

ANNEX

A STUDY OF THE FAMILY CARE FIRST IN CAMBODIA DEVELOPMENTAL EVALUATION

August 2018



This report is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this presentation are the sole responsibility of DEPA-MERL consortium and do not necessarily reflect the views of USAID or the United States Government.

TABLE OF CONTENTS

| | |
|---|-----------|
| ANNEX A: BACKGROUND ON METHODOLOGY | 1 |
| METHODOLOGY: RESEARCH QUESTION 1 | 2 |
| DETAILED OUTCOME HARVESTING METHODOLOGY | 2 |
| PROCESS TO CAPTURE THE DEVELOPMENTAL EVALUATOR'S MONTHLY REFLECTIONS | 3 |
| DEFINITIONS OF OUTCOME CATEGORIES | 3 |
| METHODOLOGY: RESEARCH QUESTION 2 | 5 |
| ADDITIONAL DETAILS RELATED TO CODING METHODOLOGY | 5 |
| CODEBOOK | 6 |
| ANNEX B: DATA COLLECTION TOOLS | 9 |
| MONTHLY REFLECTION INTERVIEW WITH DEVELOPMENTAL EVALUATOR (RESEARCH QUESTION 1 & 2) | 9 |
| PROTOCOL FOR INTERVIEW | 9 |
| ADAPTED TRANSCRIPT: FORM USED TO SUMMARIZE NOTES AND HARVEST OUTCOMES | 12 |
| STAKEHOLDER SUBSTANTIATION INTERVIEWS (RESEARCH QUESTION 1 & 2) | 14 |
| PROTOCOL | 14 |
| FORM SHARED WITH SUBSTANTIATORS BEFORE THE INTERVIEW | 19 |
| VALUE OF DEVELOPMENTAL EVALUATION SURVEY (RESEARCH QUESTION 3) | 21 |
| ANNEX C: RESEARCH QUESTION ONE ADDITIONAL DATA | 25 |
| DESCRIPTIONS OF HARVESTED OUTCOMES | 25 |
| SUBSTANTIATION PROCESS | 35 |
| SUBSTANTIATORS' AGREEMENT WITH HARVESTED OUTCOMES | 35 |
| COMMENTS ON PARTIAL AGREEMENTS WITH DESCRIPTIONS | 36 |
| ALTERNATIVE EXPLANATIONS | 37 |
| ADDITIONAL DATA ON CHANGES AND IMPACTS OF HARVESTED OUTCOMES | 38 |
| VISUAL REPRESENTATION OF THE LEARNING, COLLABORATION, AND DECISION-MAKING THEME | 39 |
| ANNEX D: RESEARCH QUESTION TWO ADDITIONAL DATA | 40 |
| DATA ON THE FREQUENCY OF DIFFERENT CODES | 40 |
| ANNEX E: RESEARCH QUESTION THREE ADDITIONAL DATA | 43 |
| STAKEHOLDERS' PERCEPTIONS OF DEVELOPMENTAL EVALUATION | 43 |
| QUOTES FROM SURVEY RESPONDENTS ABOUT VALUABLE ASPECTS OF DEVELOPMENTAL EVALUATION | 43 |
| STAKEHOLDERS' PERCEPTIONS OF DEVELOPMENTAL EVALUATION AND THE EVALUATOR | 45 |
| BIBLIOGRAPHY | 46 |

LIST OF ACRONYMS

| | |
|-----------|--|
| AoR | Agreement Officer Representative |
| DEPA-MERL | Developmental Evaluation Pilot Activity – Monitoring, Evaluation, Research, and Learning |
| CI | Collective Impact |
| EE | Embedded Evaluator |
| FCF | Family Care First in Cambodia |
| IP | Implementing partner |
| ICR | Inter-coder reliability |
| KII | Key informant interviews |
| MERLIN | Monitoring, Evaluation, Research, and Learning for Innovation |
| OH | Outcome Harvesting |
| OU | Operating Unit |
| TOC | Theory of Change |
| TSG | Thematic Sub-Group |
| Search | Search for Common Ground |
| USAID | United States Agency for International Development |
| WDI | The William Davidson Institute at the University of Michigan |

Developmental evaluation was created to evaluate innovative programs that operate in complex environments and are thus expected to adapt over time. The Developmental Evaluation Pilot Activity (DEPA-MERL) under the U.S. Global Development Lab’s Monitoring, Evaluation, Research, and Learning Innovations (MERLIN) program at the United States Agency for International Development (USAID) is testing the effectiveness of developmental evaluation in the USAID context.

The DEPA-MERL consortium consists of Social Impact (prime awardee), Search for Common Ground, and the William Davidson Institute at the University of Michigan.

Consortium Contact: Gabrielle Plotkin, gplotkin@socialimpact.com

US Global Development Lab Contact: Shannon Griswold, sgriswold@usaid.gov



ANNEX A: BACKGROUND ON METHODOLOGY

The Developmental Evaluation Pilot Activity (DEPA-MERL) under the U.S. Global Development Lab’s Monitoring, Evaluation, Research, and Learning innovations (MERLIN) program at the United States Agency for International Development (USAID) is testing the effectiveness of developmental evaluation in the USAID context. From November 2016 to March 2018, DEPA-MERL conducted a developmental evaluation with Family Care First (FCF) in Cambodia, in service of FCF’s goal of increasing the number of children living in safe, nurturing family-based care. The initiative is managed by an Integrating Partner organization and previously, also a Backbone organization. The DEPA-MERL consortium, consists of: Social Impact (prime awardee), Search for Common Ground (henceforth called Search), and the William Davidson Institute at the University of Michigan (WDI).

WDI (henceforth called the team) used a mixed-methods approach to understand the effectiveness of the developmental evaluation approach, how it can be improved in practice, and what value it provides for its stakeholders within the USAID context.ⁱ Table 1 lists the research questions and the associated data collection approach used to answer each question. In total, the team conducted over 46 hours of interviews and analyzed 192 pages of qualitative data, including 96 pages of monthly reflection interview data, 91 pages of substantiation interview data, and approximately five pages of survey data. To DEPA-MERL’s knowledge, research of this kind – a systematic evaluation of developmental evaluation – has only been conducted in a handful of other instances.^{ii,iii,iv}

Table 1: Methods and data sources for each of the three DEPA-MERL research questions

| RESEARCH QUESTION | METHODS | DATA SOURCES |
|--|---|---|
| 1: How is developmental evaluation able to capture, promote, and enable the utilization of emergent learnings in support of ongoing development of programming in a complex system in the USAID context? | Outcome harvesting (qualitative) | <ul style="list-style-type: none"> • Developmental evaluator event log • Monthly reflection interviews with the Developmental Evaluator (n=14) with relevant program document review, as required • Stakeholder substantiation interviews at endline (n=8) |
| 2: What are the barriers and enablers to implementation of developmental evaluation in the USAID context? | Coding using NVivo software (qualitative) | <ul style="list-style-type: none"> • Monthly reflections with the Developmental Evaluator (n=14) • Stakeholder substantiation interviews at endline (n=8) |
| 3: What do key informants consider to be the value (added or lost) of conducting a developmental evaluation compared to a traditional evaluation approach in this instance? | Survey (quantitative and qualitative questions) | <ul style="list-style-type: none"> • Value of developmental evaluation survey with stakeholders at endline (n=14) |

METHODOLOGY: RESEARCH QUESTION I

DETAILED OUTCOME HARVESTING METHODOLOGY

Outcome Harvesting (OH) consists of six steps, which the team followed to complete the analysis:

- **Step 1: Setting up an evaluation work plan and data collection methods.** The team created an OH work plan and established data collection methods. The primary data sources were: 1) an event log completed on a monthly basis by the Developmental Evaluator to record priority emergent learnings and 2) a monthly reflection interview that the team conducted with the Developmental Evaluator to discuss 1-2 of these priority emergent learnings.
- **Steps 2 and 3: Engaging with the Developmental Evaluator to harvest outcomes.** After reviewing priority emergent learnings in the event log, the team conducted monthly reflection interviews with the Developmental Evaluator to harvest developmental evaluation outcomes. A developmental evaluation outcome refers to any change in behavior, relationship, action, activity, policy, or practice of FCF members and partners that the developmental evaluation contributed to, either directly or indirectly. Contributions of the developmental evaluation include the Developmental Evaluator providing documentation, collecting data, and/or developing recommendations, or promoting ideas and best practices within the FCF initiative. After each interview, the team developed descriptions of the harvested outcomes based on information gathered from the Developmental Evaluator, the event log, and any other supplementary documents shared by the Developmental Evaluator. In addition to the descriptions, the team also identified the Developmental Evaluator's contribution to the outcome and the significance of the outcome to the program. Harvested outcome descriptions were also reviewed by Search and the Developmental Evaluator on a quarterly basis to make updates with any new information. At the end of the FCF developmental evaluation, the team held multiple meetings with the Developmental Evaluator to update and finalize all outcome descriptions.
- **Step 4: Substantiating harvested outcomes with independent stakeholders.** In preparation for the substantiation of FCF outcomes, the team consulted with Ricardo Wilson-Grau, the co-founder of the OH approach. Wilson-Grau provided feedback on how to strengthen WDI's proposed substantiation process especially given the unique challenges of the developmental evaluation in FCF. The team selected outcomes for substantiation based on two primary justifications: 1) ensure that substantiated outcomes included those outcomes where the developmental evaluation captured, promoted, or enabled the utilization of key emergent learnings within the FCF initiative; and 2) ensure that by verifying this subset of outcomes, the remaining harvested outcomes (e.g., those that were not being substantiated) would automatically be validated or indirectly substantiated due to the inter-connectedness of the outcomes within a theme. The Developmental Evaluator selected interviewees based on guidelines set by the OH process. In the FCF context, this meant ensuring that each person selected as a substantiator was independent of the developmental evaluation, an active participant in the evaluation, and also sufficiently aware of the individual outcomes such that they would be able to accurately verify them without bias. The goal of these semi-structured interviews was to verify the accuracy of the most critical outcomes that the team had harvested during the developmental evaluation.
- **Steps 5 and 6: Data analysis, synthesis, and interpretation.** After the substantiation interviews, the team reviewed the interview transcripts and determined the substantiator's level of agreement with each outcome description as well as the description of the contribution of the developmental evaluation to the outcome. Furthermore, the team incorporated new data captured during the substantiation interviews into the outcome descriptions, including its significance to the program and the contributions of developmental evaluation. Search then reviewed and re-verified each updated outcome for accuracy. Lastly, in order to synthesize and interpret the harvested outcome, the team categorized all the harvested outcomes (see forthcoming section: 'Definition of outcome categories' for the full list of categories).

PROCESS TO CAPTURE THE DEVELOPMENTAL EVALUATOR'S MONTHLY REFLECTIONS

The monthly reflections started out as documents written by the Developmental Evaluator and shared with the DEPA-MERL consortium. However, in March 2017, the team began conducting the monthly reflections via phone with the Developmental Evaluator at the request of the consortium and the Developmental Evaluator. This change emerged naturally because, beginning in February 2017, the Developmental Evaluator and the Integrating Partner also used an interview format as a way to discuss the month's evaluation activities together in more depth. As a new Developmental Evaluator was brought on board for a second DEPA-MERL pilot, it became clear that an interview format for the monthly reflection would be welcomed given the sheer amount of documentation, transcribing, and analysis that the Developmental Evaluator was encountering on a daily basis. Another written, analytical process seemed unlikely to draw out robust learnings on top of a weekly reflection as compared to being able to converse on the matter. In contrast, an interview format provided an opportunity to ask detailed questions to dig deeper, request clarification, and allowed for better cross-fertilization of lessons learned. In these reflections, the Developmental Evaluator shared unplanned and planned events, discussions, consequences, outcomes, etc.

DEFINITIONS OF OUTCOME CATEGORIES

Each outcome was categorized on five dimensions of analysis:

- **Role of the developmental evaluation.** Did the developmental evaluation *capture, promote, or enable the utilization* of the emergent learning(s) associated with the outcome?
 - **Captured the emergent learning:** The Developmental Evaluator identifies the emergent learning (i.e., the data). He/she identifies the learning through a variety of means such as: document review, informal conversations with developmental evaluation stakeholders, and Key Informant Interviews (KIIs) with developmental evaluation stakeholders. Please note, the developmental evaluation outcomes categorized as the *capture* of an emergent learning may reflect outputs at the program level, but are in fact outcomes at the developmental evaluation level because they reflect a change in knowledge, attitude, and/or behavior of associated stakeholders.
 - **Promoted the emergent learning:** The Developmental Evaluator shares the emergent learning (i.e., the data) and any associated potential recommendations to address the learning with stakeholders of the developmental evaluation. The Developmental Evaluator shares the data and potential recommendations through a variety of means such as: in-person meetings, written deliverables, workshops with multiple stakeholders, etc.
 - **Enable the utilization of the emergent learning:** The data and/or potential recommendations made by the Developmental Evaluator are used by stakeholders of the developmental evaluation.
- **Type of change.** Did a particular outcome reflect changes primarily related to the *knowledge and capabilities* of stakeholders? Their *engagement and relationships*? Or, did more formal *institutional and policy* changes occur in the program?
 - **Knowledge & Capability Changes:** These are outcomes that reflect changes in knowledge, skills, capacity or better access to information. These changes can include passive evolutions in individual- or group-level behavior because of new knowledge and/or skills. This includes knowledge products related to developmental evaluation research questions and seeking or using opinions of external experts for guidance on programing activities.
 - **Engagement & Relationship Changes:** These are outcomes that reflect changes in stakeholder relationships and engagement levels. Changes can be broad and are active in engagement with the developmental evaluation and non-developmental evaluation implementers. This includes changes in leadership roles (creation of new positions), ownership, attitudes, performing new job functions, and participation of members in meetings, activities, and decision-making.
 - **Institutional & Policy Changes:** These are outcomes that reflect institutional or policy level changes. Often these are more formal and permanent changes in the organizational structure, governance and effectiveness. This includes changes in long-term strategy and funding/resources (including hiring new staff) and changes that enable/hinder efficient and effective operation of an organization. Institutional and policy changes can occur at the level of the developmental evaluation, program, government, funder, etc.

- **Orientation of change.** Did a particular outcome have *positive*, *negative*, or *both positive and negative* effects on the program in the short-term?
 - **Positive:** These are outcomes that foster and enable program development to occur. These outcomes may include immediate improvements, solutions, or successes that impact implementation of the developmental evaluation process. They also include outcomes that capture any activity or process that facilitates achievement of developmental evaluation objectives and research goals.
 - **Negative:** These are outcomes that reflect a hindrance to program development. They may include challenges and/or problems that impact the implementation of developmental evaluation process. Also, outcomes that capture activity or process that is a hindrance to achievement of developmental evaluation objectives and research goals.
 - **Both positive and negative:** These are outcomes that have both positive and negative impact on program development in the short-term.
- **Level of change.** Which level of the system did the outcome affect in the short-term: the *program*, the *sector level*, the *government*, or *USAID*?
 - **Program Level** (e.g., FCF, partner-level, technical)
 - **Sector Level** (e.g. other child protection organizations): when partner involved in program has a broader reach within the sector.
 - **Government Level** (e.g., in-country government)
 - **USAID Level** (funder-level)
- **Size of change:** Was the size of the change associated with each outcome *small* (e.g., only affected one or two organizations), *medium* (e.g., affected two to three organizations), or *large* (e.g., affected more than three organizations) in the short-term?
 - **Small Impact:** These are outcomes that reflect small changes in knowledge, skills, and behavior within one or two organizations. Often, these are less permanent changes, such as short-term impacts or small change in day-to-day operations of the implementing partner.
 - **Medium Impact:** These are outcomes that reflect changes in knowledge, skills, and behavior within two to three organizations (i.e. Integrating Partner, Backbone organization, and USAID). These often have medium-term impacts.
 - **Large Impact:** These are outcomes that reflect changes in knowledge, skills, behavior, and/or institutional changes within more than three organizations. Often, these are more permanent and long-term changes.

METHODOLOGY: RESEARCH QUESTION 2

ADDITIONAL DETAILS RELATED TO CODING METHODOLOGY

According to leading qualitative data experts Miles, Huberman, & Saldaña, “one of the key elements in qualitative data analysis is the systematic coding of text” where coding is defined as an analytical process in which data, in qualitative form (such as interview transcripts), are categorized to facilitate analysis.^v The team employed the qualitative methodology developed by these researchers to code and analyze data sources. To organize, manage, and code incoming data, the team used NVivo, a computer assisted qualitative data analysis program. The team developed codes or factors through both deductive and inductive processes.

Deductive and inductive process: Initially, the team coded the data using codes identified through a deductive process, i.e., codes were informed by a literature review on developmental evaluation and by information the team gathered during interviews with experts in the field. As more reflections were collected, new codes were developed using an inductive process i.e., codes emerged from the data gathered which aided in incorporating new themes and emergent ideas. The codebook was shared with data experts to receive their feedback on the codes; their input was incorporated and the “code definitions were further improved and fine-tuned as the study proceeded.”^{vi}

Details on coding team and inter-coder reliability: Two separate coders from the team applied codes to the data. In other words, each coder made an individual copy of the files being coded, and independently coded each document. The goal of having a two-coder team was to increase the validity of the coding process through triangulation and inter-coder agreement on the application of the codes.^{vii} Further, to enhance reliability of the coding process, the team developed in-depth coding protocols, clear codebooks, and data accounting logs.^{viii} On completion, the two individual NVivo files were recombined to the master file. The two coders held weekly meetings to discuss problems, discrepancies, and confusion with coding. The purpose of the weekly meeting was two-fold. First, the team wanted to collect and analyze the data concurrently, which helped to cycle back and forth between thinking about the existing data and generating strategies for collecting new and better data.^{ix} Secondly, the coding team analyzed their inter-coder reliability (ICR) during these weekly meetings.

ICR measures the level of agreement between multiple coders. It helps verify whether two or more coders are consistent in their application of the codes and, hence, serves as a criterion that researchers can use to identify and discuss any misunderstandings of the codes’ definitions.^x Establishing the ICR for the project was a gradual process, which involved building a common understanding of codes through in-depth analysis of content and careful deliberation. For the majority of codes, the team established ICR at the level of 90% agreement, which is a recognized level of consistency.^{xi} However, for the barrier and enabler codes, WDI widened the range of ICR to 80% agreement. This is because the team acknowledged that given the broad definition of both codes, it was expected that one researcher may have identified something as a barrier (or enabler), while the other did not. Team meetings were held to discuss such discrepancies. For the purpose of this study, both coders coded 20% of project documents for each pilot, which included weekly reflections and Developmental Evaluator’s monthly interviews to establish the ICR. After the ICR was established, both coders independently coded project documents. Regular ICR checks were established on a monthly basis to ensure continued coding validity.

Additionally, the team held a coding meeting on a weekly basis. During the meeting, the two coders shared updates on the coding process and preliminary analysis. Issues and feedback requests were brought up, allowing the research team to provide their insights and inputs. These team-wide meetings also served to elicit feedback from team members with a different vantage point. As more robust data came in, the coding structure was also updated during these meetings. For example, originally the *stakeholder relationships* code included only one sub-code, i.e., *leadership*. However, after some deliberation, the *stakeholder relationships* code was expanded to include concepts (i.e., codes) such as *USAID dynamics* and *local and international dynamics*. In addition, the researchers also re-organized some codes. Hence, these meetings were instrumental in steering the data analysis process forward.

CODEBOOK

| Name of code | Description |
|---|---|
| Barriers and enablers | Thematic categorical bucket that includes the Barrier and Enabler sub-codes. Any item of text that the coder deems could potentially become a barrier or enabler in the future should be coded using this parent code. |
| I. Barrier | Challenges and/or problems that impact the implementation of the developmental evaluation process. This includes any context variables, data, or activities and outcomes that might affect the developmental evaluation negatively. Any hindrance to achievement of the objectives and research goals of the developmental evaluation. |
| II. Enabler | Immediate improvements, solutions, or successes that impact implementation of the developmental evaluation process. This includes any context variables, data, or activities and outcomes. Any activity or process that facilitates achievement of the objectives and research goals of the developmental evaluation. |
| Context variables | Thematic categorical bucket that captures situational variables that the DEPA-MERL team has deemed an important potential factor (e.g., barrier or enabler) that could affect the success of developmental evaluation in the USAID context. |
| I. Developmental evaluation readiness* | The willingness and preparedness of stakeholders to engage fully in the developmental evaluation approach. “Readiness” includes any reference to stakeholders’ understanding of the purpose of developmental evaluation, or their buy-in and support of the developmental evaluation approach. In FCF, examples of developmental evaluation readiness also included stakeholders’ 1) openness to receiving data/learnings from the developmental evaluation, 2) willingness to make changes/improvements to their program (e.g., adapt activities, interventions, and theory of change), and 3) preparedness of partners to act on proposed changes. |
| a. Understanding of developmental evaluation approach | Any reference to the original or changed understanding of the purpose of DE in relation to the developmental evaluation stakeholders or IPs. This includes any reference to: How DE is talked about among the IPs and partner organizations, how DE is understood, how DE is communicated with key stakeholders, how DE terminology and processes are understood, and the assumptions that are made regarding scope of DE. Any language used that is useful/beneficial in conducting DE. |
| II. Skills of Developmental Evaluator* | Any skills needed or desired for a person to function efficiently and effectively as a Developmental Evaluator. This includes “hard” technical skills as well as “soft” interpersonal skills that were referenced by the Developmental Evaluator or stakeholders. Examples of technical skills include: the ability to use a variety of monitoring and evaluation approaches, documentation and pattern recognition skills, as well as research, data analysis and synthesis, etc. In FCF, examples of interpersonal skills included: the ability to remain objective, present negative information, provide social support and guidance, tolerance for ambiguity, listen and communicate effectively, etc. |
| III. Leadership | A person or organization acting in a role designated to them by the implementing partner (IP). This includes: 1) Any reference to a person or organization who is or is not carrying out their assigned roles and responsibilities, including newly assigned roles; 2) Professional conduct (exhibiting professionalism when interacting with others); 3) Continued action and support for DE. |
| Cultural norms | Any mention of culture and social norms related to the region that impact DE process. INCLUDES: Khmer culture and values. |
| Funding dynamics | Any mention of funding in regard to different stakeholders involved with the evaluation. INCLUDES: funding allocations, changes in funding, funding for implementing partners through USAID and organizations within FCF, and anything else that impacts funding allocations related to the evaluation. EXCLUDES: USAID procurement mechanisms. |
| Geographic | Any mention of geography of the regions that impact the DE process. |

| | |
|--|---|
| Political | Any political dynamics related to the region that impact the DE process. INCLUDES: government issues/conflicts/elections. |
| Stakeholder relationships | Engagements between different stakeholders. This includes: collaboration and engagement efforts with different stakeholders, relationships and interactions between Implementing Partners (IPs), operating units (OUs), DEPA-MERL consortium, any change or evolution in roles and relationships of stakeholders within the scope of DE, any information revealing relationship dynamics of stakeholders, including linguistic challenges or other characteristics/interactions among different stakeholder sub-groups. |
| I. Integration of Developmental Evaluator* | The level of engagement between key FCF stakeholders and the Developmental Evaluator that increases or decreases the Developmental Evaluator's sense of belonging. Examples of integration include: any effort of the implementing partner to physically (e.g., location of the Evaluator's 'office'), functionally (e.g., role of Evaluator within the program), or socially (e.g., relationship building efforts) integrate the Developmental Evaluator into their organization. In FCF, this included the participation (or lack of participation) of the Developmental Evaluator in events, and stakeholders' perceptions of the Developmental Evaluator as an 'insider' or 'outsider.' This also includes efforts made by the Developmental Evaluator to integrate himself/herself within the implementing partner organization. |
| II. Local & international dynamics | Any stakeholder relationships which focus on the dynamics between on-ground local stakeholders and international stakeholders. INCLUDES: any local and international dynamic and interactions between FCF members and other international partner organizations. References to the use of local languages (e.g., Khmer) and English. EXCLUDES: USAID dynamics. |
| III. USAID dynamics* | Any reference to dynamics between USAID and other stakeholders of the developmental evaluation. The variety of USAID-related dynamics included formal and informal components, such as interpersonal relationships, funding mechanisms (e.g., via a Broad Agency Announcement), and processes for information sharing, etc. |
| a. Procurement mechanisms | Funding/contracting mechanisms of USAID that help or hinder the DE process. INCLUDES: Any mention of BAA (broad agency announcement). |
| Developmental evaluation data | Thematic categorical bucket to house all the DE data codes. |
| I. Data collection and sharing | This code includes three child-codes: 1) Data quality and rigor, 2) Methods, and 3) Data sharing. Any reference to the data COLLECTION process that cannot be coded within these three child-codes should be coded using the parent code "data collection process". EXCLUDES: Data utilization. |
| a. Data quality and rigor | Any reference to the quality of data collected or lack of data collected for the purpose of the developmental evaluation. INCLUDES: References to the consistency, completeness, uniqueness, timeliness, validity, and accuracy of data collected for the evaluation. Includes data collected by the DEVELOPMENTAL EVALUATOR or FCF members in an attempt to triangulate/substantiate other data collected during the evaluation. EXCLUDES: Hypothetical data quality situations, data quality/rigor that is independent/unrelated to the developmental evaluation. |
| b. Data sharing | Any instance where the reviewed data is shared by the DEVELOPMENTAL EVALUATOR or FCF partners to help achieve the developmental evaluation's goals. INCLUDES: 1) Time of data sharing (e.g. was data shared before/after an event?), 2) Data analysis and review processes (e.g., attendance at the data sharing events; if data shared in a participatory manner, etc.), 3) Any change in how data is shared because of the developmental evaluation. EXCLUDES: 1) data sharing that is already-existing, previously-practiced by the FCF members, or independent of the developmental evaluation. |
| c. Methods | The methods used to collect or analyze data for the developmental evaluation. INCLUDES: Any data collection method used (e.g., "We used a survey to gauge stakeholder satisfaction with the DE"). EXCLUDES: Potential or hypothetical data collection methods, i.e., methods which have not actually been employed within the DE, |

| | |
|---|---|
| | even if they are methods the Developmental Evaluator or IPs wished that they would have used to fulfil a DE goal or purpose. |
| II. Data utilization* | <p>When data related to the developmental evaluation is used by stakeholders (e.g., USAID, FCF implementing partners (IPs), etc.) to help achieve goals of the developmental evaluation or program. In FCF, examples of data utilization include: any effort made by the implementing partner to 1) reflect and/or prioritize data shared by the Developmental Evaluator, 2) use data to make decisions, and 3) change how data is used within the program.</p> <p>EXCLUDES: 1) data utilization that is independent of data collected or shared by the Developmental Evaluator or as part of the developmental evaluation, 2) any already-existing IP data utilization practices that are independent of, or unrelated to the developmental evaluation, and (3) hypothetical data utilization.</p> |
| Key program components | Thematic categorical bucket to house codes relating to key program components. |
| I. Actors map | Any change or adaptation to the FCF actors map that resulted from the developmental evaluation. Any change to the stakeholders or stakeholder relationships presented in the actors map, attrition or addition of local stakeholders and key partners. |
| II. Research question(s) | Any change or adaptation to the FCF developmental evaluation’s Research Questions. |
| a. Collective Impact | Any reference to Collective Impact approach and its implementation efforts, especially as it relates to the developmental evaluation. |
| III. Theory of change (TOC) | Any reference to TOC, and its utilization in the IP. Any change or adaptation to the IP/FCF TOC that resulted from the developmental evaluation. |
| Value of the Developmental evaluation (Main source: <i>Value of developmental evaluation survey</i>) | Any reference made by a stakeholder of the developmental evaluation– including the Developmental Evaluator– about the benefit or harm of conducting a developmental evaluation in the USAID context. Includes comparisons made between the developmental evaluation approach and other evaluation methods. References to the value added (or subtracted) by the developmental evaluation or Evaluator to the program, in terms of: time, utility, change in design, monetary costs, effectiveness or scalability of decisions, efficiency in processes, etc. |
| I. Unique | Any text or information that seems important and add values to DEPA-MERL learning agenda team’s analysis but cannot be coded using existing codes. |
| II. Golden nuggets | Any great quotes are captured using this code. Any text that the coding team thought would be helpful in capturing important impacts of the developmental evaluation in the USAID context or related to program development. |

* High-priority factors are indicated with an asterisk. The DEPA-MERL consortium identified these factors as being the most likely to result in lessons which could affect the future implementation of developmental evaluation within USAID Missions and programs.

ANNEX B: DATA COLLECTION TOOLS

MONTHLY REFLECTION INTERVIEW WITH DEVELOPMENTAL EVALUATOR (RESEARCH QUESTION 1 & 2)

PROTOCOL FOR INTERVIEW

Date:

Interviewee: Developmental Evaluator/Embedded Evaluator (EE)

Interviewer: WDI

Pilot: FCF

Overview: Each month, WDI will interview the embedded evaluator (EE)¹ as a monthly reflection and share it with the DEPA-MERL core members via Google Drive. Core DEPA-MERL members are welcome to join the calls as silent listeners. The monthly reflection will summarize the EE's perceptions of the current status of developmental evaluation, including the relationships and context of the DE², the integration of the eight essential DE principles, as well as the potential future direction(s) of the DE scope and needs.

Instructions for EE: Prior to the interview the EE should review the EE event log for the month

CAN I RECORD THIS CALL?

Brief outline of the call:

1. Harvest prioritized outcomes from the past month [45 min]
2. Identify barriers and enablers for past month [10]
3. Capture updates on previous open outcomes [15]
4. Misc.

Interview Questions:

1. **Identify Outcomes:** When you look back at the EE log for the past two months, what would you say are 2-4 key outcomes related to DE, if any.
 - a. Follow up on past month's outcomes
 - b. IF NEEDED INTERVIEWER SHARES THEIR THOUGHTS ON 3-4 KEY OUTCOMES FOR THE LAST 1 MONTH
 - c. Definition of emergent learning: Patton describes emergent learnings as "EE watching for things to percolate up from interactions, capturing those ideas and new relationships, and placing them in front of project staff as options for further development."
 - d. Definition of outcome: Outcomes can include use of lessons, adaptations and modifications to the larger program or one single track, to the staff structure, to interactions with stakeholders etc.
 - i. From outcome harvesting: "who has the change agent influenced to change what, and when and where was it changed? What is the observable, verifiable change that can be seen in the individual, group, community, organization, or institution?"

¹ "EE" stands for Embedded Evaluator, another term used to refer to the Developmental Evaluator in the FCF pilot. The team used this term during the course of the study.

² "DE" refers to the FCF developmental evaluation.

NOTE: INDICATE TO INTERVIEWER WHICH OUTCOME(S) WILL BE FURTHER DISCUSSED IN THE INTERVIEW.

2. Outcomes:

- a. What has been shared with the DE stakeholders related to this outcome?
 - i. PROBE: What emerged from this outcome that was shared with the DE stakeholders?
 - ii. PROBE: Have you had the opportunity to share your emergent learnings and any additional analysis with the Lab teams?
- b. What change occurred as a result of this outcome?
 - i. PROBE: What were the decisions/outcomes in the short term? In the long term??
- c. IF THERE WAS A CHANGE RESULTING FROM THE OUTCOME ASK BELOW QUESTIONS
 - i. When did the change resulting from the outcome occur?
 - ii. Where did the change resulting from the outcome occur?
 - iii. How was the change resulting from the outcome observed and verified?
 - iv. PROBE: At what level did the change occur (policy, institutional, organization, team-wide)
- d. Are there any previous outcomes (associated with DE) that contributed to this outcome?

3. Significance:

- a. What is being done differently that is significant as a result of this outcome?
 - i. PROBE: did this event impact or change the course of the action of <IP>?
 - ii. PROBE: Were these outcomes beneficial to the program or an organization? Who were they most beneficial to?
- b. How does this outcome relate to DE and DE pilot research questions?

4. Contribution:

- a. How did DE contribute to the outcome?
 - i. PROBE: What role, if any, did the EE or DE play in this event including decisions and outcomes associated with the event?
 - ii. PROBE: What were his/her actions that came before, during and after this event?
- b. Specifically, who did what to influence the outcome?
- c. Did you have any recommendations based on this outcome? If yes, were they used?

5. Alternative explanations

Now we'd like to explore additional possible contributions to this outcome.

- a. What else could have contributed to the outcome?
 - i. PROBE: what other contextual factors may have influenced the outcome?
- b. Would this event have occurred if there was not DE in place?
 - i. PROBE: How would things have been different around this event, if there was no DE put in place?
- e. Would your colleagues have the same things to say about this event?
 - i. PROBE: What are the other perspectives you have heard?
 - ii. PROBE: What kind of discussions have you had with these persons because of differing views?

REPEAT ABOVE QUESTIONS FOR SECOND OUTCOME (IF ONE WAS IDENTIFIED)

6. BARRIERS AND ENABLERS

Now, let's focus on things that served as barriers or enablers to conducting the DE in the USAID context these past two months. Please think about May and June overall, and not just the two outcomes we just discussed, think also about the other emergent learnings in the EE log for these two months.

- I. What would you say were the barriers to conducting the DE in this program over this past month?
 - a. PROBE: These can be geographic, cultural, political variables - they can be internal or external to the program. They can be related to the leadership, the capacity and capability of program staff, or variables related to the other organizations in this larger program etc.
 - b. FOR EACH BARRIER: How was this barrier related to the USAID context?
 - c. FOR EACH BARRIER, PROBE: What were the underlying issues that created this barrier?

- d. FOR EACH BARRIER, PROBE: What was the level of impact [high, medium or low] that this barrier had on the implementation of the DE?
 - e. FOR EACH BARRIER: How was this solved?
 - f. FOR EACH BARRIER, PROBE: What are the most critical lessons learned from this barrier?
2. What would you say are the enablers of conducting the DE were over this past month?
- g. FOR EACH ENABLER: How was this enabler related to the USAID context?
 - h. FOR EACH ENABLER, PROBE: Check with respondent if and what conditions can be enhanced for these enablers to be strengthened.
 - i. FOR EACH ENABLER: What was the level of impact that this enabler had on the implementation of the DE?
 - j. FOR EACH ENABLER, PROBE: What are the most critical lessons learned from this enabler?

IF NEEDED REVIEW ANY POINTS RELATED TO PREVIOUS OUTCOMES REVIEWED BY THE EE

IF NEEDED CLARIFY ANY QUESTIONS RELATED TO KEY DOCUMENTS (ONES MENTIONED IN THE LOG, OR THINGS LIKE AN OPTIONS MEMO) REVIEWED THIS MONTH

EXTRA IF TIME ALLOWS:

- 7. **DE Research Question** - How are the goals of the DE or the research questions(s) of the DE evolving?
- 8. **Stakeholder relationships:** Please share how relationships and roles are evolving and changing within the scope of the DE including your own role (e.g., regarding any changes to interrelationships, perspectives, and boundaries of the various stakeholders)?
- 9. **DE Impact** - Overall, what is your opinion on the impact of DE thus far (positives and/or negatives) on the events taking place? Please share both positive and negative impacts.
- 10. **Main Events of the Month** – When you look back at the weekly reflections for the month, what would you say are 1-3 key events, if any. What was important about the substance and function of the event? What are the adaptations and implications of these events?
- 11. **Perceptions of DE Progress** – How is the DE unfolding? How does DE get understood? What efforts have been made to incorporate DE?
- 12. **Value of DE:** What are the perceived benefits/strengths/costs of using the DE approach?
- 13. **Future Direction** – What would the organization like to do better/what needs attention within the scope of DE? Next steps: What is/are the ‘next step’ within the scope of DE for the INSERT NEXT MONTH and who is responsible for acting (e.g., IP, OU, evaluator, etc.)?
- 14. **DE Principles:** Which DE principles did you see coming into play over the past month?
- 15. **Lessons for EEs:** Based on your learnings as an EE, what advice would you give to another EE working in the USAID DE context?
- 16. **Other** – Is there anything else that you think is important to note within the scope of the DE?

ADAPTED TRANSCRIPT: FORM USED TO SUMMARIZE NOTES AND HARVEST OUTCOMES

| | |
|--|--|
| Contact type: phone call interview with Developmental Evaluator | Pilot name: Today's date: Written by: |
|--|--|

1. What were the main issues or themes that occurred during the last month of the developmental evaluation?
 - a. Key outcomes:
 - i.
 - ii.
 - iii.
2. Outcome Harvesting

| | |
|--|--|
| <u>Outcome 1 Title:</u> | |
| Outcome Description | |
| Outcome Significance | |
| Contribution of EE³/DE⁴ | |
| Alternative explanation of the outcome | |

| | |
|---|--|
| <u>Outcome 2 Title:</u> | |
| Outcome Description | |
| Outcome Significance | |
| Contribution of EE | |
| Alternative explanation of the outcome | |

| | |
|---|--|
| <u>Outcome 3 Title:</u> | |
| Outcome Description | |
| Outcome Significance | |
| Contribution of EE | |
| Alternative explanation of the outcome | |

3. What are were the barriers to conducting/implementing the developmental evaluation?
 - a.
 - b.
 - c.

³ "EE" stands for Embedded Evaluator, another term used to refer to the Developmental Evaluator in the FCF pilot. The team used this term during the course of the study.

⁴ "DE" refers to the FCF developmental evaluation.

4. What are the enablers to conducting/implementing the developmental evaluation?
 - a.
 - b.
 - c.
 5. Any additional information pertinent to the DEPA-MERL research questions?
 6. Any updates to older outcomes?
 - a. e.g., *Outcome 10 – The program team decided to implement on the Developmental Evaluator’s recommendations. This is important because....*
 7. Any additional remaining questions for the next interview?
-

Additional Notes from Interview

STAKEHOLDER SUBSTANTIATION INTERVIEWS (RESEARCH QUESTION 1 AND 2)

PROTOCOL

Date:

Name of interviewer:

Name of interviewee:

Role / Organization: [TITLE] + [@ORGANIZATION]

Gender:

Pilot:

Outcomes Substantiated (#s):

[INTRODUCTION]

Thank you for taking the time to be with us on this call. My name is [NAME OF INTERVIEWER] and I am joined by [NAME OF NOTE TAKERS], who will be taking notes during the interview. We work for the William Davidson Institute (WDI) at the University of Michigan and are a part of the DEPA-MERL consortium that [EE's name] is part of.

WDI's role on this consortium is to study the DE⁵ - we want to understand whether DE is effective as an approach in the USAID context, what are the barriers and enablers to implementation of the DE and what is the value added or lost when using this approach according to stakeholders such as yourself.

The goal of this call is to gain your feedback about the changes you experienced because of the Developmental Evaluation for Family Care First in Cambodia with DEPA-MERL. Your feedback is important because your responses will help USAID and DEPA-MERL assess what value the DE approach can bring to other USAID Missions and projects in the future.

We know you have completed a co-creation interview with our colleagues from the consortium. What we are focusing on is different. We are using an approach called outcome harvesting to assess whether the DE process was able to capture emergent learnings and utilize these learnings to improve programming in a complex environment. Once a month, we would have a reflection interview with the Developmental Evaluator and ask him this question. Today, we want to triangulate with you what he shared with us.

Please be as transparent as you'd like as there are no risks associated with your participation. This interview is confidential and your name won't be associated with your response with anyone outside of the consortium. If you have any concerns with what you are sharing, let us know and we can work to address that.

[CONSENT] Does that sound okay to you? Would it be okay with you if I recorded this call?

[BACKGROUND INFORMATION] To start, we want to ask a few general questions, and then we will dive deeper into your experience:

1. Please confirm your full title /position at [ORGANIZATION]?
2. Can you briefly tell us a little bit about your involvement with the DEPA-MERL DE, including with the EE [NAME OF EE]⁶?

[STORY ARCS / THEMES]

From everything we have learned from the Developmental Evaluator on what the DE focused on over the course of the year, we have organized the data into three buckets - or what we call "story arcs." We want to discuss the [LEARNING, COLLABORATION AND DECISION-MAKING within FCF] story arc with you. First, we will share a 30K feet view and then dig deeper into specific instances that we want to explore with you.

⁵ "DE" refers to the FCF developmental evaluation.

⁶ "EE" stands for Embedded Evaluator, another term used to refer to the Developmental

That’s the material we sent you by email - did you get a chance to read it? It’s ok if you haven’t, we can review it together on this call.

In this “story arc” we have [captured outcomes related to FCF’s efforts to address issues and challenges related to learning and collaboration within the initiative.] **Do you have the description in front of you? I’d like you to look at the box highlighted yellow. I will give you a moment to re-read the description of this and then I’ll ask you a few questions.**

3. To what extent do you agree with this high-level description?

- FULLY AGREE
- PARTIALLY AGREE
- DISAGREE

4. Can you please describe the focus area in your own words?

PROBE: Are there any other relevant missing elements to the story arc? For example, are there any additional people or organizations who should be mentioned?

5. How did the DE contribute to learning, collaboration, and decision-making?

[OUTCOME 1]

Now we want to dig into three of the instances or “outcomes” that the Developmental Evaluator discussed with us that falls into this focus area. The goal is to triangulate the data provided to us by him.

First, can you please take a moment to re-read the “description” in the first column of the Outcome 1 table? **NOTE: All outcome descriptions have been anonymized.**

| Outcome 1: Restructuring of TSG meetings and establishment of Communities of Practice aims to increase knowledge sharing activities within the initiative | |
|--|---|
| Description | Contribution of the Developmental Evaluation |
| In June, 2017, after receiving input from numerous FCF members on the need for knowledge sharing platforms within TSGs, ██████████ restructured TSG meetings to enhance communication through efficient use of time and resources. Additionally, Communities of Practice were established for TSG members to benefit from knowledge shared by local and international child protection experts on FCF relevant themes. | Through insights gathered in Key Informant Interviews as well as participation in FCF meetings and events, the embedded evaluator ██████████ identified that FCF members desired more knowledge sharing platforms. He brought this issue to the attention of key FCF stakeholders ██████████ in the Partners Report and provided specific recommendations such as to create a community of practice and to integrate knowledge sharing platforms within FCF meetings. |

6. To what extent do you agree with this description?

- FULLY AGREE
- PARTIALLY AGREE
- DISAGREE

IF THE RESPONDENT DOES NOT FULLY AGREE READ THE FOLLOWING QUESTION; OTHERWISE, SKIP TO NEXT QUESTION:

7. Can you please describe this instance in your own words?

IF THE RESPONDENT SAYS PARTIALLY AGREE OR DISAGREE:

8. What would you add or change to make it more accurately explain what happened, where, by whom, and when?

PROBE: Are there any other relevant missing elements to the outcome? For example, are there any additional people or organizations who should be mentioned?

PROBE: Would you like to suggest an alternative description of the statement?

PROBE: Do you wish to comment further on the overall description of the outcome information?

[SIGNIFICANCE OF OUTCOME]

9. What is the significance of this instance in the FCF initiative?

PROBE: How do you think that this outcome influenced the roles and responsibilities of the lead FCF members, if at all?

Next, please see the column which explains “contribution of the DE,” including the contributions of the EE, to the outcome.

10. To what extent do you agree with this contribution statement?

[] FULLY AGREE

[] PARTIALLY AGREE

[] DISAGREE

IF THE RESPONDENT DOES NOT FULLY AGREE READ THE FOLLOWING QUESTION; OTHERWISE, SKIP TO NEXT QUESTION:

11. Thinking only about the *Contribution of the DE/EE*, are there any additional details you would like to provide to make it more accurate?

PROBE: Are there any other relevant missing elements to the DE contribution? For example, are there any additional people or organizations who should be mentioned?

PROBE: Would you like to suggest an alternative description of the statement?

PROBE: Do you wish to comment further on the overall description of the outcome information?

[DE/EE CONTRIBUTION]

12. How would you describe the Developmental Evaluation/Embedded Evaluator’s overall contribution?

PROBE: we want to hear in your words regarding how you would you describe the EE’s contribution - e.g., a small or large level of contribution to the outcome?

13. Do you think this outcome would be have occurred without the DE?

PROBE: How would this outcome be different if the developmental evaluation would not have happened?

PROBE: Do you think the *timing* of this outcome would have been different without the DE/EE?

[ALTERNATIVE EXPLANATIONS]

14. What other factors do you think may also have *contributed* to this outcome of [restructuring the TSG meeting and establishing Communities of Practice]?

PROBE: Were there any other people, organizations or other factors that helped to make this outcome happen?

[OUTCOME 2]

Now we are going to move to the second outcome. Again, can you please take a moment to re-read the description in the first column of the Outcome 2 table? NOTE: All outcome descriptions have been anonymized.

Outcome 2: Insufficient use of verifiable data and contextual evidence for FCF's decision-making led to [REDACTED] proposing to hire a Knowledge Sharing Specialist

| Description | Contribution of the Developmental Evaluation |
|--|--|
| <p>In June, 2017, after receiving input from numerous FCF members regarding the underutilization of data and evidence to develop concept notes, identify new thematic issues, and inform decision making in the creation of TSGs 5 and 6, the need to bolster knowledge sharing and data utilization across FCF was made evident. As part of their expanded role following the realignment of roles and responsibilities between [REDACTED] and [REDACTED], [REDACTED] proposed to hire a Knowledge Sharing Specialist. This individual would support efforts to capture, centralize, and share knowledge products that would aid future co-creation processes and help coordinate FCF funded research activities.</p> | <p>Through insights gathered in Key Informant Interviews as well as participation in FCF meetings and events, the embedded evaluator [REDACTED] identified numerous incidents in which the FCF initiative did not use identified data in their decision making processes [e.g. the development of- TSG 5 and 6, shared measurement system, common agenda]. In order to make evidence-based decisions and enhance FCF performance, the embedded evaluator shared recommendation to [REDACTED] and USAID to 1) give more leeway time to organizations to develop concept notes; 2) capture more information to see what was working or not and recognize whether there were gaps that were not being addressed; 3) having realistic expectations about what could actually be achieved by these organizations given their capacity. In addition to these recommendations, the embedded evaluator provided input on the job description for a Knowledge Sharing Specialist.</p> |

15. To what extent do you agree with this description?

- FULLY AGREE
- PARTIALLY AGREE
- DISAGREE

IF THE RESPONDENT DOES NOT FULLY AGREE READ THE FOLLOWING QUESTION; OTHERWISE, SKIP TO NEXT QUESTION:

16. Can you please describe this instance in your own words?

IF THE RESPONDENT SAYS PARTIALLY AGREE OR DISAGREE:

17. What would you add or change to make it more accurately explain what happened, where, by whom, and when?

PROBE: Are there any other relevant missing elements to the outcome? For example, are there any additional people or organizations who should be mentioned?

PROBE: Would you like to suggest an alternative description of the statement?

PROBE: Do you wish to comment further on the overall description of the outcome information?

[SIGNIFICANCE OF OUTCOME]

18. What is the significance of this instance in the FCF initiative?

PROBE: How do you think that this outcome influenced the roles and responsibilities of the lead FCF members, if at all?

Next, please see the column which explains contribution of the DE, including the contributions of the EE, to the outcome.

19. To what extent do you agree with this contribution statement?

- FULLY AGREE
- PARTIALLY AGREE
- DISAGREE

IF THE RESPONDENT DOES NOT FULLY AGREE READ THE FOLLOWING QUESTION; OTHERWISE, SKIP TO NEXT QUESTION:

20. Thinking only about the *Contribution of the DE/EE*, are there any additional details you would like to provide to make it more accurate?

PROBE: Are there any other relevant missing elements to the DE contribution? For example, are there any additional people or organizations who should be mentioned?

PROBE: Would you like to suggest an **alternative description** of the statement?

PROBE: Do you wish to comment further on the overall description of the outcome information?

[DE/EE CONTRIBUTION]

21. How would you describe the Developmental Evaluation/Embedded Evaluator's overall contribution?

PROBE: we want to hear in your words regarding how you would describe the EE's contribution - e.g., a small or large level of contribution to the outcome?

22. Do you think this outcome would be have occurred without the DE?

PROBE: How would this outcome be different if the developmental evaluation would not have happened?

PROBE: Do you think the *timing* of this outcome would have been different without the DE/EE?

[ALTERNATIVE EXPLANATIONS]

23. What other factors do you think may also have contributed to this outcome?

PROBE: Were there any other people, organizations, or other factors that helped to make this outcome happen?

[DEPA-MERL LEARNING AGENDA]

SKIP LOGIC: IF TIME ALLOWS, ASK THE FOLLOWING QUESTIONS; IF NOT, SKIP THIS SECTION.

24. Based on your entire experience as part of the FCF DE, not just the outcomes we've just discussed: would you say that the DE process was able to capture and utilize learnings to improve FCF's programming?

PROBE: Do think the DE allowed for rapid learning and adaptive management?

25. Again, thinking about this particular DE as a whole, what were the biggest barriers to the implementation of the DE processes?

PROBE: what stood in the way of the Developmental Evaluator being able to roll out the DE? Use this approach etc.?

PROBE: Barriers could include the skills related to the embedded evaluator, communication, data quality and sharing, the sector, contracting mechanism, USAID processes, etc. mechanism etc.)?

26. And with respect to enablers to implementation of the DE process in the FCFC context - what would you say on this?

27. Would you say that the DE was valuable (in terms of time, utility, usefulness, etc.)? Why or why not?

[CLOSING REMARKS]

That's all of the questions we have. Do you have any general questions for us?

Thank you *so much* for your time and honest feedback! We really appreciate you being with us on this call!

FORM SHARED WITH SUBSTANTIATORS BEFORE THE INTERVIEW

Description: Prior to each interview, the team shared this form with interviewees (i.e., substantiators). The goal of this form was to share a summary of the overarching themes and a detailed description of related outcomes that had been selected to be discussed with the interviewee.

| Theme | Definition | Summary |
|---|---|--|
| <p>Learning, collaboration and decision-making</p> | <p>Captures outcomes related to FCF's efforts to address issues and challenges related to learning and collaboration within the initiative.</p> | <p>The DE⁷ found a lack of knowledge sharing among partners and little transparency around decision-making. The goal of the Thematic Sub-Groups (TSG), and by extension the quarterly all-TSG meetings (which have now been branded as Learning Summits) is to ensure that there is sharing of knowledge and best practices as required in a Collective Impact (CI) model, and to ensure that there is a bridge between how the program is designed in an office and the realities on the ground. The DE saw that these were the purported goals and found where they were unmet.</p> <p>There are barriers to knowledge sharing, collaboration, and transparent decision-making. There are several complex reasons behind these barriers.</p> <p>Barriers to knowledge sharing include the geographic separation between the provinces and the capital, a divide between Khmer and expats, the use of English, and the lack of Khmer participation because of the language barrier and cultural differences. Barriers to transparency around decision-making include unilateral decision-making, especially by the Backbone Organization, the poor orientation process, the use of TSG time for discussing administrative issues instead of focusing on technical content, and the lack of trust between stakeholders.</p> <p>These barriers were identified by the EE⁸ and highlighted in his communications and products. Together with the Integrating Partner, the EE developed recommendations to address these issues, some of which were implemented by the Integrating Partner. Additionally, the EE's voice was sought when leadership was looking to find ways to address these challenges. The developmental evaluation recognized these goals, found where they were unmet, and then developed recommendations to address the gaps.</p> |

⁷ "DE" refers to the FCF developmental evaluation.

⁸ "EE" stands for Embedded Evaluator; another term used to refer to the Developmental Evaluator in the FCF pilot. The team used this term during the course of the study.

Outcome 1: Restructuring of TSG meetings and establishment of Communities of Practice aims to increase knowledge sharing activities within the initiative

| Description | Contribution of the Developmental Evaluation |
|---|--|
| <p>In June 2017, after receiving input from numerous FCF members on the need for knowledge-sharing platforms within TSGs, Integrating Partner restructured TSG meetings to enhance communication through efficient use of time and resources. Additionally, Communities of Practice were established for TSG members to benefit from knowledge shared by local and international child protection experts on FCF-relevant themes.</p> | <p>Through insights gathered in KIIs as well as participation in FCF meetings and events, the embedded evaluator⁹ identified that FCF members desired more knowledge sharing platforms. He brought this issue to the attention of key FCF stakeholders (Integrating Partner, USAID, Backbone organization) in the Partners Report and provided specific recommendations such as to create a community of practice and to integrate knowledge sharing platforms within FCF meetings.</p> |

Outcome 2: Insufficient use of verifiable data and contextual evidence for FCF’s decision-making led to Integrating Partner proposing to hire a Knowledge Sharing Specialist

| Description | Contribution of the Developmental Evaluation |
|---|---|
| <p>In June 2017, after receiving input from numerous FCF members regarding the underutilization of data and evidence to develop concept notes, identify new thematic issues, and inform decision-making in the creation of TSGs 5 and 6, the need to bolster knowledge sharing and data utilization across FCF was made evident. As part of its expanded role following the realignment of roles and responsibilities between Backbone organization and Integrating Partner, the Integrating Partner proposed hiring a Knowledge Sharing Specialist. This individual would support efforts to capture, centralize, and share knowledge products that would aid future co-creation processes and help coordinate FCF funded research activities.</p> | <p>Through insights gathered in KIIs as well as participation in FCF meetings and events, the embedded evaluator identified numerous incidents in which the FCF initiative did not use identified data in their decision-making processes [e.g. the development of TSG 5 and 6, shared measurement system, common agenda]. In order to make evidence-based decisions and enhance FCF performance, the embedded evaluator shared recommendation to Integrating Partner and USAID to 1) give more leeway time to organizations to develop concept notes; 2) capture more information to see what was working or not and recognize whether there were gaps that were not being addressed; 3) having realistic expectations about what could actually be achieved by these organizations given their capacity. In addition to these recommendations, the embedded evaluator provided input on the job description for a Knowledge Sharing Specialist.</p> |

⁹ Embedded Evaluator (EE) is another term used to refer to the Developmental Evaluator in the FCF pilot. The team used this term during the course of the study.

VALUE OF DEVELOPMENTAL EVALUATION SURVEY (RESEARCH QUESTION 3)

Thank you for taking the time to respond to this survey. Your feedback is important to us. Your responses will help the United States Agency for International Development (USAID) and the Developmental Evaluation Pilot Activity (DEPA-MERL) assess what value the developmental evaluation approach can bring to other USAID Missions and projects in the future. Your responses will also be used to help DEPA-MERL generate lessons and best practices for how to successfully implement developmental evaluations in other programs.

There are no risks associated with your participation in this study. Your individual responses will not be shared with anyone outside of the DEPA-MERL consortium and all personally identifiable information will be removed when reporting the findings from this survey. If you feel uncomfortable about any of the questions, you do not have to answer them. If you have any questions about this survey, please email wdi-performancemeasurement@umich.edu.

Developmental evaluation seeks to improve program design while taking into account the entire complex dynamic system in which the program, project or activity is taking place. To help accomplish this goal, evaluators are “embedded” within the program team to contribute to modifications in design and targeted outcomes throughout implementation.

As part of the developmental evaluation, the embedded evaluator conducted an acculturation workshop, co-developed research question(s), developed intermediate deliverables (such as Options Memos, Partnership Reports, and network maps), conducted interviews to learn about challenges and opportunities faced by the program, and built relationships with program stakeholders, etc.

For the following questions, please select a response to help us understand your level of involvement in the developmental evaluation.

Q1 I was involved in the developmental evaluation.

Being "involved" in the developmental evaluation could include someone who interacted with the embedded evaluator, gave or shared data for the developmental evaluation, or participated in any activities relating to the developmental evaluation, etc.

- Not at all involved
- Rarely involved
- Somewhat involved
- Very involved

Q2 Please select a frequency response to help us understand your level of interaction with the embedded evaluator

| | Always | Most of the time | About half the time | Sometimes | Never | Not applicable |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I felt comfortable sharing information with the Embedded Evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I received useful information from the Embedded Evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Embedded Evaluator understood the challenges I faced | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Embedded Evaluator addressed the challenges I faced | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Embedded Evaluator provided me with timely information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The following statements compare the value of the developmental evaluation to the value of traditional evaluation approaches. For these statements, please respond on a scale of 1 to 5, where 1 means the developmental evaluation is 'much worse' compared to traditional evaluation and 5 means the developmental evaluation is 'much better' compared to traditional evaluation.

Please note that **traditional evaluation** refers to any approaches or methods your organization may have used in the past to evaluate or measure the project, program, strategy, organization etc. Traditional evaluations can include summative evaluations, such as randomized control trials and quasi-experimental designs; they also include formative evaluations such as needs assessments and process evaluations. This does not include developmental evaluation.

Q3 The extent to which this particular developmental evaluation...

| | Much worse compared to traditional evaluation | Somewhat worse | About the same | Somewhat better | Much better compared to traditional evaluation | Don't know | Not Applicable |
|--|---|-----------------------|-----------------------|------------------------|--|-----------------------|-----------------------|
| was able to address the needs of my organization was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| incorporated awareness of complexities in the local environment was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| allowed for evidence-based decision-making was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| facilitated adaptations to the program was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| was timely in providing feedback was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| resulted in time savings was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| was able to uncover inefficiencies was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| was cost-effective was... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q4 In what ways was developmental evaluation *most* valuable? Please share specific examples, such as the developmental evaluation identified issues in communication or improved relationships between partners.

Q5 In what ways was the developmental evaluation *least* valuable? Please share specific examples, if possible.

Q6 Would you like to see continued use of developmental evaluation at your organization?

- Yes
- No
- Yes, but with changes

Q7 Would you recommend the developmental evaluation approach to other organizations?

- Yes
- No

Display This Question:

If Would you recommend the developmental evaluation approach to other organizations? = Yes

Q8a Why yes? Please explain your answer to the previous question.

Display This Question:

If Would you recommend the developmental evaluation approach to other organizations? = No

Q8b Why not? Please explain your answer to the previous question.

Q9 What type of organization do you work for?

- U.S. public sector (e.g., US government, USAID)
- Non-U.S. public sector (e.g., Cambodian government)
- Private sector (e.g., most businesses and individuals)
- Not-for-profit sector (e.g., non-governmental or civil society organization)
- Other _____

Q10 When you are not traveling for work, where is your job or 'desk' located?

Q11 What developmental evaluation did you participate in?

- FCF in Cambodia
- Uptake

Q12 Any additional comments or questions?

Thank you for your time in completing this survey. The information you have shared is essential to our understanding of the value of the developmental evaluation in this program. Additionally, you can email wdi-performancemeasurement@umich.edu with any additional questions or comments.

ANNEX C: RESEARCH QUESTION ONE ADDITIONAL DATA

WDI used the outcome harvesting approach to answer research question 1: How is developmental evaluation able to capture, promote and enable the utilization of emergent learnings in support of ongoing development of programming in a complex system in the USAID context?

DESCRIPTIONS OF HARVESTED OUTCOMES

DEPA-MERL FCF Developmental Evaluation
(Harvested outcomes are organized by theme)

THEME: LEARNING, COLLABORATION, AND DECISION-MAKING

Outcome 1: The Developmental Evaluator identified challenges and opportunities to further engage the Khmer members of FCF and provided recommendations to support their long-term involvement for the sustainability of the initiative. These recommendations supported the changes made by the Integrating Partner to engage Khmer members with the initiative.

This outcome was not substantiated

Description: From insights gathered in KIIs and through participation in FCF meetings and events, the Developmental Evaluator identified many challenges and opportunities for greater engagement of Khmer FCF members and practitioners. For example, FCF members based outside of Phnom Penh faced challenges in engaging with the initiative (these challenges included language barriers, lack of transportation to and from the capital, lack of housing arrangements in the capital, lack of knowledge sharing between members in the capital and in the provinces). The Developmental Evaluator also found that this likely resulted in potential missed opportunities for the initiative when members in the provinces did not serve as FCF representatives to generate interest and share practices. Furthermore, the Developmental Evaluator found that there was a need to better integrate native Khmer speakers into FCF discussions: to ensure conversations were not dominated by expats and to include local nuances that were often lost to expats. Lastly, FCF members expressed their concern to the Developmental Evaluator regarding the lack of a clear and consistent onboarding process for TSG members. There are no clear protocols or processes in place for onboarding new members. Furthermore, the new TSG members expressed their frustration that they were not given opportunities to engage with the existing TSG members to learn about their activities and experience with FCF.

To address the issues mentioned above, many ideas were proposed by FCF members and the Integrating Partner's staff. In a TSG meeting held in July 2017, the Integrating Partner introduced the idea of establishing a pilot provincial hub to engage practitioners based in the provinces to improve knowledge sharing with FCF members. The kick-off meeting for the pilot hub was held in the city of Siem Reap in Cambodia; the purpose of this meeting was to involve more practitioners who are primarily Cambodian nationals. Holding such meetings ultimately increases the likelihood of greater impact by allowing organizations with limited resources to interact with and learn about FCF's ongoing activities and opportunities.

To address the language barrier issue, FCF members proposed a number of ideas, including changing how the meetings were facilitated to allow for small group discussions (instead of the large table layout that was used). For the February Learning Summit (new branding of TSG meetings), extra efforts were taken to make sure content presented was available in both English and Khmer, such as having a Khmer speaking emcee facilitate the meeting. Lastly, to address the FCF member onboarding issue, the Developmental Evaluator raised the possibility of having a mentoring process for new members. However, this topic had not been revisited in the TSG meetings as of February 2018.

Contribution of the Developmental Evaluation: The Developmental Evaluator brought the issue of lack of knowledge sharing among FCF members to the attention of key FCF stakeholders. The Developmental Evaluator provided documentation from FCF meetings/events and conducted KIIs with FCF members. His analysis identified that knowledge sharing was concentrated in Phnom Penh and had yet to adequately incorporate the provinces. The Developmental Evaluator found that language barriers limited the

engagement of Khmer speakers in FCF meetings and events. Furthermore, the Developmental Evaluator documented many incidences of inconsistencies in the onboarding process and shared them in the options memo and the Partners Report for further deliberation.

Significance of Outcome: Raising these challenges and opportunities within FCF helped to ensure long term engagement and sustainability. For example, the provincial meetings offered an opportunity to disseminate knowledge among the larger FCF system. Incorporating Khmer language in presentations garnered increased engagement and local buy-in. Establishing an onboarding process is significant because it was important for new FCF members to be properly debriefed about the organization and have full awareness of FCF's current activities in order to 1) build cohesion among FCF members (old and new) 2) reduce duplication of efforts and 3) ensure that FCF resources were used properly.

Outcome 2: The Developmental Evaluator identified that FCF members desired more knowledge sharing platforms and developed recommendations to address this challenge. Based on this, the Integrating Partner restructured FCF's Thematic Sub-Group meetings and established Communities of Practice to emphasize knowledge sharing activities.

Description: In June 2017, after receiving input from numerous FCF members on the need for knowledge sharing platforms within TSGs, the Integrating Partner restructured TSG meetings to enhance communication through efficient use of time and resources. Additionally, Communities of Practice were established for TSG members to benefit from knowledge shared by local and international child protection experts on themes relevant to FCF.

Contribution of the Developmental Evaluation: Through insights gathered in KIIs as well as participation in FCF meetings and events, the Developmental Evaluator identified that FCF members desired more knowledge sharing platforms. He brought this issue to the attention of key FCF stakeholders [the Integrating Partner, USAID, the Backbone Organization]. In the Partners Report, he provided specific recommendations such as creating a community of practice and integrating knowledge sharing platforms within FCF meetings. Moreover, he created space for key stakeholders to reflect on the needs of the TSG members and strategically plan to address these needs.

Significance of Outcome: Restructuring the TSG meetings within FCF helped ensure that local FCF members had a platform to share learnings and engage in technical advising and capacity building. Furthermore, this restructuring helped improve long term engagement of TSG members and, ultimately, the sustainability of the initiative. Similarly, the All-TSG provincial meeting (now called the 'Learning Summit') offered an opportunity to disseminate knowledge among the larger FCF system. The incorporation of Khmer language in the Learning Summit presentations increased engagement of local FCF members and cultivated buy-in.

Outcome 3: The Developmental Evaluator identified insufficient use of verifiable data and contextual evidence for decision-making and developed recommendations to address this issue. This encouraged the Integrating Partner to hire a Knowledge Sharing Specialist.

Description: In June 2017, after receiving input from numerous FCF members regarding the underutilization of data and evidence to develop concept notes, identify new thematic issues, and inform decision-making in the creation of TSGs 5 and 6, the need to bolster knowledge sharing and data utilization across FCF was made evident. As part of their expanded role following the realignment of roles and responsibilities of the Backbone Organization, the Integrating Partner hired a Knowledge Sharing Specialist. This individual supports efforts to capture, centralize, and share knowledge products that would aid future co-creation processes and help coordinate FCF-funded research activities.

Contribution of the Developmental Evaluation: Through insights gathered in KIIs as well as participation in FCF meetings and events, the Developmental Evaluator identified numerous incidents in which the FCF initiative did not use data in its decision-making processes [e.g. the development of TSG 5 and 6, shared measurement system, common agenda]. Furthermore, he identified that the Integrating Partner specifically was not using the quantitative and qualitative data they already had, so he helped articulate how this data can be used and how the Integrating Partner can take on the knowledge sharing role within FCF. As such, he recommended bringing on a Knowledge Sharing Specialist who would be responsible for data management and dissemination within FCF. While the role of the Knowledge Sharing Specialist continued to evolve, the Developmental Evaluator helped draft the original job description for the position. Additionally, in order to make more evidence-based decisions and enhance FCF performance, the Developmental Evaluator also shared 62 recommendations with the Integrating Partner, USAID, and FCF members at the Learning Summit.

Significance of Outcome: Lack of incorporation of evidence and data in making initiative-wide decisions undermined the success of the overall initiative. This trend was documented throughout the course of the Developmental Evaluation, with little to no change. Having a Knowledge Sharing Specialist should enable addressing knowledge sharing challenges and enhance evidence based decision-making efforts within FCF.

Outcome 4: Based on the finding that partners' support for FCF was negatively impacted by leadership turnover, the Developmental Evaluator recommended better integration of Khmer leaders within FCF (e.g., using the local language in meetings). This supported the Integrating Partner's move to hire additional local staff to meet program needs and decentralize leadership.

Description: As of November 2017, TSGs 1-4 had experienced some turnover in their leadership and membership, which raised the need to re-establish partners' buy-in to FCF's mission. This was important because high leadership turnover within FCF was an ongoing challenge which impacted quality of leadership and buy-in from local and international partners. These challenges also emphasized the need to better integrate native Khmer speakers in FCF to ensure conversations were not dominated by expats. Hence to address program needs and to strengthen membership support for FCF, the Integrating Partner proposed hiring the following additional staff members: 1) a Khmer Deputy Director, who would be responsible for fostering involvement of Khmer leaders; 2) a Knowledge Sharing Specialist, who would be responsible for managing the knowledge sharing activities within FCF; 3) a Child Protection Specialist; and 4) a communications team, who would manage the quality and frequency of communication with members. As of April 2018, the Integrating Partner hired all the above proposed individuals except for the Khmer Deputy Director.

Contribution of the Developmental Evaluation: Through insights gathered in KIIs as well as participation in FCF meetings and events, the Developmental Evaluator identified the need to better integrate Khmer leaders within FCF to foster continued support of FCF. Thus, he articulated the need to bring on a Knowledge Sharing Specialist (and aided in drafting the job description for this position), and a Child Protection Specialist. Additionally, in order to foster continuing support for FCF's initiative, the Developmental Evaluator emphasized the importance of having a standard onboarding process for new FCF members.

Significance of Outcome: At the start of the developmental evaluation, the Integrating Partner only had three paid staff members. In order to address these challenges, the Integrating Partner hired additional staff in an attempt to decentralize leadership (from Phnom Penh to other regions) and to diversify leadership by hiring Khmer leaders. For instance, the new Khmer staff are facilitating meetings in the local language, which has led to more traction and engagement from FCF's Khmer members.

Outcome 5: The Developmental Evaluator captured challenges in collaboration and relationship management among the initiative's member organizations. This encouraged the Integrating Partner, USAID, and other relevant FCF implementing organizations to propose having a facilitated meeting to discuss partner dynamics and concerns, including one member organization's decision to pull out of a joint proposal.

This outcome was not substantiated

Description: DEPA-MERL cannot share this outcome because it includes confidential content.

Outcome 6: The Developmental Evaluator recommended a re-branding and re-organizing strategy to address issues around knowledge sharing and Khmer engagement. This contributed to leadership's efforts in re-branding the Thematic Sub-Groups as 'Learning Summits' to create space for knowledge sharing and reflection among group members, center Khmer language and voices, and re-focus attention on prioritized content.

Description: In February 2018, after receiving input from numerous FCF members on the need for knowledge sharing and decision-making platforms for TSG members, a Learning Summit (rebranded from the previous "All-TSG" meetings and with a modified format) was held in Phnom Penh, which created space for all TSG members to come together to share project updates, learn about efforts that impact the larger child protection and welfare system in Cambodia, interact with other members on practice-related topics, and allow space for networking and knowledge sharing to occur.

Contribution of the Developmental Evaluation: From insights gathered in KIIs and through participation in FCF meetings and events, the Developmental Evaluator identified many challenges to greater engagement of Khmer FCF members and practitioners in the TSG. He provided the idea for rebranding the 'All-TSG meetings' to 'Learning Summit' to garner greater engagement. Additionally, he facilitated the reflection and planning session at the February 2nd Learning Summit, in which he shared the partner survey results and introduced the bright spots analysis activity. He also conducted a prioritization activity designed to allow FCF

partners to identify activities they would like see prioritized over the coming year by FCF to help improve its functioning, partner engagement, and address other pertinent issues. Lastly, he shared 62 recommendations from the developmental evaluation's analysis to further improve and enhance FCF programming.

Significance of Outcome: This is significant because the Learning Summit addressed challenges and frustrations of FCF members regarding lack of resources dedicated to knowledge sharing within FCF. The Learning Summit created space and open discussion for FCF members to voice their concerns, share learnings, and network with other FCF members. During the Learning Summit, FCF members provided critical feedback on ways to improve knowledge sharing and FCF processes and implementation throughout the initiative. Some key recommendations shared by the Learning Summit participants included suggestions to improve: communication, relationship with government, learning and knowledge sharing events, monitoring and evaluation efforts, Khmer representation, FCF partnerships, clarity of roles and responsibilities, and overall sustainability of the initiative.

Outcome 7: The DEPA-MERL team conducted a 'bright spot' analysis to better understand FCF's co-creation process. This analysis helped FCF stakeholders understand how partners worked well together, identified utilization-focused support mechanisms to amplify successes, and prioritized opportunities for collaboration. The sharing of this analysis at the Learning Summit workshop provided FCF members and the Integrating Partner and USAID an opportunity to collaboratively identify and prioritize opportunities surfaced through the analysis for continued development.

This outcome was not substantiated

Description: For the final phase of the FCF developmental evaluation, core FCF partners requested that the developmental evaluation capture and share whether FCF had a positive impact on how partner organizations collaborate and perform their functions, as well as the effect that the collaborative design and development processes of FCF had on the products, services, and activities developed by FCF partners. DEPA-MERL developed three case studies and facilitated a sensemaking workshop in an effort to provide a learning and action planning opportunity, using information gathered through KIIs that captured the experience of FCF partners to date. This process engaged a diverse group of FCF members participating in core FCF activities as they identified and built on factors that enabled success within the initiative.

The three individual bright spot case studies captured elements of: a) how FCF partners worked together; b) which aspects of FCF's structure and support mechanisms were helpful and/or conducive to improved collaboration, and which were not; c) opportunities for FCF donors and its Integrating Partner to improve these structures, foster effective practices and collaborative mechanisms; and d) gain a more nuanced understanding of the factors that enable or hinder collaboration among FCF partners.

Contributions of the Developmental Evaluation: The DEPA-MERL members conducted 26 semi-structured interviews from 20 FCF partner organizations. The interview data was transcribed and further analyzed to develop utilization focused findings for the FCF initiative. The DEPA-MERL teams worked in collaboration with the Integrating Partner to organize the FCF Learning Summit, in which these findings were shared with FCF members.

Significance of Outcome: The sharing of bright spot case analysis at the Learning Summit workshop provided FCF partners and staff from the Integrating Partner and USAID an opportunity to collaboratively identify and prioritize opportunities surfaced through the case analysis for continued development.

THEME: LEADERSHIP AND GOVERNANCE OF THE INITIATIVE

Outcome 8: Based on the Developmental Evaluator's findings and recommendations, FCF reconsidered its application of the Collective Impact approach after facing multiple challenges with implementation.

This outcome was not substantiated

Description: From insights gathered in KIIs and through participation in FCF meetings and events, the Developmental Evaluator identified that FCF had so far been unsuccessful in its application and conceptualization of the CI process and had underutilized data to inform the CI approach. Critical pieces of work, including the development of the common agenda, the establishment of a technical steering committee, the development and use of a shared measurement system by FCF members, and effective continuous communication across the initiative to build trust had not been achieved or had been poorly executed. Furthermore, FCF's approach to CI had focused on achieving the five conditions of CI (1. development of common agenda, 2. shared measurement system, 3. mutually reinforcing activities, 4. continuous communication, 5. Backbone organization) without sufficiently adapting the approach to meet the needs of the initiative's members or building off of existing efforts. As part of the solution to address this issue and to move the focus away from the blind application of CI activities in this new phase of the initiative, the Integrating Partner hired new staff such as a Knowledge Sharing Specialist to meet the communication and collaboration needs of the initiative. The shift away from CI can be noted from lack of reference to this approach in communications and presentations.

Contribution of Developmental Evaluation: The Developmental Evaluator collected data regarding the implementation of CI by conducting KIIs, comprehensive documentation of FCF events, requesting feedback from FCF members and participants, and participating in FCF activities and events. Analysis of these findings provided substantial information regarding challenges to implementing the CI approach within FCF's organizations. The Developmental Evaluator also recommended that FCF should draw from elements and principles of CI, as well as other models of collaborative change, to determine a "fit for purpose" approach to facilitate collaboration that is responsive to FCF's objectives and activities, the needs of its members, and its unique operating environment.

Significance of Outcome

This is significant because the Developmental Evaluator's findings identified that the Backbone Organization's facilitation of, and general lack of experience with, the CI model had diverted attention away from creating impact. FCF's shift away from the CI application within FCF enabled FCF members to make sure that FCF resources were being properly used to address the changing needs of the initiative.

Outcome 9: The Developmental Evaluator identified a missing shared measurement system that is necessary in a Collective Impact approach. He documented that this system went unrealized because of the Backbone organization's* lack of understanding of the model and relevant technical capacity.**

This outcome was not substantiated

Description: From insights gathered in KIIs and through participation in FCF meetings and events, the Developmental Evaluator identified that FCF had yet to establish a shared measurement system to support data collection and analysis to guide strategy development for the FCF initiative. The delays in establishing a shared measurement system, which at the very least involved the identification of a set of common indicators to track FCF's progress, reflected the limited coordination and integration of activities across lead partners. Another option available would have been to identify indicators related to the overarching objective of FCF - as well as indicators that track changes regarding how organizations are changing how they collaborate with one another, funds raised from various donor by FCF to support activities, among other indicators that reveal the impact of the initiative on its members in addition to its beneficiaries. Furthermore, FCF members should have been involved in determining the indicators that were most relevant to their immediate activities to ensure adoption of a shared measurement system across the initiative's members. However, the Backbone organization tasked the consulting group MLT and the Knowledge Sharing Working Group (KSWG) with leading the process to develop the system. This led to confusion among FCF members regarding the purpose and utility of the shared measurement system. For example, in July 2017, an FCF stakeholder reached out to the Developmental Evaluator via email requesting his assistance to better understand information given to him from a Backbone organization representative regarding FCF's shared measurement system. To address this issue, the Developmental Evaluator provided guidance and recommendations. He recommended that the shared measurement system leverage existing M&E frameworks developed by FCF members This would help in establishing buy-in and utilizing existing data and efforts. Secondly, the Developmental Evaluator recommended that the

system openly address how it would be used, what actions it was expected to inform, and how FCF members would engage with it. However, the system development suffered with the Backbone organization's decision to cease operations in Cambodia. As last recorded in February 2018, no shared measurement system had yet been put in place.

Contribution of Developmental Evaluator: The Developmental Evaluator learned through KIs and via participation in FCF meetings and events that FCF had yet to establish a shared measurement system to support data collection and analysis to guide strategy development for the FCF initiative. The CI approach encourages the development of a shared measurement system to measure the initiative's success. The Developmental Evaluator emphasized a co-creation and utilization focus approach in the development of the FCF shared measurement system to enhance FCF partners' buy-in. With his extensive research on CI and developmental evaluation, he was seen as a knowledgeable resource and sought after to successfully implement these methodologies in FCF. In his own words: "I don't know who else would be a resource on the ground for the FCF members" because "I don't think there is any existing other expert on CI that is readily available to field questions [and] provide advice" related to CI (July M8 Contact summary). By providing clarifying information to stakeholders on a range of topics (including CI, developmental evaluation, and data utilization), the Developmental Evaluator delivered evidence and data to inform decision-making within FCF.

Significance of Outcome: This is significant because the CI approach encourages the development of a shared measurement system to measure the initiative's success. However, FCF's shared measurement system was being developed without the primary users and data suppliers in mind, significantly lowering the potential for its use and adoption by FCF members.

Outcome 10: Through various methods, the Developmental Evaluator documented numerous incidents of the Backbone organization's unilateral decision-making and other challenges. He also conducted and analyzed data from a survey to assess the performance of the coalition. Based on this evidence, FCF leadership visited the idea of restructuring FCF's governance structure to address the lack of collaborative processes in the initiative.

Description: In June 2017, numerous FCF members shared their concern regarding the Backbone organization's tendency to make unilateral decisions (such as their handling of the Management Information System concept development process) which undermined collaborative processes with FCF members and created delays in achieving agreed upon deadlines and deliverables. This learning helped inform the restructuring of FCF's governance structure and determining the new roles and responsibilities of FCF leadership.

Contribution of the Developmental Evaluation: From insights gathered in KIs, and through participation in FCF meetings and events, the Developmental Evaluator documented numerous incidents of the Backbone organization's unilateral decision-making which disrupted coordination and collaboration efforts within FCF. He also shared results from the coalition performance assessment which revealed that 62.5% of survey respondents strongly disagreed or disagreed that the initiative's lead partners shared information, delegated responsibilities and made programmatic/strategic decisions with few coordination issues.

Significance of Outcome: The Backbone organization's leadership and unilateral decision-making led to numerous confusions among the FCF members and impacted program implementation in a negative manner. Restructuring of FCF's governance structure aimed to address such issues.

Outcome 11: The developmental evaluation documented evidence of the Backbone organization's lack of technical capacity. The Developmental Evaluator conducted a survey of member organizations to assess the performance of the coalition. From its analysis, the developmental evaluation developed recommendations to address identified issues, USAID used these data in their decision-making to descope the Backbone organization's roles and responsibilities within FCF.

Description: In June 2017, numerous FCF members shared their concern regarding the Backbone organization's lack of technical capacity in managing and coordinating project activities, which led to much confusion, fragmentation of project activities, and unmet expectations within the FCF initiative. USAID's FCF award transferred from D.C. to the Cambodia Mission in October 2017. USAID Cambodia decided to de-fund the Backbone organization's role and transferred all Backbone related roles and responsibilities to the Integrating Partner. USAID decided the Backbone organization would continue to lead awareness raising activities and research efforts. However, their executive board members decided to cease all operations in Cambodia and globally prior to taking further actions on this new scope of roles/responsibilities.

Contribution of the Developmental Evaluation: From insights gathered in KIIs, FCF coalition performance assessment and through participation in FCF meetings and events, the Developmental Evaluator identified numerous incidents which demonstrated the Backbone organization's lack of technical capacity. Therefore, he recommended: 1) to limit the Backbone organization's involvement in the management, funding, and programmatic decision-making of FCF activities and to identify and/or develop structures to find a substitute, and 2) to restructure the Backbone organization's role to leverage its strengths and respond to the expressed needs of FCF members and stakeholders: namely, knowledge sharing and catalyzing funding.

Significance of Outcome: This is significant because the Backbone organization's lack of technical capacity led to fragmentation of activities and the inability of FCF leadership to establish win-win relationships with each other. The fragmentation, in turn, affected the working relationship between FCF leadership. The long-term vision of the initiative also suffered as FCF leadership did not include one another in the design of activities or strategic decisions, such as the decision to establish and fund new TSGs instead of identifying gaps and opportunities for new activities that would strengthen the existing areas of work. With the Backbone organization's decision to cease operations in Cambodia, much of their roles and responsibilities were transferred over to the Integrating Partner. It was envisioned that this transfer of responsibilities would enable enhanced communication and coordination efforts across the FCF initiative.

Outcome 12: The Developmental Evaluator developed and disseminated the DEPA-MERL Partners Report with findings and recommendations based on data gathered from 14 key informant interviews with different FCF membership organizations, program documents, and approximately 235 hours of FCF meetings, events, and phone calls. The Partners Report provided the FCF core members with evidenced-based data for decision-making to build on existing strengths and support adaptation and improvement of the initiative.

This outcome was not substantiated

Description: The Developmental Evaluator developed and disseminated the Partners Report, which shared findings and recommendations from December 2016 to May 2017 of FCF's developmental evaluation research question one* with USAID, the Backbone organization, and the Integrating Partner. The report shared recommendations for possible modifications to the FCF initiative in order to address key concerns. At the time the report was shared, USAID Mission staff did not have the authority, under the existing cooperative agreement award structure, to act on the given recommendations. The Backbone organization shared their response to the report by addressing each of Developmental Evaluator's seven recommendations; while they agreed with most recommendations, the comments shared did not accurately reflect the decision or events that the recommendations addressed. Furthermore, they stated they would not act on any of the recommendations until high-level stocktaking processes were put in place. However, with the Integrating Partner's award transferring over to Cambodia, a new person was made the Agreement Officer's Representative (AoR), which provided USAID with some flexibility in re-allocating funding, roles and responsibilities and implementing the Developmental Evaluator's recommendation. Below are the seven recommendations provided in the Partners report, followed by the key themes that capture outcomes related to the below recommendations.

1. FCF should redistribute the existing roles and responsibilities of the Integrating Partner and Backbone organization to capitalize on the unique strengths of each partner. **[Leadership and governance]**

2. Establish a technical steering committee chaired/co-chaired by the initiative's Integrating Partner **[Leadership and governance]**
3. Dissolve TSGs 5 and 6 and, in their place, conduct exploratory research into the themes of "Children Left Behind by Migration" and "Ensuring early nurturing care" to 1) identify explicit linkages between these themes and increased placement of children in residential care institutions, and 2) use this information to determine the need for formalized TSGs on these, or other, thematic areas. **[Leadership and governance]**
4. Establish an in-country donor steering group composed of representatives from USAID, UNICEF, other bi-lateral donors, multi-laterals, private foundations, and key government representatives **[Leadership and governance]**
5. Initiate a "stock taking" process and establish a timeline to assess lessons learned and progress of existing FCF activities **[Learning, collaboration and decision-making]**
6. The FCF Integrating Partner should organize initiative-wide learning events and establish communities of practice around themes proposed by the membership. **[Learning, collaboration and decision-making]**
7. FCF should draw from elements and principles of CI, as well as other models of collaborative change, to determine a "fit for purpose" approach to facilitate collaboration that is responsive to FCF's objectives and activities, the needs of its members, and its unique operating environment. **[Learning, collaboration and decision-making]**

Contribution of the Developmental Evaluation: The Developmental Evaluator conducted and analyzed 14 KIs with different FCF membership organizations and key partners, carried out in-depth analysis of program documents (including historical program documents), directly observed and participated in approximately 235 hours of FCF meetings, events, and phone calls; all in order to develop the findings and recommendations for the Partners Report. The Developmental Evaluator was able to do an in-depth analysis of the FCF initiative and piece together the overall story, providing FCF with the evidence needed to make well-informed decisions to further enhance program processes.

Significance of Outcome: The Partners Report provided the FCF lead organization with evidenced-based data for decision-making to build on existing strengths and support adaptation and improvement of the initiative. The delivery of the Partners Report led to discernible changes in behavior -- primarily amongst the Backbone organization's leadership and also some of the local staff - such that the engagement between the Developmental Evaluator and these persons had dropped off. Further, the dissemination of the Partners Report created a sense of urgency among FCF actors (such as USAID and the Integrating Partner) to act on the recommendations. At the same time, it also illuminated that USAID's ability to take action was limited by the cooperative-agreement and lack of local presence of USAID's AoR. However, the transfer of USAID's award to Cambodia and a new person taking on the AoR position for the Integrating Partner's award allowed for some of the developmental evaluation's recommendations to be implemented. For example, the Partners Report most certainly triggered the re-evaluation of roles and responsibilities of FCF partners. Additionally, the Integrating Partner worked toward two of the Developmental Evaluator's recommendations: 1) To form a Community of Practice group, which creates a platform for knowledge sharing activities to take place between all TSG members, and 2) to hold provincial meetings to address the developmental evaluation's findings regarding the lack of effective engagement with FCF members based outside of Phnom Penh.

*Research Question 1: What are the roles and responsibilities of the core FCF in Cambodia members with Regards to the FCF in Cambodia structures to facilitate the CI model? How effective are the organizations in executing those roles and responsibilities? What actions can be taken to improve? And what are the implications of those actions?

Outcome 13: The Developmental Evaluator documented that an unclear understanding of roles and responsibilities among FCF stakeholders had led to confusion and operational redundancies. He recommended adaptations to the governance structure and developed a draft new structure that leveraged each organization's strengths. Based on this data and recommendation, USAID proposed restructuring of FCF's governance structure to clarify the roles and responsibilities of core FCF members.

Description: In August 2017, after receiving input from numerous FCF members on the need for clarity on roles and responsibilities of key FCF stakeholders, it was proposed by USAID to restructure the FCF governance structure. This would also better meet the needs of the evolving initiative. The proposed structure has not yet been formally established within the FCF initiative; however, the current FCF structure that is under development is informed by the proposed draft structure.

Contribution of the Developmental Evaluation: Through insights gathered in KIs as well as participation in FCF meetings and events, the Developmental Evaluator documented that unclear understanding of the roles and responsibilities of key FCF stakeholders generated much confusion among stakeholders, created unnecessary operational redundancies, and was not an effective means of using FCF resources. Thus, he recommended the restructuring of FCF's governance structure to assign roles and responsibilities that leverage the strengths of FCF's partners. He also helped develop the draft governance structure proposal, which clearly laid out roles and responsibilities of each governing member of the consortium.

Significance of Outcome: This outcome was very significant because it aimed to address USAID’s priority to attain clarity on the roles of the Backbone organization and the Integrating Partner in FCF programming, which would not have happened without the reassessment and the development of the new governance structure. This restructuring had a positive overall impact on FCF because it addressed longstanding confusion about misaligned roles and responsibilities which impeded a more effective implementation and management of day-to-day activities. It also shifted power structures in order to fill gaps in implementation and management that had been largely absent, among other things. The broader implication of restructuring the governance structure was that there would be a budget realignment component which would allow more funds to be funneled for on-the-ground activities.

Outcome 14: The Developmental Evaluator documented the shared concerns of FCF stakeholders on the improper handling of a case of sexually-harmful-behavior and the need to establish initiative-wide whistleblowing and child protection policies. This supported the Integrating Partner’s action to draft and disseminate initiative-wide child safeguarding policies.

Description: In July 2017, numerous FCF members shared their concerns regarding the improper handling of the case and discussed the need to establish initiative-wide whistleblowing and child protection policies. Thus, the Integrating Partner drafted child protection and safeguarding policies for the initiative and disseminated them on September 8, 2017. Although the policies are still being finalized, they have been adopted within FCF in their current form and were referenced in a clinical supervision workshop in early 2018.

Contribution of the Developmental Evaluation: The Developmental Evaluator provided extensive documentation on the entire process and procedures related to the handling of the incidence of sexually harmful behavior, including a timeline of events. The Developmental Evaluator’s recording of the case ensured that the FCF initiative had documentation from an objective third party. This documentation was utilized by an independent social worker, to conduct an in-depth analysis of the case of sexually-harmful-behavior.

Significance of Outcome: The improper handling of this case of sexually-harmful-behavior by the Backbone organization’s leadership led the FCF initiative to develop the whistleblowing and child protection policies and procedures. These policies provide guidance to effectively handle such cases in the future to mitigate risk and help ensure that all FCF partners hold and measure up to these policies.

Outcome 15: The Developmental Evaluator provided extensive documentation on the process and procedures related to the handling of a case of sexually-harmful-behavior, including a timeline of communications and events, to an independent social worker. The independent social worker considered this evidence collected by the Developmental Evaluator as part of an assessment report on how this situation was handled by FCF.

Description: In October, 2017 the independent social worker shared a case assessment report with the Backbone organization’s leadership. The report provided concrete recommendations for FCF, such as providing training for staff to address situations of sexually harmful behavior, a formal review of organization-wide response policies and mechanisms, system-wide improvements for supporting child protection and allocating resources to monitoring and evaluation.

Contribution of the Developmental Evaluation: The Developmental Evaluator worked closely with a key FCF stakeholder to provide the independent social worker with in-depth documentation that provided a clear timeline and coherent occurrences of meetings and activities related to the case of sexually harmful behavior. This documentation provided substantial information about the case and streamlined the data collection and assessment process for the development of this report

Significance of Outcome: The implications of this assessment report were instrumental in providing an independent assessment of the handling of the sexually harmful behavior case from an independent party. The Backbone organization commissioned this investigation. The assessment report on the case of sexually-harmful-behavior triangulated and validated data and original observations presented in the DEPA-MERL’s Partner’s Report.

Outcome 16: The Executive Board of the Backbone organization decided to cease all operations in Cambodia and globally. The contributions of the developmental evaluation to this outcome are unknown. However, some substantiators speculated that the developmental evaluation’s findings expedited the Backbone organization’s decision to cease operations. This is because evidence captured by the developmental evaluation consistently included the Backbone organization’s misalignment in roles, responsibilities and technical capacity.

Description: In October 2017, the Backbone organization’s executive board members shared the decision to cease all operations and fold the organization’s work globally. During this process, the Backbone organization’s funders also withdrew their financial support. The Backbone organization’s executive board distributed the remaining funds to a select few of their grantees, while many grantees did not receive their expected funds. This decision regarding the distribution of the Backbone organization’s remaining funds raised much confusion among FCF members.

Note: Even before the Backbone organization shared the decision to cease operations, USAID and the Integrating Partner had agreed to transfer much of the Backbone organization’s previous roles and responsibilities to the Integrating Partner [see outcome 10 for more information].

Contribution of the Developmental Evaluation: The Developmental Evaluation was a contributor to this outcome as the Developmental Evaluator consistently noted the Backbone organization’s misalignment in roles and responsibilities based on data collected. The Developmental Evaluator shared these findings through various means and formats to FCF leadership (such as the terms of reference sessions, Partners Report, and Options Memo). The Developmental Evaluator served in a knowledge sharing role, bringing communication, collaboration, and coordination challenges between FCF key leadership to the forefront for discussion and deliberation. Furthermore, the Developmental Evaluation contributed to elevating stakeholders’ voices, especially of those members who did not have a designated outlet to express their issues and concerns regarding FCF’s leadership.

Significance of Outcome: This outcome was one of the most significant in FCF’s program history, as the Backbone organization served a crucial and central role within FCF. The Backbone organization’s decision to end operations raised many questions such as: what would FCF prioritize/de-prioritize moving forward? Who would serve in this Backbone role? Who would take on the funding role within FCF? Since FCF Cambodia relied heavily on expats, what was FCF’s role to support and foster a new generation of Cambodian leaders? The Backbone organization ending operations also raised a potential barrier for smaller organizations: they lost capacity for tracking and managing funds as part of their involvement with the FCF initiative, as the Backbone organization was meant to leverage funds from private foundations with less restrictive requirements than those attached to U.S. government funding. The Integrating Partner who was chosen to take on a greater role with increased responsibilities within FCF was made aware of these dynamics.

THEME: GOVERNMENT

Outcome 17: The Developmental Evaluator shared data that supported the Integrating Partner’s proposal to hire a Khmer Deputy Chief of Party to manage FCF-Cambodian government relations.

Description: *DEPA-MERL cannot share this outcome because it includes confidential content.*

SUBSTANTIATION PROCESS

SUBSTANTIATORS' AGREEMENT WITH HARVESTED OUTCOMES

| Harvested Outcomes | | Substantiation* | | | | | | | |
|---|--|--|--|--|---|---|---|---|---|
| | | Respondent 1 Executive Director, FCF Partner Organization | Respondent 2 Associate Technical Director for Child Protection, FCF Core Member | Respondent 3 Former Project Manager, FCF Partner Organization | Respondent 4 Children and Adversity Advisor, FCF Core Member | Respondent 5 Senior Technical Advisor, FCF Core Member | Respondent 6 Education and Child Protection Team Leader, FCF Core Member | Respondent 7 Chief of Party for FCF, FCF Core Member | Respondent 8 Senior Social Work and Technical Advisor, FCF Core Member |
| Theme: Learning, collaboration and decision-making | <p>Outcome 2: The Developmental Evaluator identified that FCF members desired more knowledge sharing platforms and developed recommendations to address this challenge. Based on this, the Integrating Partner restructured thematic sub-group meetings and established Communities of Practice.</p> <p>Description of outcome</p> <p>Description of contribution</p> | Fully | Fully | | | | | | |
| | <p>Outcome 3: The Developmental Evaluator identified insufficient use of verifiable data and contextual evidence for decision-making and developed recommendations to address this issue. This encouraged the Integrating Partner to hire a Knowledge Sharing Specialist</p> <p>Description of outcome</p> <p>Description of contribution</p> | | Fully | Fully | | | | | |
| | <p>Outcome 4: Based on the finding that partners' support for the FCF initiative was negatively impacted by leadership turnover, the Developmental Evaluator recommended better integration of Khmer leaders within FCF (e.g. using the local language in meetings). This supported the Integrating Partner's move to hire additional local staff to meet program needs and decentralize leadership.</p> <p>Description of outcome</p> <p>Description of contribution</p> | | Fully | | | | | | |
| | <p>Outcome 6: The Developmental Evaluator recommended a re-branding and re-organizing strategy to address issues around knowledge sharing and Khmer engagement. This contributed to leadership's efforts in re-branding the Thematic Sub-Groups as 'Learning Summits' to create space for knowledge sharing...</p> <p>Description of outcome</p> <p>Description of contribution</p> | Fully | Fully | | | | | | |
| | <p>Outcome 10: Via various methods, the Developmental Evaluator documented numerous incidents of the Backbone organization's unilateral decision-making and other challenges. He also conducted and analyzed data from a survey to assess the performance of the coalition. Based on this evidence, FCF leadership visited the idea of restructuring FCF's governance structure...</p> <p>Description of outcome</p> <p>Description of contribution</p> | | | | Fully | Fully | | | |
| | <p>Outcome 11: The developmental evaluation documented evidence of the Backbone organization's lack of technical capacity. The Developmental Evaluator conducted a survey of member organizations to assess the performance of the coalition. From its analysis, the developmental evaluation developed recommendations to address identified issues, USAID used these data in their decision-making to descope the Backbone organization's roles and responsibilities</p> <p>Description of outcome</p> <p>Description of contribution</p> | | | | Fully | | Fully | | |
| | <p>Outcome 13: The Developmental Evaluator documented that an unclear understanding of roles and responsibilities among FCF stakeholders had led to confusion and operational redundancies. He recommended adaptations to the governance structure and developed a draft new structure that leveraged each organization's strengths. Based on this data and recommendation, USAID proposed restructuring of FCF's governance structure...</p> <p>Description of outcome</p> <p>Description of contribution</p> | | | | Partially | | Fully | | |
| | | | | | | Partially | Partially | Fully | |
| | | | | | | Fully | Fully | Partially | |

Table continued...

| | | Substantiation* | | | | | | | |
|--|--|--|--|--|---|---|---|---|---|
| | | Respondent 1 | Respondent 2 | Respondent 3 | Respondent 4 | Respondent 5 | Respondent 6 | Respondent 7 | Respondent 8 |
| Harvested Outcomes | | Executive Director, FCF Partner Organization | Technical Associate Director for Child Protection, FCF Core Member | Former Project Manager, FCF Partner Organization | Children and Adversity Advisor, FCF Core Member | Senior Technical Advisor, FCF Core Member | Education and Child Protection Team Leader, FCF Core Member | Chief of Party for FCF, FCF Core Member | Senior Social Work and Technical Advisor, FCF Core Member |
| Theme: Leadership and governance of the initiative | Outcome 14: The Developmental Evaluator documented the shared concerns of FCF stakeholders on the improper handling of a case of sexually-harmful-behavior and the need to establish initiative-wide whistleblowing and child protection policies. This supported the Integrating Partner's action to draft and disseminate initiative-wide child safeguarding policies. | | | | | | Fully | Partially | |
| | Description of outcome | | | | | | Fully | Partially | |
| | Description of contribution | | | | | | Fully | Partially | |
| | Outcome 15: The Developmental Evaluator provided extensive documentation on the process and procedures related to the handling of a case of sexually-harmful-behavior, including a timeline of communications and events, to an independent social worker. The independent social worker considered this evidence collected by the Developmental Evaluator as part of an assessment report on how this situation was handled by FCF. | | | | | | Fully | Fully | |
| | Description of outcome | | | | | | Fully | Fully | |
| | Description of contribution | | | | | | Fully | Fully | |
| Theme: Government | Outcome 16: The Executive Board of the Backbone organization decided to cease all operations in Cambodia and globally. The contributions of the developmental evaluation to this outcome are unknown. However, some substantiators speculated that the developmental evaluation's findings expedited the Backbone organization's decision to cease operations... | | | | Partially | Fully | | | |
| | Description of outcome | | | | Partially | Fully | | | |
| | Description of contribution | | | | Fully | Fully | | | |
| Theme: Government | Outcome 17: The Developmental Evaluator shared data that supported the Integrating Partner's proposal to hire a Khmer Deputy Chief of Party to manage FCF-government relations. | | Fully | | Partially | | | | Partially |
| | Description of outcome | | Fully | | Partially | | | | Partially |
| Description of contribution | | Fully | | Partially | | | | Partially | |

COMMENTS ON PARTIAL AGREEMENTS WITH DESCRIPTIONS

To ensure accuracy of these descriptions, DEPA-MERL updated any outcome which was "partially" substantiated using feedback provided by interviewees. Below, the team provides comments regarding substantiators' partial agreements, as well as the subsequent changes made to the outcome.

| | |
|------------|--|
| Outcome 10 | The outcome was updated to more clearly state that the developmental evaluation highlighted things that already existed (e.g., the developmental evaluation was a contributor, and not the only cause of the outcome). The outcome was also updated to more accurately reflect USAID's decision to de-fund the Backbone organization's role. |
| Outcome 12 | This outcome was updated to reflect that the Developmental Evaluator was not the only stakeholder that <i>identified</i> the unclear understanding of roles within FCF. Rather, he <i>documented</i> them. |
| Outcome 14 | One substantiator expressed that "the [child safeguarding] policies are not finalized, they were drafted, and we got feedback, but they are not actually finalized." Hence, the outcome was updated to acknowledge that these policies may continue to be updated. |
| Outcome 15 | Although all substantiators fully agreed with this outcome, one substantiator said the Developmental Evaluator was not the only person to provide documentation related to the incident. Another stakeholder also "did a lot of documentation" and "worked together" with the Developmental Evaluator. Hence, the contribution statement for this outcome was updated to more clearly highlight that this outcome resulted from a combination of their work. |
| Outcome 16 | This outcome was updated to clarify that the Backbone organization decided to cease all operations globally, not just in Cambodia. Additional details were also added related to how their remaining funds were distributed to various partners. |
| Outcome 17 | DEPA-MERL cannot share this outcome because it includes confidential content. |

ALTERNATIVE EXPLANATIONS

During the substantiation interviews, the team asked interviewees to share if there were any other alternative explanations or contributing factors for why a given program outcome occurred. In addition to the Developmental Evaluation, here are the top four factors which contributed to FCF outcomes:

1. When the AoR for the FCF award changed from D.C. to Cambodia, this contributed to certain changes because **decision-making power** changed hands/locations.
2. In some cases, FCF members were already aware of certain issues, so the Developmental Evaluator did not **identify** issues. Rather, he provided **documentation** and used data to "unmute" the voices of FCF's members.
3. Increase in Khmer representation was also influenced by the fact that certain stakeholders were already asking for more Khmer representation. The Cambodian FCF members, and child protection practitioners were some of the stakeholder groups making this request.

Overall, the developmental evaluation contributed to accelerating the **timing** of certain events/outcomes. It also influenced the structure of certain outcomes but wasn't the only cause.

ADDITIONAL DATA ON CHANGES AND IMPACTS OF HARVESTED OUTCOMES

Figure 1: The developmental evaluation enabled changes that had positive, negative, or both positive and negative impacts in the short-term

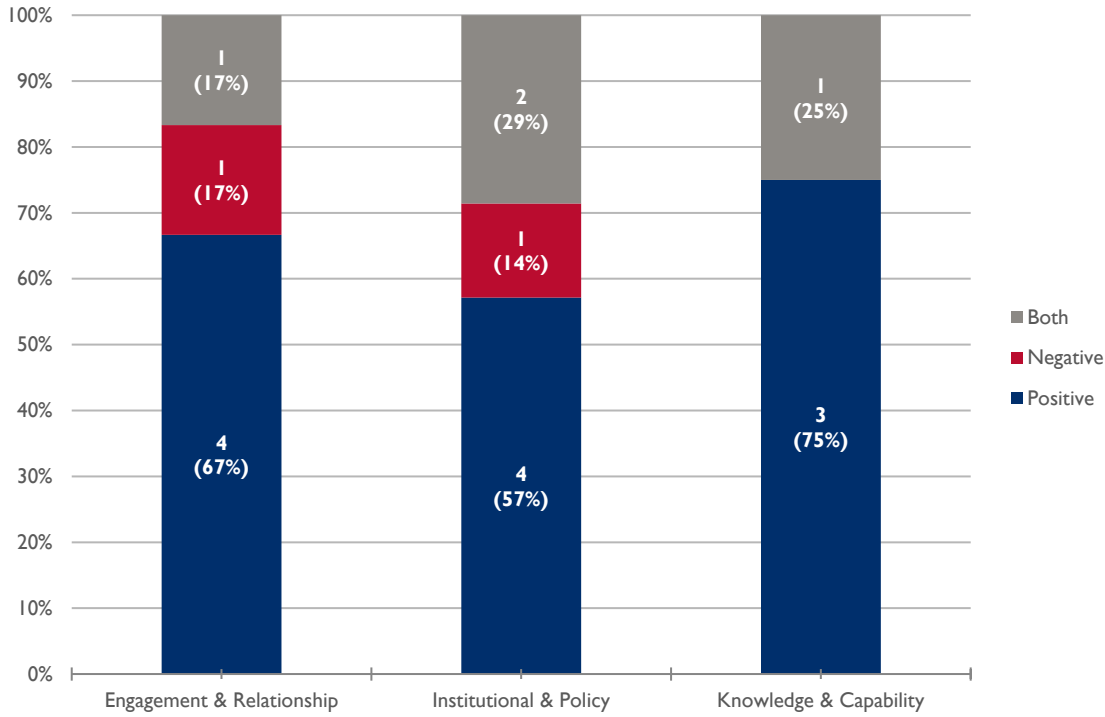
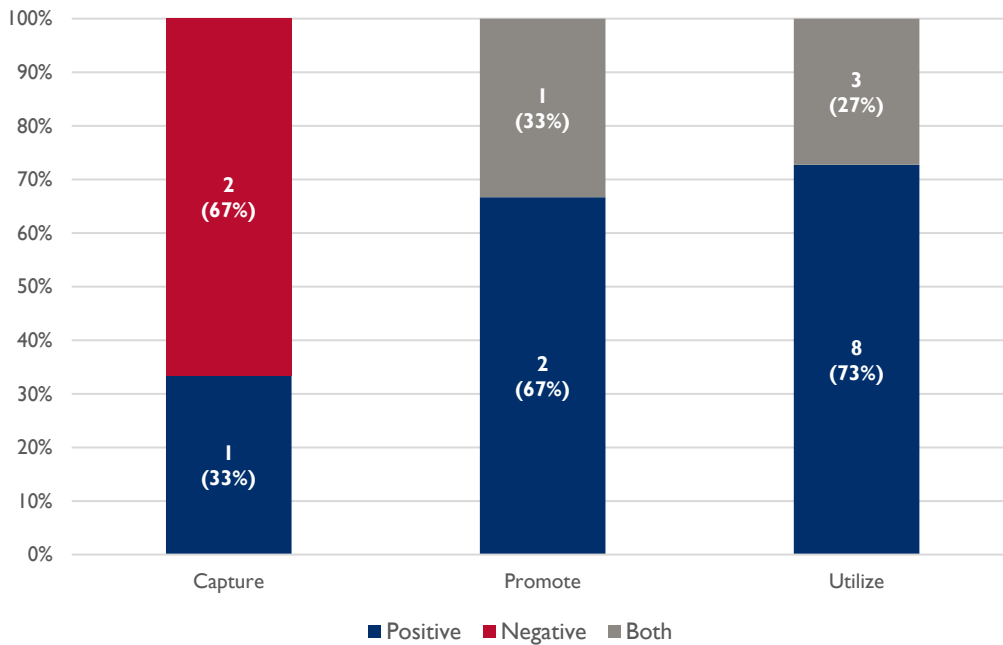


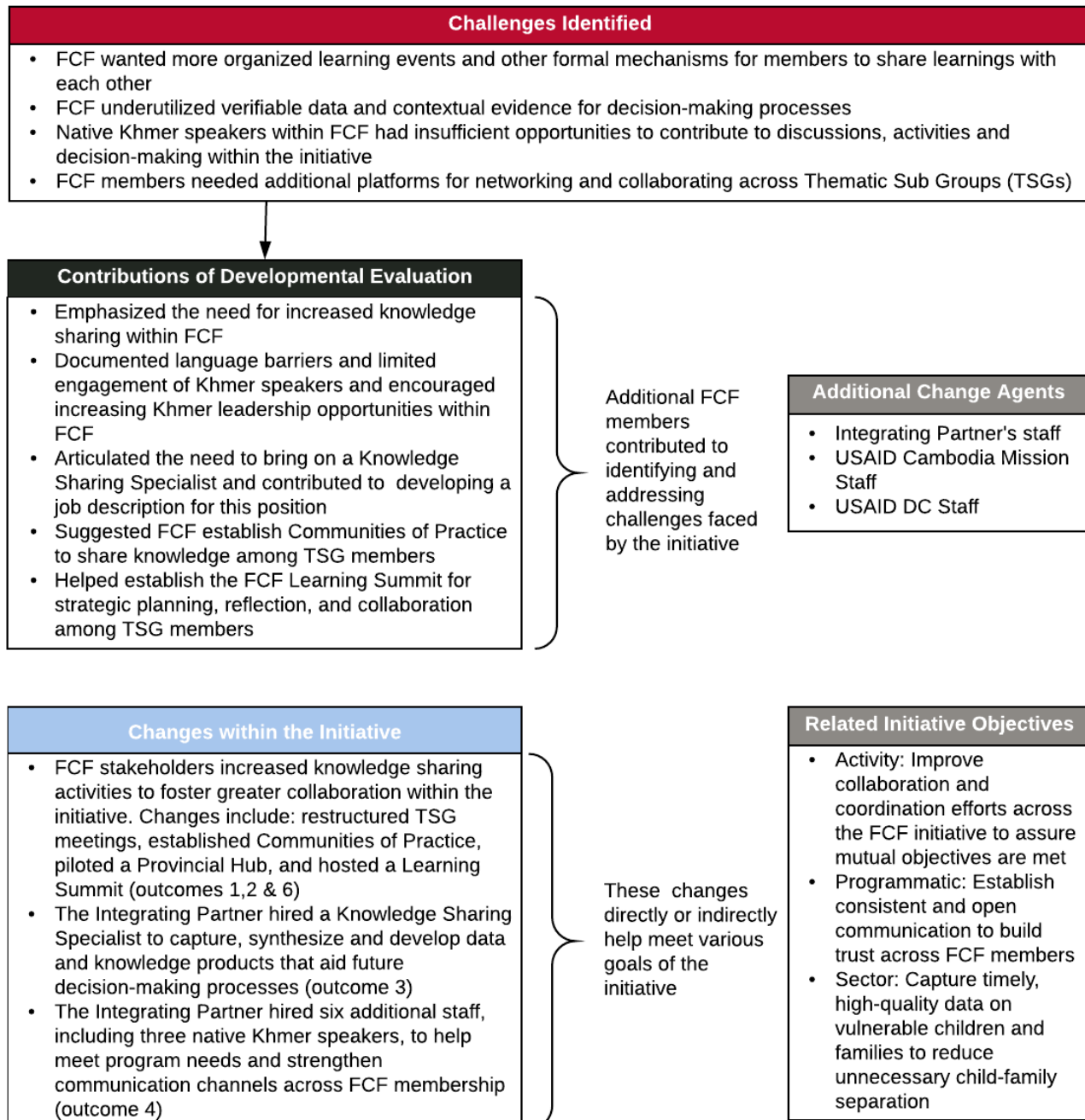
Figure 2: All outcomes with short-term negative impacts occurred when the role of the developmental evaluation was limited to capturing an emergent learning



VISUAL REPRESENTATION OF THE LEARNING, COLLABORATION, AND DECISION-MAKING THEME

Change strategy: Progress towards learning, collaboration and decision-making within the FCF initiative during the DEPA-MERL evaluation

Description: This diagram displays a condensed version of the change process related to learning, collaboration and decision-making of the Family Care First initiative (FCF) during the DEPA-MERL developmental evaluation. It captures the evolution of outcomes during the developmental evaluation, including: a) challenges related to FCF that were identified by stakeholders during the developmental evaluation, (b) additional change agents involved, (c) contributions of the developmental evaluation to promote change related to the challenge, (d) resulting changes within FCF, and lastly (e) related objectives of the FCF initiative.



Key:
 The outcomes were...
 Captured by developmental evaluation
 Promoted by developmental evaluation
 Utilized by FCF

ANNEX D: RESEARCH QUESTION TWO ADDITIONAL DATA

Research question 2 is: What are the barriers and enablers to implementation of developmental evaluation in the USAID context? The team conducted a systematic qualitative coding analysis of monthly reflection interviews and substantiation interviews. The team used best practices developed by Miles, Huberman and Saldaña^{xii} and NVivo, a software tool to organize, manage, and code all data on barriers and enablers.

DATA ON THE FREQUENCY OF DIFFERENT CODES

Table 2: Frequency counts of all codes

| # | Code | Barrier (Count) | Enabler (Count) | Percent of all barriers | Percent of all enablers |
|----|---|-----------------|-----------------|-------------------------|-------------------------|
| 1 | Leadership | 120 | 49 | 19.74% | 12.22% |
| 2 | USAID dynamics* | 73 | 29 | 12.01% | 7.23% |
| 3 | Data collection and sharing | 67 | 61 | 11.02% | 15.21% |
| 4 | Stakeholders relationships | 66 | 40 | 10.86% | 9.98% |
| 5 | Integration of Developmental Evaluator* | 56 | 41 | 9.21% | 10.22% |
| 6 | Data utilization* | 46 | 36 | 7.57% | 8.98% |
| 7 | Developmental evaluation readiness* | 45 | 37 | 7.40% | 9.23% |
| 8 | Skills of Developmental Evaluator* | 42 | 75 | 6.91% | 18.70% |
| 9 | Local & international dynamics | 41 | 18 | 6.74% | 4.49% |
| 10 | Funding dynamics | 29 | 6 | 4.77% | 1.50% |
| 11 | Political | 18 | 6 | 2.96% | 1.50% |
| 12 | Cultural norms | 3 | 2 | 0.49% | 0.50% |
| 13 | Geographic | 2 | 1 | 0.33% | 0.25% |

* High-priority codes are indicated with an asterisk. The DEPA-MERL consortium identified these codes as being the most likely to result in lessons which could affect the future implementation of developmental evaluation within USAID Missions and programs.

Table 3: Comparison of barriers and enablers across the different data sources (listed in order of descending frequency counts on barrier)

| Source: Monthly reflection interviews and substantiation interviews | | | Source: Substantiation interviews only | | | Source: Monthly reflection interviews only | | |
|---|-----------------|-----------------|--|-----------------|-----------------|--|-----------------|-----------------|
| | Barrier (Count) | Enabler (Count) | | Barrier (Count) | Enabler (Count) | | Barrier (Count) | Enabler (Count) |
| Leadership | 120 | 49 | Leadership | 40 | 21 | Leadership | 80 | 28 |
| USAID dynamics | 73 | 29 | USAID dynamics | 30 | 18 | Integration of Developmental Evaluator | 48 | 29 |
| Data collection and sharing | 67 | 61 | Skills of Developmental Evaluator | 22 | 53 | Stakeholders relationships | 47 | 23 |
| Stakeholders relationships | 66 | 40 | Data collection and sharing | 21 | 26 | Data collection and sharing | 46 | 35 |
| Integration of Developmental Evaluator | 56 | 41 | Local & international dynamics | 20 | 12 | USAID dynamics | 43 | 11 |
| Data utilization | 46 | 36 | Stakeholders relationships | 19 | 17 | Developmental evaluation readiness | 30 | 19 |
| Developmental evaluation readiness | 45 | 37 | Data utilization | 19 | 20 | Data utilization | 27 | 16 |
| Skills of Developmental Evaluator | 42 | 75 | Developmental evaluation readiness | 15 | 18 | Local & international dynamics | 21 | 6 |
| Local & international dynamics | 41 | 18 | Political | 14 | 5 | Skills of Developmental Evaluator | 20 | 22 |
| Funding dynamics | 29 | 6 | Funding dynamics | 11 | 3 | Funding dynamics | 18 | 3 |
| Political | 18 | 6 | Integration of Developmental Evaluator | 8 | 12 | Political | 4 | 1 |
| Cultural norms | 3 | 2 | Cultural norms | 1 | 1 | Cultural norms | 2 | 1 |
| Geographic | 2 | 1 | Geographic | 0 | 0 | Geographic | 2 | 1 |

Table 4: Percentages of how frequently data were double-coded i.e. two codes were applied to the same piece of text

| | Integration of Developmental Evaluator | Stakeholders relationships | Data collection and sharing | USAID dynamics | Developmental evaluation readiness | Data utilization | Local & international dynamics | Skills of Developmental Evaluator | Funding dynamics |
|--|--|----------------------------|-----------------------------|----------------|------------------------------------|------------------|--------------------------------|-----------------------------------|------------------|
| Leadership | 18.80% | 29.44% | 16.85% | 34.91% | 26.36% | 20.59% | 23.96% | 11.11% | 23.16% |
| Integration of Developmental Evaluator | | 9.44% | 12.09% | 13.61% | 26.36% | 8.82% | 7.29% | 17.46% | 4.21% |
| Stakeholders relationships | | | 10.99% | 12.78% | 7.27% | 7.84% | 22.92% | 11.90% | 17.89% |
| Data collection and sharing | | | | 14.20% | 17.27% | 33.33% | 17.71% | 26.98% | 8.42% |
| USAID dynamics | | | | | 28.18% | 12.75% | 21.88% | 8.73% | 33.68% |
| Developmental evaluation readiness | | | | | | 9.80% | 2.08% | 11.11% | 5.26% |
| Data utilization | | | | | | | 5.21% | 11.11% | 3.16% |
| Local & international dynamics | | | | | | | | 4.76% | 7.37% |
| Skills of Developmental Evaluator | | | | | | | | | 4.21% |

ANNEX E: RESEARCH QUESTION THREE ADDITIONAL DATA

WDI distributed an online survey to answer research question 3: What do key informants consider to be the value (added or lost) of conducting a developmental evaluation compared to a traditional evaluation approach in this instance? The survey consisted of both multi-item scale questions to provide quantitative data, as well as a short qualitative section to gather more open-ended responses from key stakeholders. In addition to asking general questions about the value developmental evaluation can bring to USAID Missions and Bureaus, the survey also included specific questions about the value of (a) the Developmental Evaluator and (b) the FCF developmental evaluation compared to more traditional evaluation approaches.

STAKEHOLDERS' PERCEPTIONS OF DEVELOPMENTAL EVALUATION

QUOTES FROM SURVEY RESPONDENTS ABOUT VALUABLE ASPECTS OF DEVELOPMENTAL EVALUATION

Table 5: Most valuable aspects of the evaluation, according to stakeholders

Survey Question: In what ways was the developmental evaluation most valuable?

| Response grouping | Prevalence of response | Relevant quotes |
|---|------------------------|--|
| Builds trust and listens to stakeholder voice | 9 of 14 (64.29%) | "[Developmental evaluation] listens to the voice of most organizations who were involved." |
| | | "The relationships he [the Developmental Evaluator] built among the implementing partners ensured that their challenges and suggested improvements were heard and acted upon by the leadership organizations." |
| | | "In my opinion, the developmental evaluation provided [FCF] participants [a] safe space to express their successes, challenges, lesson learnt, and recommendations." |
| | | The developmental evaluation "helped identify some of the things that others felt our team had done well, so we'll try to emphasize those in future." |
| | | "[Using the this approach] we were able to work with multiple partners and get a rich sense of the complexities on the ground." |
| | | "The fact that that they [the Developmental Evaluator] are here and know partners was very important. Trust is higher so better information can be elicited" |
| | | "Provided a perspective not evident in the implementing parties" |
| Improves communication among partners | 5 of 14 (35.71%) | "Communications have improved on the project however I am not sure if this is directly correlated to the work of DEPA-MERL or is a result of [the Integrating Partner] taking over this responsibility [to manage FCF communications]" |
| | | The developmental evaluation was valuable for "addressing fundamental issues between the [Backbone and Integrating Partner organizations]" |
| | | "The developmental evaluation unpacked complex relationship dynamics and addressed these" |
| | | "Was able to identify and articulate serious differences in the role perceptions of several top line organizations which were causing confusion in the partners" |
| | | "[The Developmental Evaluator] was an extremely valuable addition to FCF. His work helped to improve communication issues among FCF leadership organizations." |

| | | |
|---|---------------------|---|
| Collects relevant evidence and data | 6 of 14 (42.86%) | "The questions are relevant and well thought out" |
| | | "It [the developmental evaluation] gave the evidence and impetus required for progress to be made." |
| | | "Developmental evaluation identified issues in the overall design [of the program] and provided feedback on the same." |
| | | "The bright spots analysis has also been really useful, sadly there wasn't enough time to really build this out further." |
| | | "The fact that that they [the Developmental Evaluator and the DEPA-MERLIN representatives] are here and know partners was very important. <i>Trust is higher so better information can be elicited</i> " |
| | | "[The developmental evaluation] provided a perspective not evident in the implementing parties" |
| It ensures suggested improvements are acted upon to improve the program (utilization-focus) | 3 of 14 (21.43%) | "I imagine the data collected will be used to improve and inform processes moving forward.... Feedback has been taken on board regarding TSG quarterly meetings - these are on hold at present. A provincial Battambang TSG meeting was coordinated in March which will provide some important learnings moving forward." |
| | | "It [the developmental evaluation] also allowed partners to get their messages across to the donors and influential agencies." |
| | | "The relationships he [the Developmental Evaluator] built among the implementing partners' ensured that their challenges and suggested improvements were heard and acted upon by the leadership organizations." |
| Developmental evaluation is flexible | 1 of 14 (7.14%) | "[The developmental evaluation] allowed for a flexible approach to evaluation. We were able to redirect the course of the evaluation as needed." |
| | | "The consortium was willing to be flexible and change course" |

STAKEHOLDERS' PERCEPTIONS OF DEVELOPMENTAL EVALUATION AND THE DEVELOPMENTAL EVALUATOR

Figure 3: USAID respondents rated the developmental evaluation as compared to traditional evaluation in this instance, less favorably than Implementing Partners (IP) respondents

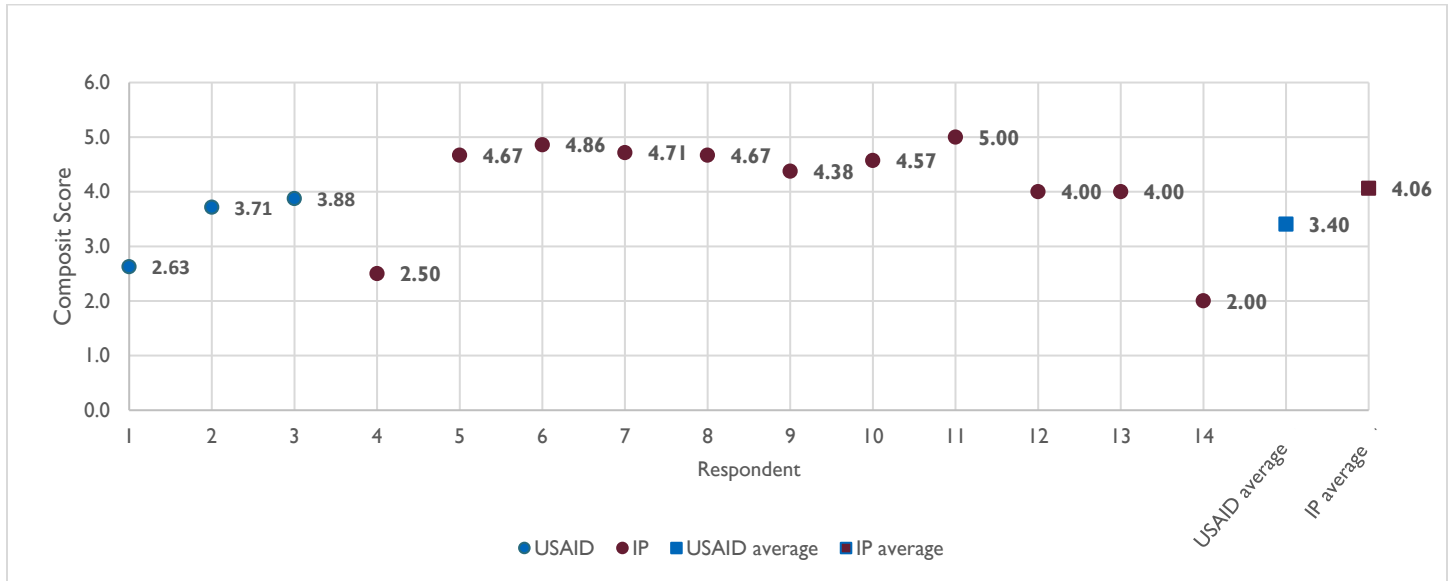
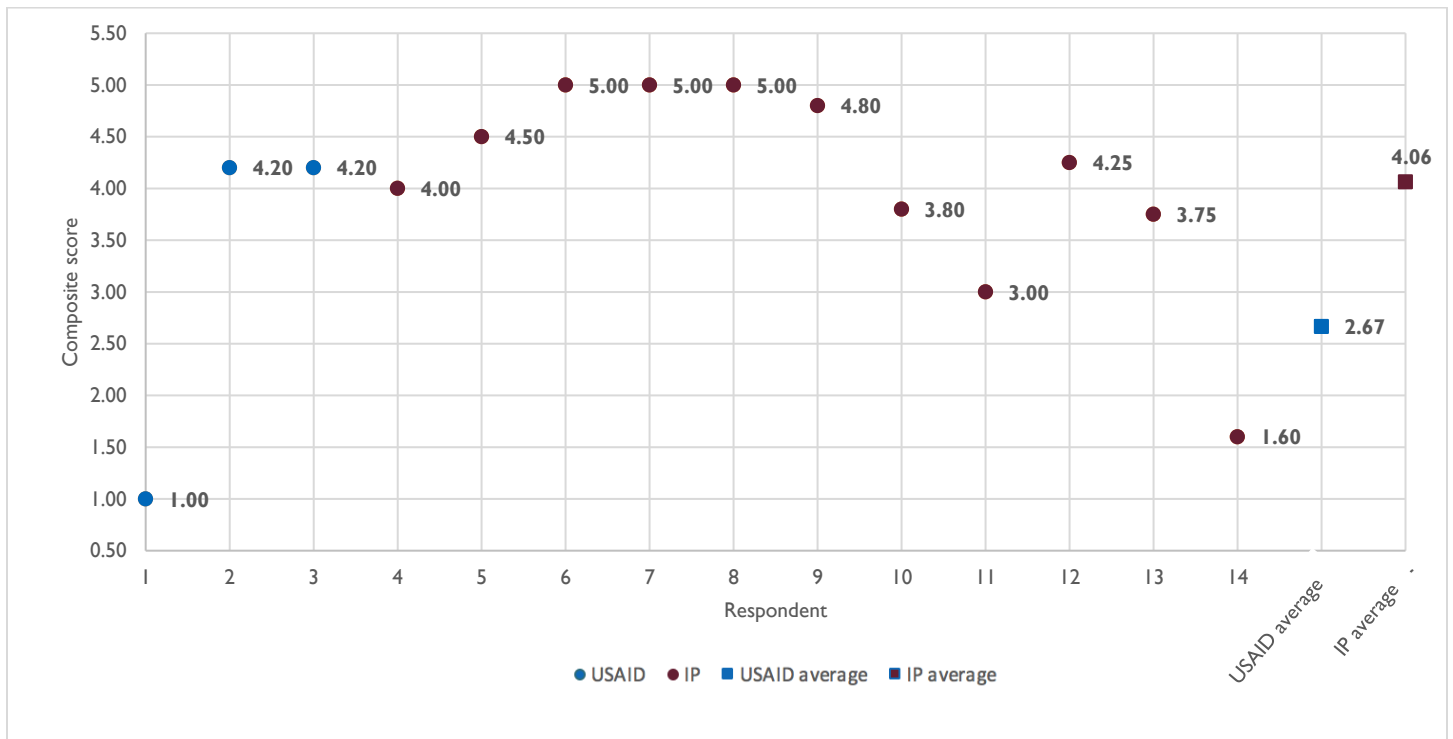


Figure 4: USAID respondents rated interactions with the FCF Developmental Evaluator less favorably, than Implementing Partners (IP) respondents



BIBLIOGRAPHY

- i Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, California: SAGE.
- ii Langlois, M., Blanchet-Cohen, N., & Beer, T. (2012). *The art of the nudge: Five practices for developmental evaluators*. *The Canadian Journal of Program Evaluation*, 27(2), 39. Retrieved from <http://search.proquest.com/docview/1322991809>
- iii Patton, M. Q., McKegg, K., & Wehipeihana, N. (2016). *Developmental evaluation exemplars: Principles in practice*. Ebook Library. New York, NY: The Guilford Press.
- iv Lam, C. Y., & Shulha, L. M. (2015). *Insights on using developmental evaluation for innovating*. *American Journal of Evaluation*, 36(3), 358-374. doi:10.1177/1098214014542100
- v Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, California: SAGE.
- vi Ibid.
- vii Harris and Burke. (2011). Do you see what I see? an application of inter-coder reliability in qualitative research. Center for Tobacco Policy at Saint Louis University School of Public Health.
- viii Olson, J. D., McAllister, C., Grinnell, L. D., Walters, K. G., & Appunn, F. (2016). Applying constant comparative method with multiple investigators and inter-coder reliability. *The Qualitative Report*, 21(1), 26-42.
- ix Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, California: SAGE
- x Olson, J. D., McAllister, C., Grinnell, L. D., Walters, K. G., & Appunn, F. (2016). Applying constant comparative method with multiple investigators and inter-coder reliability. *The Qualitative Report*, 21(1), 26-42.
- xi Saldaña, J. (2009). *Coding manual for qualitative researchers* SAGE Publications.