA)	• Similar steps to the current Maharo CV approach were used to identify and assess various existing capitals (e.g., social, financial, human, physical, natural, etc.). • Instead of six mixed groups as used in the previous Maharo CCA tool process, four groups were formed by age and gender (young men, men, women, young women) to avoid bias and gendered influence).	No changes
Community Action Plan (CAP)	• Similar facilitation steps to the Maharo CV approach were used to prioritize actions based on the community's vision for the future. • Fieldwork teams changed the data collection approach and reverted to the original Maharo CV approach to CAP by dividing participants into the same previous six mixed	• Suggested to focus on the livelihoods & vulnerabilities (from RVA) that are uncontrolled and dependent on external actors to identify necessary

Tool / Step	Observations	Recommendations
	groups for the RVA instead of diving participants into four homogenous gender and age groups.	actions to overcome problems or links to stakeholders. • Suggested to use gendered groups and reinforce this data collection approach during data collection training.
Linking CAP to Maharo Technical Support	• Facilitation steps and processes like the current Maharo CV steps were used but in some cases the responses/results for the action plans did not match the RVA elements. • Lack of experience and professionalism by select Community Mobilizers/facilitators created challenges in following agreed upon methods and processes. • Observed an attitude of 'don't change what already works' by select team members that created a gender blindness in data collection, even though training emphasized the importance of homogenous groups to obtain nuanced results and views from women, youth, & marginalized groups.	• Agreed more emphasis on linking actions in the RVA and then to the tech support offered by the Maharo RFSA was needed to identify leverage points for action planning and community priorities. • Recognized the need to improve validation and data collection training on linkages between the RVA to CAP, to strengthen facilitator competencies.
Solution Tree	• Recognizing the Community Volunteers (CVs) working in various technical areas referenced in the action plans were linked to the Maharo RFSA technical support was greatly appreciated during the discussions; this provided further recognition by community members for the CVs unpaid work; discussions were active, engaged, and participants appreciated the Community Visioning (CV) approach and process. • CVs used solution priority setting as an opportunity to better focus their technical actions tailored to community/fokontany specific needs and priorities. • For some field staff it was the first time they participated in true community visioning tools, discussions, and processes; some skeptics were converted into champions and really became vocal about the importance of CV, especially our local partners; their mindset changed to see CV as a key tool to succeed in their resilience and food/nutrition security.	No changes

PARTICIPANTS PERSPECTIVES ON CV APPROACH AND PROCESS

Feedback and comments from project technical staff including field agents, community volunteers, and even Maharo participants, observed a change in mindset from their participation in the CV processes and approaches. A woman from Ankamena (Tranoroa commune) in Beloha district shared at the close of CV discussions in her community, saying: "…I have more confidence in the ability of Maharo to carry out the activities because of this CV approach and process." In Amboanio (Marovato commune) in Tsihombe district a man showed his appreciation of the CV process by stating: "…the implementation of development activities is free due to the shared and collective agreement (*berapake*)." For youth, CV was a revitalization process to breathe positivity into the community outlook towards the future. One youth stated: "…[CV] brings an optimistic vision to the development of our fokontany." Overall, community members viewed the use of tablets and recorders as bringing more legitimacy to the Maharo RFSA CV process and tools, and exclaimed how happy they were to share their thoughts, aspirations, and visions.

APPLICATION AND DISSEMINATION OF RESULTS AND LEARNING

The original learning dissemination plan proceeded on schedule with slight alterations. The progress of each learning product dissemination and sharing is presented in Annex 6 (Table 2). Both internal and external dissemination of learning products were delayed due to late project start-up due to the COVID-19 pandemic and recruitment of staff, thereby pushing back field data collection by over a year from the original project timeline.

The main learning products from the CC-IDEAL project informed the outputs of the participatory M&E tools used directly by RFSA participants/communities during the CV process for monitoring, learning, and advocacy discussions with local stakeholders at the fokontany (local community) and commune levels. These learning products helped RFSA participants to communicate their visions, plans, priorities, and progress to advocate for support to achieve their goals. Hard copies have been completed and disseminated to communities, but copies of digitized maps are forthcoming to be shared to communities. The PowerBi data platform that visualizes all CV data from this project was made public with open access.

External learning products sought to communicate results to resilience and food security stakeholders and partners in southern Madagascar and globally who are implementing similar CV approaches. Results from the CC-IDEAL project informed how CV is designed, implemented, and how CV is embedded in participatory monitoring and adaptive management of resilience and food security programming such as RFSA projects. External dissemination is still ongoing and will continue post-award. The Final Report, Program Guide and Technical Brief will be disseminated to the IDEAL Community of Practice for Strategic Knowledge Sharing and Learning (SKLS) managed by Save the Children.

During the internal CRS Global and external IDEAL learning events/webinars, live links to the Final Report, Program Guide, Technical Brief, and PowerBi platform will be shared/embedded into presentations. Feedback, key learnings, and recommendations received during these discussions will be compiled to inform future CV implementation in the design of the upcoming RFSA in Madagascar.

4   Challenges, Lessons Learned and Recommendations

An integral part of the learning in CC-IDEAL reflected on innovations to the CV approach overall through the CC IDEAL project and added ICT4D monitoring system, challenges experienced, and future modifications needed to improve CV implementation in the current Maharo program and future RFSAs; please see Table 3 below.

Table 3 – Challenges, Lessons Learned, and Recommendations for Future CV implementation

Theme	Observations	Recommendations
Facilitation process and quality	- The limited number of women facilitators in the fieldwork team meant some men facilitated women's groups. - Certain cultural taboos limited animation/facilitation approaches; for example, a certain style of applause were considered to evoke exorcisms (*folatsako*) which are taboo. - Communities who arrived late delayed start times and made for long days. - Some sessions exceed 1.5 hours.	- Suggested that facilitators for young women's groups should be women; significant efforts should be made to recruit women CMs & facilitators. - Recommended that teams be mindful of community's time and research fatigue to modify facilitation based on participant cues.

Theme	Observations	Recommendations
Participation & representation in CV process	• Persons with disabilities and marginalized groups were actively engaged yet they still accounted for the minority of overall participants. • Community volunteers and field agents were very engaged; local leaders were actively engaged but could sway conversations. • In some sites participants were less motivated as sessions continued; for example, some discussions exceeded 2 hours (especially observed during afternoon hours approaching mealtimes when participants are hungry and less focused)	• Noted need to strengthen facilitator data collection training to keep participant engagement high and prevent leaders from overrunning discussions. • Recognized need for better time management overall for tool facilitation, especially in afternoon and suggested more supportive supervision by Field Team Leader on time management.
Fieldwork planning and logistics	• Conducting daily briefing after each day of data collection was a huge asset to understanding main perceptions and important themes during discussions • Background noise limited clarity of recordings since neighboring discussion groups were loud. • Interruptions in data collection in some communities' broke concentration. • Rainy season meant participants were engaged in fieldwork and were less available.	• Suggested to separate groups into different spaces to permit greater concentration and fewer disruptions. • Strongly recommended that facilitators and field teams debrief daily. • Recommended that field teams anticipate seasonal events that may affect data collection, if/when possible.
Data collection, management & analysis	• Facilitators sometimes did not follow the discussion guide steps making it very hard for transcribers to follow conversations. • Collecting both quantitative and qualitative data at the same time is not common for some facilitators; thus many were reluctant to use ICT4D tools. • Mixing narrative discussion with CV facilitation steps/discussion made it difficult to pick out detailed responses.	• Recommended planning for more time for field testing before data collection. • Noted need to assess facilitators competencies and choose replacements after data collection training, if necessary. • Suggested separating narrative discussion from CV facilitation; however, this would increase data collection time.
ICT4D data collection/management	• Tablets and use of ICT4D increased legitimacy of the approach from the community's perspective. • Data collection capture, analysis time, and data management staff LoE was greatly reduced due to using tablets and CommCare; more efficient overall. • Some limitations in entering qualitative data into tablets (narrative discussions). • Data collection procedure last minute changes presented challenges in collection.	• Noted that modifications to methods should be considered in advance and tested alongside digital tools to avoid delays in the field and increased transport costs (due to limited connectivity to update digital system in field).

Overall, the CC-IDEAL project faced challenges at start-up, which subsequently delayed the overall project timeline by a year. Due to the COVID-19 pandemic delays, data collection was limited to only one round instead of the two rounds as initially planned. At times, competing responsibilities within the internal project

teams due to current RFSA workload delayed work plans given challenges faced to coordinate competing responsibilities within the SBC, Learning, and Technical Teams for the RFSA and CC-IDEAL. To address these challenges, teams were reconvened to streamline coordination, hold weekly check-in meetings to support and coordinate the CV process, data collection, visioning, actions, learning, and reporting. Learning and sharing discussions with the Southern Food Security Cluster in Madagascar were slightly behind schedule; external sharing events with stakeholders in the Deep South will continue in September leading up the external sharing event through IDEAL's QualME (Qualitative M&E) community of practice in mid-September 2023.

Despite these challenges in the CC-IDEAL project, the Maharo RFSA SBC, Learning, and IDEAL teams worked together to develop an innovative, streamlined, efficient, and functional participatory monitoring system to accompany CV discussions and processes. Based on learning from the March 2023 Southern Africa Community Visioning Summit sponsored by USAID/BHA, other RFSA CV implementers have not yet developed nor documented a functional and streamlined participatory monitoring system for CV. The ingenuity of CC-IDEAL team to create, test, trial, and modify the ICT4D components led to the successful development of a participatory monitoring system that is relevant for staff, stakeholders, and most importantly, the participants. Discussion and strategic decisions on resource needs for implementing an ICT4D CV participatory monitoring system at scale will be of critical importance. Many CV implementors in RFSAs in sub-Saharan Africa (notably Zimbabwe) implemented CV at a large scale (with over 500+ communities), however the context in southern Madagascar, given the limited road infrastructure and distance between communities, prevented similar scaled implementation.

5   Next Steps

Next steps for the Maharo RFSA and CC-IDEAL project teams will focus on learning and dissemination from this project to inform CV modifications for the follow-on RFSA design in southern Madagascar. The Maharo RFSA Learning and SBC teams will conduct a cost-benefit analysis for scaled participatory monitoring for CV design and implementation for the follow-on RFSA, specifically focusing on the level of effort required for Community Mobilizers and resource needs to scale CV, depending on geography and agro-ecological zone. While USAID/BHA may expect partners to achieve scaled CV implementation to demonstrate community empowerment for impact and sustainable change, our learning demonstrates such scale may not be cost effective in the Deep South. These themes on scale versus resource needs/availability will be part of the critical discussions to embed CV approaches and processes in future RFSA awards hopefully influencing RFA development in Madagascar and globally. Other themes to be discussed during subsequent learning events regarding CV implementation are the associated staffing requirements and individual competencies needed to successfully embed, implement, and monitor CV in RFSA programs. Based on CC-IDEAL learning in Maharo, RFSA staff mindset, attitudes, and competencies from the Key Personnel (i.e., Chief of Party, MEAL Lead, Food Security Technical Coordinator, GYSD, CLA Lead, etc.) and all Technical Leads and Specialists play a key role in successful CV implementation, especially in developing and using a participatory ICT4D monitoring process and approach to inform RFSA technical implementation in a continuous iterative process. RFSA staff competencies and values should recognize the importance of community empowerment rooted in participants' vision for a better future to guide any resilience food/nutrition security improvements for sustained change.

6   General Recommendations

- **Recruitment and staffing for CV:** similar programs implementing CV should recruit staff with strong backgrounds and field experience in qualitative and participatory approaches, who have strong facilitation skills, and exhibit an openness to learning new approaches and ways of thinking about how CV and community engagement feed into overall food security programming.

- **Recruit ICT4D staff** skilled in database management who are also open and understand the importance of qualitative approaches, combining qualitative and quantitative analysis and methods is critical to develop and manage an ICT4D participatory monitoring system for CV.
- **Importance of recording discussions during data collection if facilitators are limited** to capture the details of participants' perspectives, their voice, and concerns; this can present a resource challenge especially given the number of facilitators required to complete CV.
- **Conduct cost-benefit analysis of required resources** in terms of field staffing and logistics costs (transport, etc.) for data collection and number of field sites, especially in isolated areas/contexts (such as the Deep South, Madagascar) where rural road infrastructure is very limited and degraded.
- **Timing of the CV process** is critical, especially in areas of acute food insecurity/emergency contexts and especially not during rainy season due limited access to certain sites/communities (relates do road infrastructure above).
- **Commitment of field staff time to gain trust and rapport** with communities/participants requires prolonged and numerous field visits as immersion is not feasible; need to balance the time required to complete effective CV with available resources.
- **Embed program interventions related to social behavior change (SBC) during the CV process:** if no latrines are present in a community, CV field staff should maximize this opportunity to build an improved pit latrine alongside technical staff and community members/volunteers.

7 Conclusion

Without a doubt, this QPIA award enabled the Maharo RFSA and CC-IDEAL project teams to revitalize and improve the collaborative and participatory M&E for CV implementation. Through this proof of concept, participatory ICT4D tools were created, tested, and trialed in association with the existing facilitation tools and process to support community dialogue and learning uptake by RFSA teams. The CC-IDEAL project streamlined CV analysis by disaggregating voluminous qualitative data by social group, location, and agro-ecological zone to link CV findings more easily to Maharo adaptive management decisions. The framework and participatory ICT4D monitoring approach developed by CC-IDEAL enables future CV RFSA implementers to have a comprehensive system to collect, capture, and support intentional and inclusive community dialogue on resilience and food and nutrition security programming. Communities in partnership with RFSA CV implementors can effectively identify and monitor at various scales from only a few communities to several hundreds, the major resilience capacities, shocks, and vulnerabilities experienced, while focusing on community capabilities and resource planning needs to achieve a shared vision and prioritize appropriate collective actions. This improved *ICT4CV* (Information and Communications Technologies for Community Visioning) participatory monitoring system and approach assists RFSA projects and program participants alike to collectively identify, capture, and analyze the priorities and appropriate collective actions necessary to achieve shared goals for resilience and food security. ICT4CV modernizes participatory non-extractive M&E processes that empower communities through an inclusive dialogue and visioning process where they drive the direction necessary to strengthen their resilience for sustained change.

Annex 1 – Data Collection Tools

The first deliverable includes the data collection tools to be used in the participatory qualitative monitoring for the following CV tools:

1. Resilience Vulnerability Analysis (RVA)
2. Community Capital Analysis (CCA)
3. Solution Tree
4. Observation (of community discussions)

The **CommCare digital forms for the facilitation questions for all six CV tools** and process are found below.

1. To **upload the CV tools data collection forms**, Open the Google Play Store (the Android App Store) on your device. Search for the CommCare application, click on "Install an App" and then click on "Scan Application Barcode" using this second QR code below.
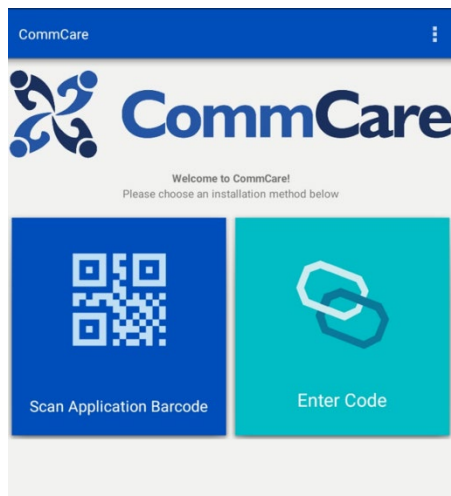
2. **If the QR Code scanner is not available on your device**, click on "Enter Code" and enter the code 3XLfHx7. If QR code link does not work, please use this CommCare link and following username and password to install the CC IDEAL CV digital forms:
   - **Username: guest**
   - **Password: 111**

3. Then, **launch the installation**.

RESILIENCE VULNERABILITY ANALYSIS (RVA)

This semi-structured discussion guide accompanied the interactive, dynamic discussion around community perceptions of their resilience and vulnerabilities analysis (RVA). Hard copy laminated visual diagrams (of the spider grid outline, but the categories of resilience/vulnerabilities will be different according to the fokontany) were printed out on A1 or A0 size paper; participants placed dried beans/rocks on laminates according to their response and as facilitators follow discussions, they recorded the responses via CommCare (digital) format on Samsung tablets. Socio-demographic data were collected via CommCare forms and questions prompted as the discussion evolved. Discussions were digitally recorded (pending

participant consent) by facilitator(s) and then were transcribed into Word documents and then uploaded into NVivo software to be merged with socio-demographic and visual data and analyzed.

Use this guide to supplement the discussions among community members as they reflect on and select their group's resilience capacities, vulnerabilities, and coping strategies. Remember to allow the discussion to flow organically by giving people time to reflect; please do not interfere, influence their choices/discussion, or interrupt. Please follow along with the discussion questions as the choices are selected, after the group has finalized their decision.

District:	*Drop down menu*	**Agroecological zone:**	*Crystalline, riv., coastal*
Cluster:	*Drop down menu*	**Commune:**	*Drop down menu*
Fokontany:	*Drop down menu*	**Village:**	*Write in name*
Target group:	*Young boys, young girls, Men, women, etc.*	**Participants (No.)**	# participants in the small group
Facilitator 1:	*Community mobilizer name*	**Facilitator 2:**	*LIO name*
Date (of discussion):	*Drop down date*	**Description of group characteristics, setting:**	*Short text description 300 characters*
Start time:	*Drop down time menu*	**End time:**	*Drop down time menu*
Transcriber:	*Person completing transcription*		

Resilience capacities

1. What are the main livelihood activities for you and your family/household?

2. How does the production or livelihood activity contribute to your household's well-being? How important is this activity to you and why?

3. How do men, women, young men, and young women engage in this activity? Why? Why not?

4. Who in the family has access to the product of or profit from this activity? Why or why not?

5. How do your production activities depend upon assistance or input from outside actors? Why?

Shocks

6. What are the main shocks that you and your family/household experience?

7. How does this shock affect you and your family / household / community?

8. Why is this shock a particular problem for your group [women, men, young men, young women, PwD]? What happens?

9. When does this shock affect you and for how long? How do you identify it as a shock stressor?

Stressors

10. What are the main stressors that you and your family/household experience?

11. How does this stressor affect you and your family/household/community?

12. Why is this stressor a particular problem for your group [women, men, young men, young women, PwD]? What happens?

13. When does this stressor affect you and for how long? How do you identify it as a stressor?

Coping

14. How do you and your family cope when these stressors or shocks happen? Why do you choose that particular strategy?

15. How have the coping strategies you use changed over time (e.g., the last 6 months/year/ since the project started)?

16. How have these coping strategies helped you? What do you believe would happen if your or your family did not adopt these coping strategies? Why?

17. How dependent are you or your family on outside actors for solutions to these stressors or shocks you face? Who do you depend on? Why?

COMMUNITY CAPITAL ANALYSIS (CCA)

This semi-structured guide assists facilitators in consistently observing and recording key observations that occur during the participants'/community members' discussions about their capital assets. The focus during the CCA is to observe the extent to which **discussions are inclusive, equitable, and to consider the assets, abilities, and competencies of *all community members*, even the most marginalized**.

District:	*Drop down menu*	Agroecological zone:	*Crystalline, riv., coastal*
Cluster:	*Drop down menu*	Commune:	*Drop down menu*
Fokontany:	*Drop down menu*	Village:	*Write in name*
Target group:	*Young boys, young girls, Men, women, etc.*	Participants (No.)	# participants in the small group
Facilitator 1:	*Community mobilizer name*	Facilitator 2:	*LIO name*
Date (of discussion):	*Drop down date*	Description of group characteristics, setting:	*Short text description 300 characters*
Start time:	*Drop down time menu*	End time:	*Drop down time menu*
Transcriber:	*Person completing transcription*		

Use this guide to supplement the discussions between community members as they reflect on and select their group's capitals and assets. Remember, allow the discussion to flow organically, giving people time to reflect; please do not interfere, influence their choices/discussion, or interrupt. Please follow along with the discussion questions as the capitals are selected, after the group has finalized their decision.

1. In your community, in daily life, how do you help one another [those who live outside your household]? What specifically do you do to help? How often do you provide help?

2. Who, outside of your household, are you most likely to help if they need your support? Why?

3. If you or your family need help urgently, who do you go to? Why that specific individual or group? [*Please describe the specific reason you might seek help, type of assistance given, is it for a loan, or a SILC group, food, etc.*]

4. Please tell us why the various assets you have chosen are important to you.

5. What do you see as the most valuable natural resource in your community? Why is it important to you? How do you use it? How do you / your group ensure it is managed well so it will be continuously available?

6. What are the strengths of your community and why? What are the specific talents, assets, and abilities present in your community?

SOLUTION TREE

The Solution Tree (ST) tool is a whole-group activity that is more practical than conceptual in nature. Its purpose is to reflect a realistic sequencing of activities planned in consideration of key logistical issues. The following discussion questions are to assist in capturing narratives related to why participants or community groups choose specific solutions to the stressors and problems they face.

District:	*Drop down menu*	Agroecological zone:	*Crystalline, riv., coastal*
Cluster:	*Drop down menu*	Commune:	*Drop down menu*
Fokontany:	*Drop down menu*	Village:	*Write in name*
Target group:	*Young boys, young girls, Men, women, etc.*	Participants (No.)	# participants in the small group
Facilitator 1:	*Community mobilizer name*	Facilitator 2:	*LIO name*
Date (of discussion):	*Drop down date*	Description of group characteristics, setting:	*Short text description 300 characters*
Start time:	*Drop down time menu*	End time:	*Drop down time menu*
Transcriber:	*Person completing transcription*		

Use this guide to supplement the discussion as to why participants chose these solutions during their selection within the community solution tree. Remember, allow the discussion to flow organically, giving people time to reflect; please do not interfere, influence their choices/discussion, or interrupt.

1. Why did you choose these specific solutions?

2. What things (i.e., resources, infrastructure, etc.) need to be in place for these solutions to work?

3. Why did you select these solutions for a certain timeframe?

4. How negotiable is that timeframe to develop these solutions? Why or why not?

5. How do these solutions help all members of your household or community equally, especially the most vulnerable? Why or why not? If not, how would you reframe your solution to help more individuals/groups?

OBSERVATION GUIDE

This tool will help facilitator(s) objectively observe the community dynamics during the reporting out session of the various smaller groups to the larger collective (e.g., young women, young men, men, women, etc.) regarding the group decisions discussed during the PLA sessions. If two facilitators are present, one facilitator focuses on recording observations and taking notes, while the lead facilitator supports the discussion.

*Please use this semi-structured guide as a tool to **note verbal, non-verbal communications, and interactions during the discussion; check social dynamics to ensure equitable, inclusive, and respectful interactions**. Please note any potentially dominating or marginalizing behaviors that could affect social dynamics, but remember, **we observe, not influence** the discussion.*

District:	*Drop down menu*	**Agroecological zone:**	*Crystalline, riv., coastal*
Cluster:	*Drop down menu*	**Commune:**	*Drop down menu*
Fokontany:	*Drop down menu*	**Village:**	*Write in name*
Target group:	*Young boys, young girls, Men, women, etc.*	**Participants (No.)**	*# participants in the small group*
Facilitator 1:	*Community mobilizer name*	**Facilitator 2:**	*LIO name*
Date (of discussion):	*Drop down date*	**Description of group characteristics, setting:**	*Short text description 300 characters*
Start time:	*Drop down time menu*	**End time:**	*Drop down time menu*
Transcriber:	*Person completing transcription*		

Reporting out on PLA tool: RVA, CCA, ST, etc. [*Drop down menu.*]

1. Observation flashpoint: How is the air/sentiment during the discussion? What emotion or feelings do you see in the group (both listeners and presenters)?

2. How are people situated during the discussion (e.g., where are people seated, what is the arrangement and how does this influence the dynamic)?

3. How equal is the interaction and discussion between community members to voice their opinions, findings, and views? Why or why not?

4. How engaged are other community members as the group presents their views? Are they listening intently/actively? What are the listeners non-verbal and verbal cues?

5. Were there interruptions for community members or others not directly participating in the discussion? Describe.

6. Which specific community groups are active and present during the discussions and how are they interacting with each other? [*Note: these can be any community group/organization not only Maharo.*]

7. How are people with disabilities (PwDs) included in the discussions? Have they been invited to join the discussions? How inclusive is the interaction between PwDs and other community members? Why or why not?

8. How do local leaders (if present) interact with other community members? Which people or groups feel safe to express their opinions freely? Which do not? Why? What is your evidence for your finding?

9. If local leaders/others are dominating, are they speaking for others or speaking over them? How does this domination happen on certain topics or throughout the discussions? Why?

10. Observation flashpoint/reflection: How did using a tablet for data collection influence the dynamic of the discussion, flow of conversation, if at all? Any observations on improve the method of using the tablet or suggestions on practical tips?

11. Please note any other important observations or events that happened during the PLA sessions that could influence the discussions, people's concentration, engagement, etc.

Annex 2 - Data Analysis/Management Plan and Organizational Flow

This section presents the original data analysis plan for this research to guide the data collection and field work, then how the data were analyzed/compiled following the main research objectives (flow chart in Figure 1), and the number of participants for each data collection tool by site/location (Table 1).

Data Analysis Plan – Phases, Activities, and Deliverables
This section describes the specific data collection activities, tools, expected deliverables, and the person(s)/team responsible for leading the activity/task at each key phase of the research. The last section outlines the visual flowchart (Figure 1) of how each data tool contributes to and informs the overall research and learning, and the overall timeline of the data collection process (Table 1). The timeline of the research is presented by months rather than specific dates due to the current limitations on program implementation and anticipated delays due to the COVID-19 pandemic situation in country.

Phase I – Data collection preparation and sampling
Objective: develop plan for data collection including the sampling frame and specific data collection techniques and tools

Activities:
- Draft data collection facilitated (semi-structured) discussion guides for RVA, CCA, and ST, observation tools; translate into local dialects (Tandroy and Mahafaly) for final versions
- Develop hard copy laminated visual diagrams/tools to use during participatory data collection (to stay with communities)
- Work with MEAL Coordinator/Officers to draft standardized CommCare digital forms for the three PLA tools discussion guides and visual diagrams (to collect via iPad) during data collection
- For sampling frame, review of current secondary data on emergency/food security status (reported quarterly) in the three project zones/districts across the three agro-ecological zones at fokontany level; and analyze current trends to verify and finalize sample (one site per agro-ecological zone)
- Work with MEAL staff, ICT4D Specialist, and SLL to finalize detailed data analysis plan for geo-referenced data (from RVA) for subsequent ArcGIS and spatial analysis
- Finalize data collection fieldwork plan for each of the sampled sites with Team Leads and Support staff roles and responsibilities and corresponding budget described
- Leads: SBC Lead and Strategic Learning Lead (SLL); Supporting: SBC Team including SBC Specialist, SBC Officer, Community Mobilizers, Knowledge Management Specialist, Learning and Integration Officers, MEAL Coordinator, ICT4D Specialist, and MEAL officers

Deliverables:
1. PLA semi-structured discussion guide tools for RVA, CCA, ST, and observation tools
2. Laminated hard copy visual diagrams for PLA tools
3. CommCare digital forms for each PLA tool
4. Sampling frame and database of sites to be sampled by cluster for each round
5. Brief report that describes sample design, timing and focus of data collection, and procedures used to collect, integrate, and analyze data

Timing: Month 1

Phase II – Round 1: Data collection fieldwork
Objective: Complete first round of Community Consultations/PLA data collection in sampled sites

Activities:
- SBC Lead, SLL Lead and SBC Team facilitates interactive, hands-on PLA facilitation training for Community Mobilizers and accompanying field staff divided into three Teams (with 1 Lead); directly after training pilot test the 3 PLA tools and observation guide prior to fieldwork in Ampanihy and Beloha/Tsihombe
- Field Team Leads will supervise CMs and team to ensure quality data collection, facilitation quality, and provide feedback/support during all fieldwork

- Complete first round of RVA, CCA, ST data collection and participatory analysis with community members in all sampled sites (n=6)
- Conduct participatory analysis of initial results for the RVA with communities, using RVA discussion guide to record observations and narratives during participatory discussions
- Leads: SBC Lead and Strategic Learning Lead (SLL); Supporting (Leading fieldwork): SBC Team including SBC Specialist, SBC Officer, Community Mobilizers, Knowledge Management Specialist, Learning and Integration Officers, MEAL Coordinator, and MEAL officers

Deliverables:
1. Brief guideline for facilitators/CMs on best practices for PLA
2. Digital and hard copies of CCA, RVA, ST PLA visual tool results
3. Transcripts for all PLA facilitated discussions and observations (NVivo) for each study site

Timing: Months 2 and 3 (6 weeks in total)

Phase III – Round 1: Data management and analysis
Objective: Prepare all data for management, coding, and complete analysis for Round 1 data collection

Activities:
- Conduct an in-depth and hands-on Qualitative Data Analysis and Management using NVivo training for SBC and Learning Team Officers and Specialists leading data analysis (SLL Leads)
- Transcribe all narratives for the 3 PLA tools and subsequent observations into Word documents and upload into NVivo for qualitative data management
- Create NVivo project organization for all the qualitative data collection tools, transcripts (narratives) and coding structure, integrating socio-demographic and geo-refenced data from CommCare for individual group attributes (Classifications uploaded as Excel files) to facilitate future analysis
- Create map of sampled sites & data collection using ArcGIS or other similar platform from georeferenced data
- Complete qualitative data analysis in NVivo (coding, analyzing, queries, etc.)
- Map out RVA data in ArcGIS/ArcMap using geo-referenced data; conduct spatial analysis of RVA results trends using R and ArcGIS
- Leads: SBC Lead and Strategic Learning Lead (SLL); Supporting (Leading fieldwork): SBC Team including SBC Specialist, SBC Officer, Community Mobilizers, Knowledge Management Specialist, Learning and Integration Officers, MEAL Coordinator, ICT4D Specialist, and MEAL officers

Deliverables:
1. CommCare database of socio-demographic and geo-referenced data (CSV/Excel files)
2. ArcGIS database of sampled sites and attribute files of RVA session
3. ArcMap of sampled sites; and the ArcGIS maps with RVA data results by sampled study sites
4. NVivo project
5. Spatial database (using R) of results of RVA for statistical analysis

Timing: Months 3 and 4

Phase IV – Round 1: Collective Interpretation, Reporting, and Knowledge sharing (internal)
Objectives: Conduct pause and reflect sessions with SBC/Learning team and collective review sessions with technical teams, finalize reporting, and share with communities and stakeholders

Activities:
- Draft collective reflection and interpretation brief (highlights Round 1 summary results) for Technical Teams and Consortium partner sharing
- Conduct Pause and Reflect and Adaptive Management Workshop with Technical Teams: highlights key program decisions and actions based on CC Round 1 results
- Leads: Strategic Learning Lead (SLL) and SBC Lead; Supporting: SBC Team including SBC Specialist, SBC Officer, Knowledge Management Specialist, and Learning & Integration Officers

Deliverables:
1. Technical report for Round 1 Data Collection
2. Collective reflection and interpretation brief (highlights Round 1 summary results) for Technical Teams and Consortium partner sharing
3. Pause and Reflect Workshop and Adaptive Management Workshop report with Technical Teams: highlights key program decisions and actions based on CC Round 1 results

Timing: Months 5 through 6

Phase V – Round 2: Data collection fieldwork
Objective: Complete second round of Community Consultations/PLA data collection in sampled sites

Activities:
- Conduct refresher PLA training for Community Mobilizers and accompanying field staff
- Complete second round of data collection & participatory analysis to monitor progress, revisit changes in PLA tools based on initial results and potential modifications
- Conduct participatory analysis of initial results for the second round of RVA with communities, using RVA discussion guide to record observations and narratives during participatory discussions
- Leads: SBC Lead and Strategic Learning Lead (SLL); Supporting (Leading fieldwork): SBC Team including SBC Specialist, SBC Officer, Community Mobilizers, Knowledge Management Specialist, Learning and Integration Officers, MEAL Coordinator, and MEAL officers

Deliverables:
1. CommCare database (Round 2) of socio-demographic, geo-referenced data (CSV/Excel files)
2. ArcGIS database of (Round 2) sampled sites and attribute files of RVA session
3. ArcMap of sampled sites; and the ArcGIS maps with RVA data results by sampled study sites
4. NVivo project
5. Spatial database (using R) for Round 2 results of RVA for statistical analysis

Timing: Months 7 through 8

Phase VI – Round 2: Data management and analysis
Objective: Prepare all data for management, coding, and complete analysis for Round 2 data collection

Activities:
- Conduct refresher training on Qualitative Data Analysis and Management using NVivo training for SBC and Learning Team Officers and Specialists leading data analysis (SLL Leads)
- Transcribe all narratives for the 3 PLA tools and subsequent observations into Word documents and upload into NVivo for qualitative data management
- Create NVivo project organization for all the qualitative data collection tools, transcripts (narratives) and coding structure, integrating socio-demographic and geo-refenced data from CommCare for individual group attributes (Classifications uploaded as Excel files) to facilitate future analysis
- Create map of sampled sites & data collection using ArcGIS or other similar platform from georeferenced data
- Complete qualitative data analysis in NVivo (coding, analyzing, queries, etc.)
- Map out RVA data in ArcGIS/ArcMap using geo-referenced data; conduct spatial analysis of RVA results trends using R and ArcGIS
- Leads: SBC Lead and Strategic Learning Lead (SLL); Supporting (Leading fieldwork): SBC Team including SBC Specialist, SBC Officer, Community Mobilizers, Knowledge Management Specialist, Learning and Integration Officers, MEAL Coordinator, ICT4D Specialist, and MEAL officers

Deliverables:
1. CommCare database of socio-demographic and geo-referenced data (CSV/Excel files)
2. ArcGIS database of sampled sites and attribute files of RVA session
3. ArcMap of sampled sites; and the ArcGIS maps with RVA data results by sampled study sites
4. NVivo project

5. Spatial database (using R) of results of RVA for statistical analysis

Timing: Months 9 through 10

Phase VII – Round 2: Collective Interpretation, Reporting, and External Knowledge sharing
Objective: Conduct second round of pause and reflect sessions with technical teams, finalize reporting, and share key learnings and best practices for participatory qualitative monitoring

Activities:
- Draft collective reflection and interpretation brief (highlights Round 2 summary results) for Technical Teams and Consortium partner sharing
- Conduct Pause and Reflect and Adaptive Management Workshop with Technical Teams: highlights key program decisions and actions based on CC Round 2 results
- Complete Annual Technical Briefing with RFSA staff, Food Security stakeholders, and Donor Community in Toliara and Androy regions
- Draft Program Guide on qualitative monitoring best practices for participatory M&E and Community Consultations to share internally and externally
- Complete Technical Brief on qualitative monitoring best practices for participatory M&E (to be shared internally and externally)
- Leads: Strategic Learning Lead (SLL) and SBC Lead; Supporting: SBC Team including SBC Specialist, SBC Officer, Knowledge Management Specialist, and Learning & Integration Officers

Deliverables:
1. Collective reflection and interpretation brief for Technical Teams and Consortium partner sharing
2. Pause and Reflect Workshop and Adaptive Management Workshop report with Technical Teams: highlights key program decisions and actions based on CC Round 2 results
3. Technical report for Round 2 Data Collection
4. Program Guide on Qualitative Monitoring Best Practices

Timing: Months 11 through 12

Figure 3 - Cumulative data management and organization plan for all qualitative and quantifiable data
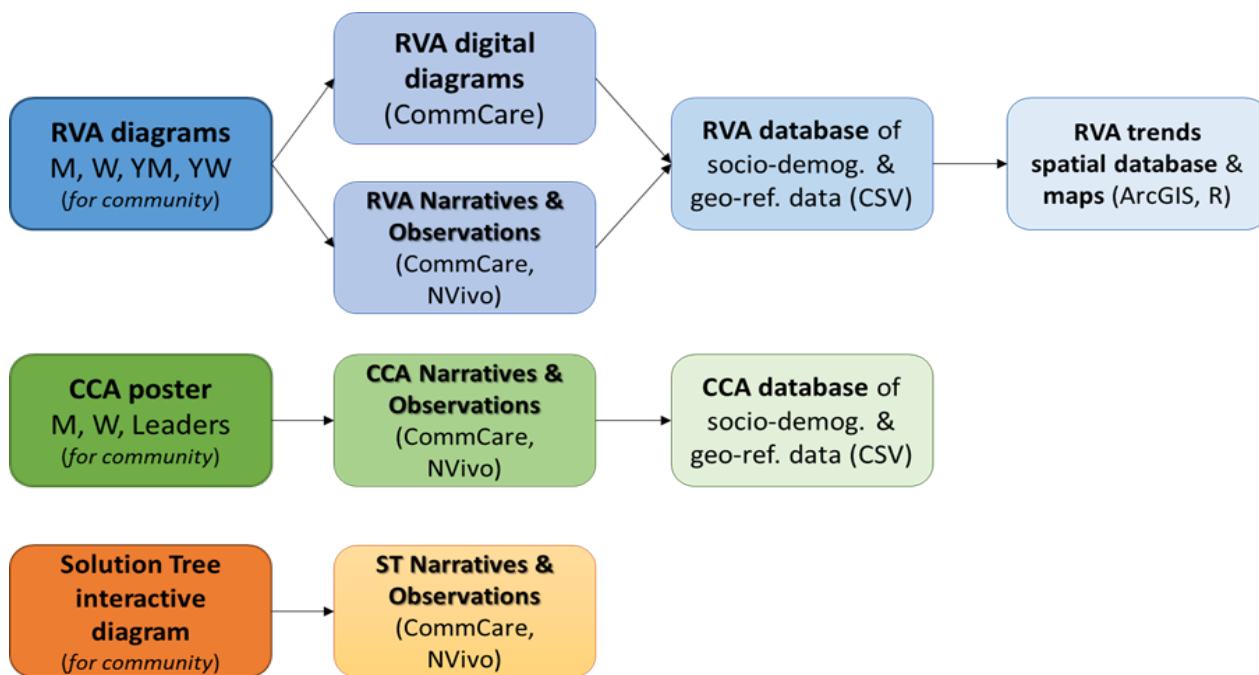
Annex 3 – Data Response Rates

Table 4 – CV participants by tool, gender, & location

Tools	Fokontany (n=6)					
	Tsihombe District			Beloha District		
	Amboanio	Tanamare	Motofoe	Mendoravy	Tehodo-Riambe	Ankamena
RVA						
Men	10	10	15	9	17	6
Young men	24	15	21	31	18	7
Women	15	6	17	16	15	13
Young women	15	12	12	12	11	15
CCA						
Men	8	5	15	10	14	6
Young men	19	17	15	17	11	7
Women	15	13	17	32	13	15
Young women	16	12	20	13	15	15
Solution Tree	71	79	78	120	82	74
TOTAL	**193**	**164**	**195**	**250**	**182**	**152**

Annex 4 - Selected Sites

Table 5 - Sites/Fokontany selected by IPC status

Region	District	Commune	Fokontany	Agro-ecological zone	IPC Status (May to Dec. 2022)
Androy	Beloha	Marolinta	Mendoravy	Coastal	3 (Crisis)
		Mahaenegne	Tehodo-riambe	Riverine	3 (Crisis)
		Tranoroa	Ankamena	Crystalline	3 (Crisis)
	Tsihombe	Marovato	Motofoe	Semi-forested	3 (Crisis)
		Marovato	Amboanio	Coastal	3 (Crisis)
		Marovato	Tanamare	Semi-forested	3 (Crisis)

Figure 4 – Community Consultation Sites for IDEAL and Maharo by current IPC status
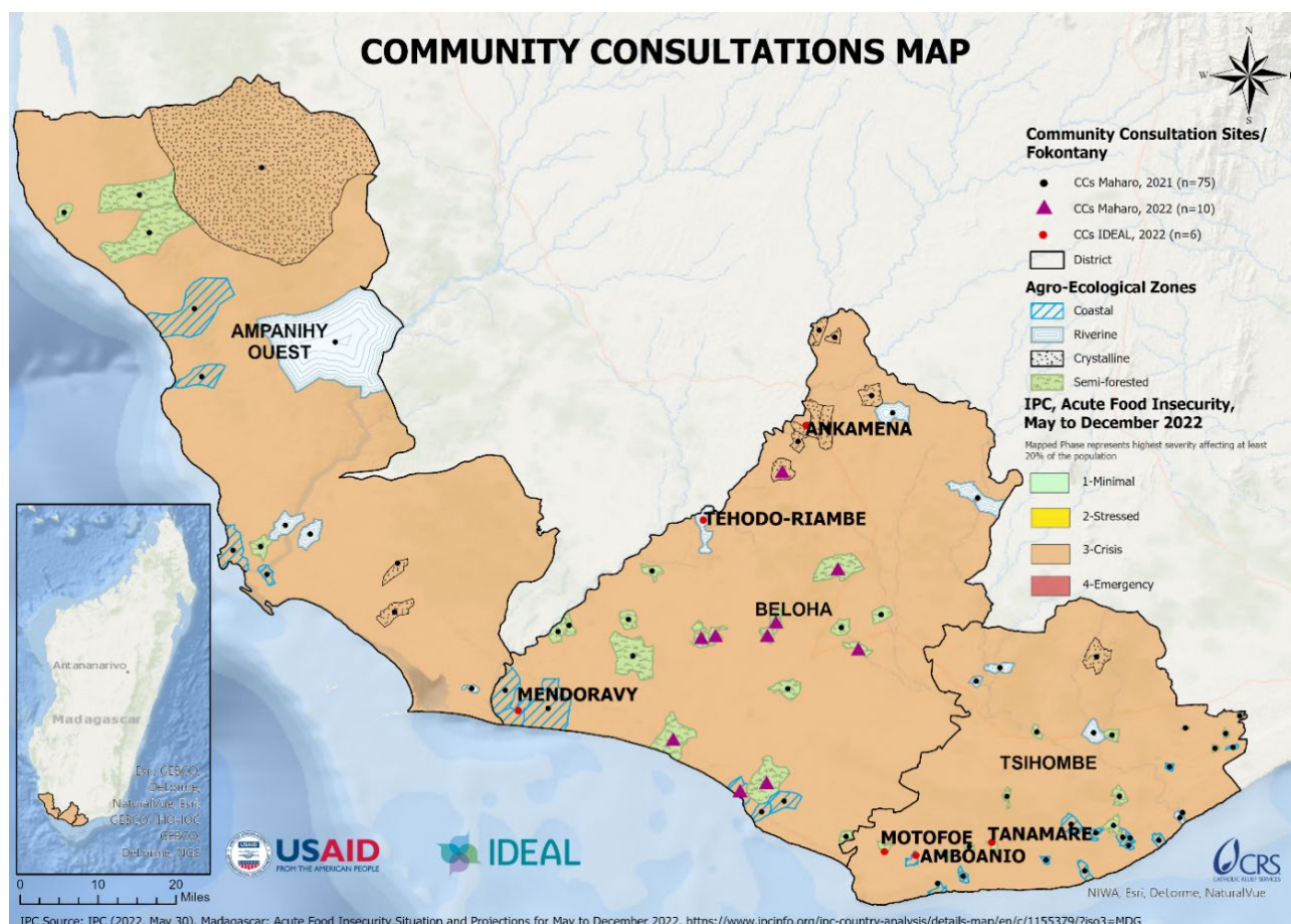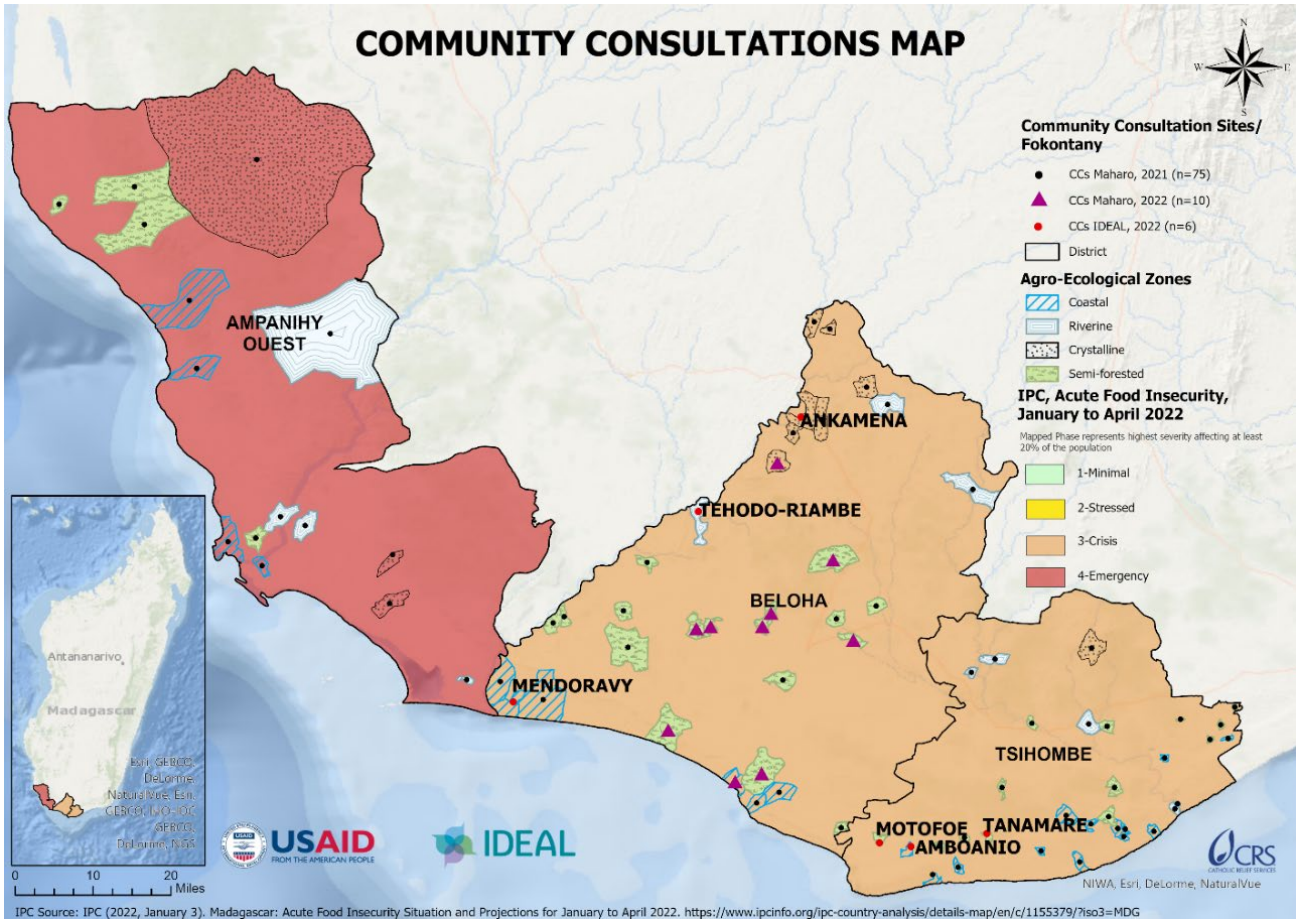
Figure 5 - Community Consultation Sites for IDEAL and Maharo by IPC status (lean season)

Annex 5 – Select Photos of the Community Visioning Process and Approach

CCA discussion, young men, Amboanio

CCA discussion, young women, Amboanio

Annex 6 - Event / Workshop Participant Lists

The main workshops conducted during the CC-IDEAL project include the:

1) Design & Validation Workshop – November 7-11th 2022
2) Data Collector's Training Workshop – November 14-19th 2022
3) Collective Interpretation Workshops – March 20-23rd 2023

The participant lists for these various workshops are presented below by event and date.

Design & Validation Workshop – November 7-11th 2022

No	Name	Position	Office/Location
1	Nosy Ranalisolofo	Deputy-Lead Social Behavior Change (SBC) - Maharo RFSA	Toliara
2	Osé Rambonimazato	Data Analyst/ICT4D - CCs IDEAL	Antananarivo
3	Arisoa Andriamanantena	Database Officer - CCs IDEAL	Toliara
4	Annick Ranaivoson	Knowledge Management Specialist (KMS) - Maharo RFSA	Toliara
5	Dual Nirintsoanambinina	Learning Integration Officer (LIO) - Maharo RFSA	Toliara
6	Hery Zo Andrianirina	LIO - Maharo RFSA	Tsihombe
7	Domoina Andriarimalala	LIO - Maharo RFSA	Beloha
8	Rehodo Raymond Sahirantsoa	SBC Officer - Maharo RFSA	Beloha
9	Ganain Tsihala	SBC Consultant - CCs IDEAL	Tsihombe
10	Jean de Dieu Mahazosoa	Community Mobilizer (CM) - CCs IDEAL	Beloha
11	Sylvestin Milikolo	CM - CCs IDEAL	Beloha
12	Armando Tolonjanahary	CM - CCs IDEAL	Beloha
13	Bernadette Rasoafanjanirina	Consultant - CCs IDEAL	Beloha
14	François Rafidison	CM - CCs IDEAL	Tsihombe
15	Lahatsoa	CM - CCs IDEAL	Tsihombe
16	Andrikery Louis Charllemagne Tolahanjanahary	CM - CCs IDEAL	Tsihombe
17	Harena Clarck Tovonay	CM - CCs IDEAL	Tsihombe
18	Tojo Fabrice Ainjanahary	CM - CCs IDEAL	Tsihombe
19	Herizo Serge Andriatiavina	SBC Integration Officer - Maharo RFSA	Toliara
20	Cyrille Tovondray	SBC Communication Officer - Maharo RFSA	Toliara
21	Annick Nomenjanahary	CM - CCs IDEAL	Beloha
22	Mika Masimbelo	CM - CCs IDEAL	Beloha
23	Willy Raveloson	CM - CCs IDEAL	Tsihombe
24	Robert Bellarmin	CM - CCs IDEAL	Tsihombe
25	Jean Victor Fahamasy	CM - CCs IDEAL	Tsihombe
26	Julyd Rezahama	CM - CCs IDEAL	Beloha

No	Name	Position	Office/Location
27	Noella Sambezafe	SBC Intern	Tsihombe
28	PC Rabotomanana	CM - CCs IDEAL	Beloha
29	Rafanomezantsoa	CM - CCs IDEAL	Tsihombe
30	Hermann Anjaraniaina	CM - CCs IDEAL	Beloha
31	Jochelin Miadana	CM - CCs IDEAL	Tsihombe
32	Terence Mananjara	CM - CCs IDEAL	Beloha
33	Jean Victor Mahavita	CM - CCs IDEAL	Ampanihy
34	Lovasoa Razananirina	Field Agent – Nutrition & WASH	Tsihombe
35	Fidelson Dieu Donne	CM - CCs IDEAL	Beloha
36	Mirella Maho	CM - CCs IDEAL	Beloha
37	Lazako Soarave	SBC Intern	Beloha
38	Santatra Vonjiniaina	CM - CCs IDEAL	Tsihombe
39	Sucia Augustine Ravaonomenjanahary	SBC Mobilization Officer - Maharo RFSA	Toliara

Data Collector's Training Workshop – November 14-19th 2022

No	Name	Position	Office/Location
1	Nosy Ranalisolofo	Deputy-Lead Social Behavior Change (SBC) - Maharo RFSA	Toliara
2	Osé Rambonimazato	Data Analyst/ICT4D - CCs IDEAL	Antananarivo
3	Arisoa Andriamanantena	Database Officer - CCs IDEAL	Toliara
4	Annick Ranaivoson	Knowledge Management Specialist (KMS) - Maharo RFSA	Toliara
5	Dual Nirintsoanambinina	Learning Integration Officer (LIO) - Maharo RFSA	Toliara
6	Hery Zo Andrianirina	LIO - Maharo RFSA	Tsihombe
7	Domoina Andriarimalala	LIO - Maharo RFSA	Beloha
8	Rehodo Raymond Sahirantsoa	SBC Officer - Maharo RFSA	Beloha
9	Ganain Tsihala	SBC Consultant - CCs IDEAL	Tsihombe
10	Jean de Dieu Mahazosoa	Community Mobilizer (CM) - CCs IDEAL	Beloha
11	Sylvestin Milikolo	CM - CCs IDEAL	Beloha
12	Armando Tolonjanahary	CM - CCs IDEAL	Beloha
13	Bernadette Rasoafanjanirina	Consultant - CCs IDEAL	Beloha
14	François Rafidison	CM - CCs IDEAL	Tsihombe
15	Lahatsoa	CM - CCs IDEAL	Tsihombe
16	Andrikery Louis Charllemagne Tolahanjanahary	CM - CCs IDEAL	Tsihombe

No	Name	Position	Office/Location
17	Harena Clarck Tovonay	CM - CCs IDEAL	Tsihombe
18	Tojo Fabrice Ainjanahary	CM - CCs IDEAL	Tsihombe
19	Herizo Serge Andriatiavina	SBC Integration Officer - Maharo RFSA	Toliara
20	Cyrille Tovondray	SBC Communication Officer - Maharo RFSA	Toliara
21	Annick Nomenjanahary	CM - CCs IDEAL	Beloha
22	Mika Masimbelo	CM - CCs IDEAL	Beloha
23	Willy Raveloson	CM - CCs IDEAL	Tsihombe
24	Robert Bellarmin	CM - CCs IDEAL	Tsihombe
25	Jean Victor Fahamasy	CM - CCs IDEAL	Tsihombe
26	Julyd Rezahama	CM - CCs IDEAL	Beloha
27	Noella Sambezafe	SBC Intern	Tsihombe
28	PC Rabotomanana	CM - CCs IDEAL	Beloha
29	Rafanomezantsoa	CM - CCs IDEAL	Tsihombe
30	Hermann Anjaraniaina	CM - CCs IDEAL	Beloha
31	Jochelin Miadana	CM - CCs IDEAL	Tsihombe
32	Terence Mananjara	CM - CCs IDEAL	Beloha
33	Jean Victor Mahavita	CM - CCs IDEAL	Ampanihy
34	Lovasoa Razananirina	Field Agent – Nutrition & WASH	Tsihombe
35	Fidelson Dieu Donne	CM - CCs IDEAL	Beloha
36	Mirella Maho	CM - CCs IDEAL	Beloha
37	Lazako Soarave	SBC Intern	Beloha
38	Santatra Vonjiniaina	CM - CCs IDEAL	Tsihombe
39	Sucia Augustine Ravaonomenjanahary	SBC Mobilization Officer - Maharo RFSA	Toliara

Collective Interpretation Workshops – March 20-23rd 2023

No	Name	Position	Office/Location
1	Cara Raboanarielina	Strategic Learning Lead (SLL) - Maharo RFSA	Antananarivo
2	Nosy Ranalisolofo	Deputy-Lead Social Behavior Change (SBC) - Maharo RFSA	Toliara
3	Osé Rambonimazato	Data Analyst/ICT4D - CCs IDEAL	Antananarivo
4	Arisoa Andriamanantena	Database Officer - CCs IDEAL	Toliara
5	Annick Ranaivoson	Knowledge Management Specialist (KMS) - Maharo RFSA	Toliara
6	Dual Nirintsoanambinina	Learning Integration Officer (LIO) - Maharo RFSA	Toliara
7	Hery Zo Andrianirina	LIO - Maharo RFSA	Tsihombe
8	Domoina Andriarimalala	LIO - Maharo RFSA	Beloha
9	Rehodo Raymond Sahirantsoa	SBC Officer - Maharo RFSA	Beloha
10	Ganain Tsihala	SBC Consultant - CCs IDEAL	Tsihombe

No	Name	Position	Office/Location
11	Jean de Dieu Mahazosoa	Community Mobilizer (CM) - CCs IDEAL	Beloha
12	Sylvestin Milikolo	CM - CCs IDEAL	Beloha
13	Armando Tolonjanahary	CM - CCs IDEAL	Beloha
14	Bernadette Rasoafanjanirina	Consultant - CCs IDEAL	Beloha
15	François Rafidison	CM - CCs IDEAL	Tsihombe
16	Lahatsoa	CM - CCs IDEAL	Tsihombe
17	Andrikery Louis Charllemagne Tolahanjanahary	CM - CCs IDEAL	Tsihombe
18	Harena Clarck Tovonay	CM - CCs IDEAL	Tsihombe
19	Tojo Fabrice Ainjanahary	CM - CCs IDEAL	Tsihombe
20	Herizo Serge Andriatiavina	SBC Integration Officer - Maharo RFSA	Toliara
21	Cyrille Tovondray	SBC Communication Officer - Maharo RFSA	Toliara
22	Sucia Augustine Ravaonomenjanahary	SBC Mobilization Officer - Maharo RFSA	Toliara

Annex 7 - Learning Production Dissemination

Table 6 – CV Learning Product Dissemination and Sharing Status

Learning Product	Objective	Status	Comments
Resilience and Vulnerability Assessment (RVA) maps/tool	• Initial hard copies remain with communities • Final digital version with documented responses	Complete	Delayed start-up due to COVID-19 meant learning dissemination was not completed annually but at award end
Community Capital Analysis (CCA) poster	Disseminated to each *fokontany* office as a decision tool during local planning meetings for facilitating community-led discussions about existing resources and capacities to inform commune development plans	Complete	Challenges linking local formal governance structures to community action plans; not all local government are motivated to consider CV results
Solution Tree visual diagram	• Initial hard copies remain with communities • Interactive version of moveable laminated activity/solution cards	Complete Poor quality of locally procured materials not durable for context	Reflect more on durability of communication materials for communities to interact with CV tools
Community-led Feedback & Check-in Sessions with communities	• Gather feedback on collaborative knowledge generation process • Participants' feedback and collective interpretation of the three community monitoring tools will inform adaptive co-management and the co-creation process to modify tool content and/or methods to streamline and improve monitoring processes • Results from the feedback sessions will be shared, discussed, and actions taken by RFSA key staff, MEAL staff, and technical leads during Quarterly and Annual Review meetings as part of the existing CLA/adaptive management cycle	Partially complete	Project start-up and field data collection were significantly delayed (by one year) due to COVID-19 pandemic and recruitment of ICT4D staff meant only one round (instead of two) of data collection was completed Community feedback sessions were not possible due to timing delays and increased cost of field data collection
Final Tech Report	• Presents overall approach, data collection tool content, protocols, discussion guides • Describes key findings, lessons learned and key	Compelte	Published on DEC and CRS websites

Learning Product	Objective	Status	Comments
	recommendations for participatory M&E for CV		
CV Technical Brief	- Inform participatory M&E and collaborative knowledge management best practices - Prompt discussion to influence MEAL Policy & Procedures and BHA/USAID qualitative monitoring technical guidelines for CV	Complete	To be published on DEC and CRS websites
Program Guide for other RFSA implementing partners and Technical Advisors in the MEAL, Learning, and Knowledge Management within CRS and USAID	- Describes methods, data collection tool content, protocols, and discussion guides - Highlights case study examples on key lessons learned and recommendations - Presents key training materials at various steps (facilitation guides PPTs, for data collection tools and analysis, etc.)	Complete	To be published on DEC and CRS websites
External IDEAL Webinar to QualME Community of Practice	Share results on CV proof of concept, findings, & recommendations for participatory M&E in RFSA/food security programs	Complete; September 14th 2023	Links to Webniar presentation and recording shred to IDEAL and FSN Newsletter/Websites