

Terminal Evaluation Validation form, GEF Independent Evaluation Office

1. Project Data

Summary project data			
GEF project ID	5433		
GEF Agency project ID	GCP/MOZ/112/LDF		
GEF Replenishment Phase	GEF-5		
Lead GEF Agency (include all for joint projects)	FAO		
Project name	Strengthening capacities of agricultural producers to cope with climate change for increased food security through the Farmers Field School approach		
Country/Countries	Mozambique		
Region	Africa		
Focal area	Climate Change		
Operational Program or Strategic Priorities/Objectives	<u>Operational Program</u> : SO-2- Increase and enhance the supply of goods and services from agriculture, forestry and fisheries in a sustainable manner. SO-5- Enhance resilience of livelihoods to threats and crises <u>Strategic Objectives</u> : CCA- 1: Reduce vulnerability to adverse impacts of climate change, including variability, at local, national, regional and global levels. CCA - 2: Enhance adaptive capacity to respond to the impacts of climate change, including variability, at local, national, regional and global levels. CCA-3: Promote the transfer and adoption of adaptation technology		
Stand alone or under a programmatic framework	Standalone		
If applicable, parent program name and GEF ID	N/A		
Executing agencies involved	Ministry of Agriculture and Food security (MADER, now Ministry of Agriculture and Rural Development); Ministry of Land, Environment and Rural Development (MTA)		
NGOs/CBOs involvement	Action Aid: partner (PIR 2017, p. 43) Aprose, Cruz Vermelha de Moçambique, ORAM, Kubatsirana (NGOs): project executing partners (PIR 2021, p. 66)		
Private sector involvement (including micro, small and medium enterprises) ¹	Community Ecology Network: consultation (PIR 2017, p. 43); farmers: beneficiaries		
CEO Endorsement (FSP) /Approval (MSP) date	CEO Endorsement date: 05/15/2015 (TE, p. 26), 05/19/2015 (PIF 2017, p. 1)		
Effectiveness date / project start date	07/01/2015 (PIR 2017, p.1)		
Expected date of project completion (at start)	06/30/2019 (PIR 2018, p. 1)		
Actual date of project completion	7/30/2021		
Project Financing			
		At Endorsement (US \$M)	At Completion (US \$M)
Project Preparation Grant	GEF funding	0.200 ²	0.200
	Co-financing		
GEF Project Grant		9.000	9.000
Co-financing	IA own	24.900 ³	27.657

¹ Defined as all micro, small, and medium-scale profit-oriented entities, including individuals and informal entities, that earn income through the sale of goods and services rather than a salary. ([GEF IEO 2022](#))

² PIR 2017, p. 2.

³ TE, p. 28.

	Government	2.445	Information not available ⁴
	Other multi- /bi-laterals		Information not available ⁵
	Private sector		
	NGOs/CBOs		
	Other		
Total GEF funding		9.200	9.200
Total Co-financing		27.345	27.657
Total project funding (GEF grant(s) + co-financing)		36.345	36.857
Terminal evaluation validation information			
TE completion date		June 2022	
Author of TE		João Mesquita, Eunice Cavane, and Ventura Mufume	
TER completion date		11/15/2022	
TER prepared by		Emanuele Bigagli	
TER peer review by (if GEF IEO review)		Neeraj Negi	

Access the form to summarize key project features here: <https://www.research.net/r/APR2023>.

⁴ At the time of TE, the final figures for the contribution of the two Ministries (MADER and MTA) were not known (TE, p. 64).

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2. Summary of Project Ratings

Criteria	Final PIR	IA Terminal Evaluation	IA Evaluation Office Review	GEF IEO Review
Project Outcomes	S	S ⁶	—	S
Sustainability of Outcomes		ML	—	ML
M&E Design		HS	—	HS
M&E Implementation		S	—	S
Quality of Implementation		MS	—	MS
Quality of Execution		MS	—	MS
Quality of the Terminal Evaluation Report			—	HS

3. Project Objectives and theory of change

3.1 Global Environmental Objectives of the project:

The objective of the project was to “enhance the capacity of Mozambique agricultural and pastoral sectors to cope with climate change by increasing farmers adoption of Climate Change Adaptation technologies and practices through an established network of Farmers Field Schools, and by mainstreaming Climate Change Adaptation concerns and strategies into ongoing agricultural development initiatives, policies and programmes in the country” (TE, p. 28).

3.2 Development Objectives of the project:

The development objectives of the project were to: reduce vulnerability to the adverse impacts of climate change, including variability, at local, national, regional and global level; increase adaptive capacity to respond to the impacts of climate change, including variability, at local, national, regional and global level; and promote transfer and adoption of adaptation technology (PIR 2017, p. 4).

3.3 Were there any **changes** in the Global Environmental Objectives, Development Objectives, or project activities during implementation? What are the reasons given for the change(s)?

The MTR recommended, and the Project Task Force and Project Steering Committee agreed, to reduce the number of Farmers Field Schools supported by the project from 3,200 to 500, and the number of beneficiaries adopting Climate Change Adaptation tools from 45,000 to 30,000 (PIR 2019, p. 38). Also, a modification involved the target for Output 2.4, which included training of specific Ministry officers and staff of the National Institute for Disaster Management to monitor progress towards more sustainable and agroecology production systems. As these offices did no longer exist at the time of project implementation, the Climate Change Unit of the Ministry of Land and Environment was trained on Tracking Adaptation in Agriculture Sector tools and Tools for Agroecology Performance Assessment, and to engage in partnership with research institutions (PIR 2020, p. 67).

3.4 Briefly summarize project’s theory of change – describe the inputs and causal relationships through which the project will achieve its long-term impacts, key links, and key assumptions.

⁶ The TE (p. 13) evaluated the “Overall assessment of project results” (B1) as “Satisfactory”.

The project documents did not articulate a theory of change for the project. A theory of change was developed by the MTR team based on project documentation. The theory was reviewed and refined by the TE in consultations with the key stakeholders (TE, p. 31; pp. 98-101). The main elements of the Theory of Change are as follows:

- Problem: Mozambique is one of the poorest countries in the world, and is highly dependent on agriculture and livestock, and in particular family farming. Most small farmers lack access to technology, benefit from little qualified technical assistance, and face difficulties integrating into markets. In addition, agriculture is highly dependent on rainfall and regularity of the seasons. Therefore, Mozambique is extremely dependent on natural resources and especially vulnerable to the adverse effects of climate change. There are barriers to implementation of the existing laws, policies, strategies, programs and action plans on rural development, Climate Change Adaptation and the agricultural sector, especially with regard to mainstreaming Climate Change Adaptation practices in the agricultural sector.
- Key assumptions: (1) there is sustained political and public commitment by the Government of Mozambique to support the development and introduction of Climate Change Adaptation policies and practices; (2) There is political stability, including security and internal conflict resolution within the country; (3) Government institutions (national, provincial and district) have the capacity to implement the Climate Change Adaptation policies and measures developed for the country; (4) Climate change impacts are not significantly altered; (5) Communities have interest and motivation to adopt new technologies and production methods.
- Project Outcome: to increase production and productivity, reduce production costs, preserve the productive quality of land and be more resilient to climate risks. Achievement of these results will contribute to improved food security, livelihoods and resilience of rural populations in Mozambique, as well as reduced CO₂.
- Strategy: the project had three 3 Components: (1) Increase awareness and knowledge of farmers and managers at national, provincial and district levels to include good practices and measures of Climate Change Adaptation in ongoing rural development programs; (2) Promote the adaptation of improved Climate Change Adaptation practices and a wider range of genetic material covering at least three production systems (basic food, vegetable and mixed systems of tree, food and animal production) through the network of Farmer Field Schools supported by the reference projects; (3) Increase institutional capacity and intersectoral coordination to design and implement effective extension and assistance approaches, strategies and mechanisms in support of the integration of Climate Change Adaptation in the agricultural and livestock sectors
- Immediate outcomes: increase in capacity of Mozambique agricultural and pastoral sectors to cope with climate change; adoption of Climate Change Adaptation technologies and practices by farmer members and non-Farmers Field Schools members; and the integration of Climate Change Adaptation concerns and strategies into agricultural development programs and policies in a more generalized and consistent manner.
- Long-term impacts: increase in production and productivity, reduction of production costs, preservation of the productive quality of land and increased resilience to climate change. These impacts will contribute to improved food security, livelihoods and resilience of rural populations in Mozambique, as well as reduced CO₂.

4. GEF IEO assessment of Outcomes and Sustainability

Please refer to the GEF Terminal Evaluation Review Guidelines for detail on the criteria for ratings.

The outcome ratings (relevance, effectiveness, efficiency, and overall outcome rating) are on a six-point scale: Highly Satisfactory to Highly Unsatisfactory. The sustainability rating is on a four-point scale: Likely to Unlikely.

Please justify the ratings in the space below each box.

4.1 Relevance and Coherence	HS
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The TE evaluated Relevance as Satisfactory. This evaluation assesses Relevance as Highly Satisfactory. The project had a very high alignment with the problems identified, the country priorities, the needs of beneficiaries, and the GEF strategic objectives and existing national laws, policies and programs. Also, the project was internally coherent – its design was appropriate for delivering the expected outcomes, and it complemented existing interventions.

The TE (p. 7) notes that “the project was and will continue to be very relevant for the strengthening of national capacity for adaptation and resilience to climate change”. It assesses the project design, objective, and outcomes to be coherent, and consistent with country priorities of rural development and climate change adaptation (TE, p. 12). The implementation strategy was appropriate to achieve the expected results (TE, p. 12). The strategy included context-appropriate responses to enable the achievement of the expected results; it was adapted to the local context and needs of the beneficiaries (TE, p. 32). The Farmers Field Schools approach is the most effective and efficient option to ensure the transfer and adoption of Climate Change Adaptation technologies and practices in rural Mozambique (TE, p. 7).

The TE (p. 13) assessed the project as aligned with: GEF/LDCF strategic objectives CCA 1 (Reduce vulnerability to the adverse impacts of climate change, including variability, at local, national, regional and global levels), CCA 2 (Increase adaptive capacity to respond to the impacts of climate change, including variability, at local, national, regional and global levels), and CCA3 Promoting the transfer and adoption of adaptation technology); FAO Strategic Objectives SO2 (Increasing and improving the supply of goods and services from agriculture, forestry and fisheries in a sustainable manner) and SO5 (Increasing the resilience of livelihoods to threats and crises) of the Revised FAO Strategic Framework 2010-2019; priority areas 2 and 3 of the FAO Mozambique Country Programming Framework; National Strategy for Adaptation and Mitigation of Climate Change 2013 - 2025 (NSCCAM) and NDC/UNFCCC, National Investment Plan for the Agricultural Sector (NIPAS), and consistent with the vision of the Strategic Plan for Development of the Agricultural Sector (SPASD); and to the targets of Sustainable Development Goals 2 (End hunger, achieve food security and improved nutrition and promote sustainable agriculture) and 13 (Take urgent action to combat climate change and its impacts).

The TE rated the complementarity with existing interventions as Moderately Satisfactory (p. 13) on the basis of the lack of a specific tool to map and monitor the scope and results of the established partnerships and collaborations, especially with academic institutions. However, the TE itself (p. 13) notes the evidence of collaborations with other entities (e.g., WFP, Save the Children, Caritas) on the distribution of resources and activities to complement the Farmers Field Schools intervention. Therefore, actual performance on this may be higher than assessed by the terminal evaluation.

4.2 Effectiveness	S
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The TE evaluated effectiveness as Satisfactory. This evaluation concurs with this rating. Project outcomes were commensurate with the targets set in the project document; the project achieved the desired results across all Components and contributed to global environmental benefits.

The TE (p. 40) notes that the project “contributed decisively to increasing the capacity of the agricultural and pastoral sectors of the four intervention provinces to cope with climate change, namely through effective transfer of technologies and practices on Climate Change Adaptation by farmers and capacity building of rural extension service providers”. The capacity building activities for farmers had “very relevant results” and the level of achievement of results was “very satisfactory” (TE, p. 13). The project also “succeeded in integrating the issues of Climate Change Adaptation in various sectoral policy-setting planning documents and processes at both national and provincial/district levels” (TE, p. 40).

The detailed results for each Outcome are briefly described below:

- Outcome 1 – Relevant structural changes were introduced at the level of awareness of sectoral agents, inclusion of Climate Change Adaptation in rural development programs and ministerial-level strategic plans; decisive contribution to the elaboration of the Mozambique’s Nationally Determined Contributions (NDC) to the UNFCCC; and creation of 15 local plans and 250 community plans for Climate Change Adaptation (TE, p. 8). Political changes and instability of government vision for the sector limited progress in the revision of SPASD and NIPAS (TE, p. 44).
- Outcome 2 – The Farmers Field Schools were effective in building capacities of, and empowering, farmers, and in terms of enhancing productivity and resilience. There is evidence that farmers are replicating the knowledge and methods introduced in the Farmers Field Schools (TE, p. 46). The target set in the Project Document for Indicator 2.2 (Percentage of groups adopting Climate Change Adaptation strategies and practices) was not reached (target: 50%, result: 29%), because of intensive labor and specific knowledge or materials requirements. The target for Indicator 2.3 (Level of use of agro-meteorological information by targeted agro-pastoralists) was exceeded (target: 20% of participating Farmers Field Schools, result: 76%), although the data provided were not accurate.
- Outcome 3 – Institutional capacities were strengthened; significant improvements were made in intersectoral coordination at district and provincial level, and positive contributions were made to the integration of Climate Change Adaptation in sectoral planning. The target set in Indicator 3.1 of 3 inter-institutional task force meetings per year was exceeded (4 meetings per year). Mozambique’s Nationally Determined Contributions to the UNFCCC and its operationalization plan were developed and approved, and 15 district Local Adaptation Plans were created. Communication and articulation between local

agents and with the project team, as well at ministerial level were reported to be improved (TE, p. 55). Also, technical language was harmonized among sector agents thanks to the project intervention (TE, p. 57). The lack of creation of a Farmers Field Schools platform was reported as limiting such improvements (TE, p. 55). Policy changes limited the achievement of this Outcome (TE, p. 10).

4.3 Efficiency	MS
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The TE assessed efficiency as Moderately Satisfactory. The present evaluation agrees with the assessment. The project was completed about two year later than was expected at project start, although all activities were implemented and budgetary management was not affected.

The project managed to mobilize all the necessary resources and executed activities complying with FAO contracting and procurement rules (TE, p. 8, 14, 17). The TE (pp. 59-60) notes the slow execution of the project up to the MTR, and some start up delays because of difficulties in recruiting the technicians and complexities of the FAO requirements related to procurement (vis-a-vis informality of the national market) and fund disbursement.

The TE (p. 64) notes that FAO implemented a resource-sharing model with other FAO projects in the same territories, through the organization of joint missions or the sharing of vehicles, for example, and contributed to the efficient management of project resources.

4.4 Outcome	S
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Summarize key outcomes related to environment, human well-being, and enabling conditions (Policy, Legal & Institutional Development; Individual & Institutional Capacity-Building; Knowledge Exchange & Learning; Multistakeholder Interactions), as applicable. Include any unintended outcomes (not originally targeted by the project), whether positive or negative, affecting either ecological or social aspects.

Where applicable, note how both intended and unintended outcomes have positively and/or negatively affected marginalized populations (e.g., women, indigenous groups, youth, persons with disabilities), and where some stakeholder groups have benefited more/ less than others.

The TE assesses outcomes as Satisfactory, and this evaluation concurs because the project outcomes were relevant and effective, and moderately efficient.

The key outcomes and impacts are summarized as follows:

Environmental. The adoption of BIOL, an organic insect repellent, resulted in a significant decrease in the use of chemicals in agricultural production (TE, p. 78).

Socioeconomic. The TE reports that “the project may have contributed to increased food security (final long-term impact), through the introduction of organic food production, access to improved seeds and the production of new crops, and to increased families livelihoods (final long-term impact), through increased production and productivity, and the subsequent greater availability of products for sale in small markets or directly to other community members, but also through the reduction of some production costs” (TE, p. 81).

Enabling conditions. In all 4 provinces, the level of adoption of improved Climate Change Adaptation strategies and practices increased (TE, p. 77). Also, some of the beneficiary producers changed their pattern of consumption/acquisition of productive inputs, away from pesticides and fertilizers toward working tools, and reduced their purchase of seeds, because they learned how to produce these inputs (TE, p. 78). Moreover, adoption of Climate Change Adaptation tools and methods by imitation was verified in various other communities, thanks to the exchanges of experiences promoted between beneficiary and non-beneficiary farmers and the quality of results verified especially of the technique of soil cover. Also, the capacity of the agricultural and pastoral sectors to cope with climate change increased, as showed by the increase in the related indicators (TE, p. 79).

Unintended outcomes. The TE does not indicate any unintended outcomes.

4.5 Sustainability	ML
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Note any progress made to sustain or expand environmental benefits beyond project closure, using stakeholder (rather than project) resources, e.g. through replication, mainstreaming or scaling-up of GEF-supported initiatives. Examples would be farmers adopting practices using own funds, follow-on replication projects, development of plans for scaling, inclusion in local or national legislation, and allocation of government budgets or private sector investments for institutional adoption.

The TE assessed Sustainability as Moderately Likely, and articulated in the following rates: financial risks (Moderately unlikely); socio-political risks (Moderately unlikely); institutional and governance risks (Likely); environmental risks (Moderately Likely); and catalysis and replication (Moderately Likely). The present evaluation concurs and rate project sustainability as Moderately likely because, despite risks that may affect the continuation of benefits, the net benefits are more likely to continue than abate.

Financial. The TE (p. 15) expressed doubts about the capacity of the government to provide all the necessary material and financial means for extensionists to continue providing follow-up and support to farmers, and of the provincial and district entities to follow up on this support in the long term without external funding and support.

Sociopolitical. The training and education of actors at provincial and district level was available to the whole community, facilitating replication of knowledge and sustainability of results (TE, p. 8). Also, local partners showed interest in providing sustained support and follow-up for Climate Change Adaptation practices implementation (TE, p. 65). The development of planning instruments and tools will be useful for defining local climate change adaptation plans and the revision of several policy instruments (TE, p. 65). However, the TE (p. 15) notes that the failure to define a structured exit strategy in consultation with the partners is the greatest risk to the sustainability of the project results. This failure has led to the limited ownership of partner entities and is likely to contribute to weak follow up. Also, other factors that may negatively affect sustainability are the prevalence and worsening of armed conflicts in the central part of the country and covering the project intervention provinces, and the effects of the Covid-19 pandemic and the uncertainty about the evolution of the situation.

Institutional. The TE (p. 15) noted that the new Agrarian Extension Program (*Sustenta Programme*) adopted by the Government does not contemplate Farmers Field Schools as an instrument for territorial action, and it is not clear whether or not Farmers Field Schools maintenance and Climate Change Adaptation will be supported by the Government.

Environmental. Climate change and in particular the occurrence of extreme phenomena such as floods, extreme droughts or cyclones, could compromise the results already achieved and further limit the capacity of communities that are already very vulnerable.

5. Processes and factors affecting attainment of project outcomes

Before describing the factors, you may choose to summarize reported outcomes and sustainability here: <https://www.research.net/r/APR2023>.

5.1 Co-financing. To what extent was the reported co-financing essential to the achievement of GEF objectives? If there was a difference in the level of expected co-financing and actual co-financing, what were the reasons for it? Did the extent of materialization of co-financing affect project's outcomes and/or sustainability? If so, in what ways and through what causal linkages?

The TE (p. 64) notes that the project slightly exceeded the amount of expected co-financing as it mobilized additional USD 2,659,198 from the Accelerate Progress towards MDG1c in Mozambique project. The mobilization was on expected lines and timely. At the time of TE, the final figures of co-financing from the two Ministries (MADER and MTA) were not known (TE, p. 64).

5.2 Project extensions and/or delays. If there were delays in project implementation and completion, then what were the reasons for it? Did the delay affect the project's outcomes and/or sustainability? If so, in what ways and through what causal linkages?

There were delays in project implementation because of poor identification of the number of active Farmers Field Schools, difficulty in recruiting technicians and establishing the necessary technical team (which took about one year), and the limited experience of the Chief Technical Advisor in field management of a project of this size that led to delays in decision-making processes (TE, pp. 59-60). Therefore, the MTR recommended a no-cost two-year extension, and the project task force and National project Steering Committee agreed to a reduced 18-months extension that was approved, revising the target of 500 identified Farmers Field Schools, the creation of new Farmers Field Schools in the provinces where the project intervenes, promoting Climate Change Adaptation practices through the Peasant Facilitators (multiplier effect), and exploring the possibility of attracting more youth to Farmers Field Schools (TE, p. 30).

5.3 Stakeholder ownership. Assess the extent to which stakeholder ownership has affected project outcomes and sustainability. Describe the ways in which it affected outcomes and sustainability, highlighting the causal links.

The Letters of Agreement from FAO to were reported as important to ensure ownership by local partners (TE, p. 63). Ownership of results by partner entities was negatively affected by the general elections in 2019, which entailed a "loss of political support by the Government, change of vision for the sector on the

part of MADER, [...] and potential difficulties of coordination and mobilization of Government partners during the pre- and post-electoral period” (TE, p. 61). It was also limited by the failure of the project to define a structured exit strategy, which cast doubts among partners on the future after the end of the project “and about who will take responsibility” (TE, p. 67). To facilitate ownership by FAO counterparts, all reports produced were shared with Government partners and translated into Portuguese (TE, p. 69).

5.4 Other factors: In case the terminal evaluation discusses other key factors that affected project outcomes, discuss those factors and outline how they affected outcomes, whether positively or negatively. Include factors that may have led to unintended outcomes.

The TE (p. 18, 70) notes that the Covid-19 pandemic, the armed conflicts in the central region of the country and, particularly, the various cyclones that hit the country and especially the beneficiary provinces of the project, limited its performance or scope.

The COVID-19 pandemic entailed travel limitations that hampered activities, monitoring and critical Lead Technical Officer (LTO) technical backstopping support” (PIR 2021, p. 73). In response, a COVID-19 information package was developed including awareness-raising material to prevent the incidence of the pandemic on project activities (TE, p. 48); also, the management team continue providing support through a virtual platform, allowing regular feedback on the status of implementation at field level. However, the impossibility to conduct monitoring visits to project sites “may have caused a delay in their reporting”, but outputs and outcomes were delivered anyway (PIR 2021, p. 73).

In the province of Gaza, the difficulties in access to water for irrigation and geographical dispersion of the communities entailed slightly lower results than in the other three provinces (TE, p. 43).

The change in political vision of the Government after the 2019 elections also caused increased difficulties in articulation and coordination with the main Government partner, although it did not have a direct impact on the execution of activities (TE, p. 43).

These threats were identified timely and some specific measures were applied to protect the results and general performance of the project. The exception was the management of the changes in the Government that should have been addressed more proactively and immediately after national elections.

The move of the project team to the MADER building allowed to expedite some decision-making and facilitated communication between the project team and the Ministry. Also, the public recognition of the relevance and pertinence of the issue of Climate Change Adaptation favored the project capacity to articulate with partner entities and allowed Climate Change Adaptation to be integrated as a national priority at the political level (TE, p. 71).

6. Assessment of project’s Monitoring and Evaluation system

Ratings are assessed on a six point scale: Highly Satisfactory to Highly Unsatisfactory.

Please justify ratings in the space below each box.

6.1 M&E Design at entry	HS
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The TE assesses M&E design as Highly Satisfactory, and this evaluation concurs. A solid, exemplary M&E plan was in place, aligned to the theory of change and without any reported weakness. The indicators, targets and baselines were comprehensive and appropriate, including specification of information source (TE, p. 68). The reporting schedule was complete, with clear indication of time frame and estimated costs. Arrangements for implementation were adequate, with clear identification of roles and responsibilities.

6.2 M&E Implementation	S
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The TE assesses M&E implementation as Satisfactory, and this evaluation concurs. The M&E operated as planned, gathering and reporting all the necessary data and information as per schedule, which were used to improve project implementation, and allowing to address weaknesses in time.

The M&E was implemented, despite challenges with data collection by extensionists (TE, p. 18). The data was of good quality, covered all activities and was collected timely, allowing the monitoring of all outputs and outcomes (TE, p. 58). Reporting was effective and allowed to adjust project implementation, also in relation to the challenges posed by COVID-19 and the various cyclones that hit the country. The only negative aspect relates to the lack of information disaggregated by gender and geography (district and province), which would have allowed a deeper understanding of the progress and difficulties verified in each province (TE, p. 18).

7. Assessment of project implementation and execution

Quality of Implementation rating is based on the assessment of the performance of GEF Agency(s). Quality of Execution rating is based on performance of the executing agency(s). In both instances, the focus is upon factors that are largely within the control of the respective implementing and executing agency(s). A six-point rating scale is used (Highly Satisfactory to Highly Unsatisfactory), or Unable to Assess.

Please justify ratings in the space below each box.

7.1 Quality of Project Implementation	MS
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The TE assesses the quality of project implementation as Moderately Satisfactory, and this evaluation concurs. The performance of the IA met the expectations, with a relevant and adequate project preparation and implementation and only minor delays.

The TE notes that FAO was effective in identification, concept preparation, implementation, and evaluation of the project. FAO ensured a high rate of activity and financial execution, proving able to adapt to unforeseen events (e.g., COVID-19, armed conflicts, and cyclones) and delivering a good coordination with partners, especially at district and provincial level, despite the initial delays in the start-up of the project and in the execution of the micro-projects and installation of the meteorological stations, which were made up for after the MTR, namely after the signing of the Letters of Agreement with local executing partners, which allowed for a better definition of responsibilities and priorities.

7.2 Quality of Project Execution	MS
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The TE assesses project execution as Moderately Satisfactory, and this evaluation concurs. The performance of the EAs was overall meeting the expectations, although there were some instances of delay due to insufficient availability of resources.

The TE notes that the EAs were effective in their role. MADER demonstrated commitment and capacity to respond effectively to the responsibilities assigned to it, while MTA acted as a reliable and committed partner (TE, p. 63). The general elections in 2019 altered the Ministries' political support to the project, although this did not affect the performance of the district and provincial structures in the execution of the project activities under their responsibility.

The TE (p. 63) notes that an important weakness was the insufficient availability of resources, especially at provincial and district level, which did not allow timely implementation of activities (TE, p. 63). The Letters of Agreement by FAO redressed this issue, helping ensure the necessary operational and financial autonomy (TE, p. 62).

8. Lessons and recommendations

8.1 Briefly describe the key lessons, good practices, or approaches mentioned in the terminal evaluation report, including how they could have application for other GEF projects. Lessons must be based on project experience.

The TE Report formulated the following lessons, based on project results and experience:

Lesson 1: Project design, evaluation and planning - For projects with high levels of complexity, involving several geographically dispersed activities, a high number of stakeholders and the implementation of international procurement procedures, it is essential that the inception phases are realistic, allowing for adequate planning and preparation, and creating the conditions for a high efficiency of execution right from the beginning (TE, p. 32).

Lesson 2: Extension approach - The organization of farmers into Farmer Field Schools makes the process of training and specialized technical assistance to farmers more efficient, both in the context of Climate Change Adaptation practices and other social contexts, when compared to traditional extension approaches implemented in Mozambique (TE, p. 40).

Lesson 3: Stakeholder engagement - Projects should develop mechanisms to map and track informal partnerships and unanticipated results, so that project team may manage these dimensions to address effects on project results and efficiency. It is important that the project leadership (at different levels) has the flexibility to use opportunities to amplify the positive actions of the project (TE, p. 40).

Lesson 4: Political / institutional challenges - The project experience shows that to trigger policy changes it is essential that there is political stability so that the priorities defined by the Government may be implemented (TE, p. 44).

Lesson 5: Knowledge, collaboration and learning - The focus on training through Farmers Field Schools is an appropriate strategy to engage with farmers that have low levels of technical knowledge. It is important to ensure that capacity building activities focused on farmers are monitored regularly so that the project team has real time feedback that may allow them to undertake timely corrective actions, and/or amplify positive changes from the replication of learning. This approach also facilitates the identification of further training needs (TE, p. 47).

Lesson 6: Monitoring and Evaluation - The use of information technology and the mobilization of local partners was essential to enable the project to carry out adequate M&E during the COVID-19 pandemic. To this end, it was crucial to ensure the timely training of the technicians of the partner institutions in the use of the digital application developed and the provision of all the material support necessary for its effective use (TE, p. 57).

Lesson 7: Efficiency - Delays with procurement processes seriously is a reputational risk for FAO. The processes need to be efficient and expectations of partners and beneficiaries, who are not always aware of the complexity of the procedures, need to be managed better along with providing timely status updates on progress (TE, p. 59).

Lesson 8: Risk management - In projects where national governments play an important role in determining project effectiveness, it is important to consider political cycles in project design and to anticipate and mitigate risks related to potential changes in leadership, vision and priorities (TE, p. 59).

Lesson 9: Sustainability - It is important to ensure that capacity building efforts are broad and cover as many relevant actors as feasible. Training of these actors ensures that knowledge is available to the wider community, facilitating replication and sustainability of results (TE, p. 65).

Lesson 10: Sustainability - It is essential that projects define an exit strategy in a timely and participatory manner, with defined responsibilities, priorities and timetables, to facilitate follow up (TE, p. 67).

Lesson 11: Monitoring and Evaluation - To mitigate the perception of partners that regular monitoring activities are external inspection exercises, it is essential that the M&E strategy of the project is integrated in the systems already in use by partners, particularly government entities. This is also important to avoid duplication in information gathering, train agents involved in data gathering, and support the evaluation function of key stakeholders (TE, p. 68).

Lesson 12: Monitoring and Evaluation It is important to establish clear procedures for developing and implementing an action plan to address evaluation recommendations (including priorities, responsibilities and timelines). These procedures contribute to greater project effectiveness, increase the utility of evaluations, and ensure implementation of evaluation recommendations is tracked (TE, p. 70).

Lesson 13: Others - The participatory, transparent and democratic approach implemented by the Farmers Field Schools facilitates creation of an informal learning environment and encourages participation of the most vulnerable producers and those with lower levels of technical knowledge. Involvement of former

Farmers Field Schools beneficiaries in other projects as facilitators fostered efficiency because of their prior knowledge of the methodology, and fostered trust between producers and facilitators (TE, p. 71).

Lesson 14: Gender equality - Farmers Field Schools social entities are a valuable opportunity for women participation, but also as a "social lift" in terms of women occupying decision-making positions in rural institutions (TE, p. 73).

Lesson 15: Gain of scale - Efforts to increase agricultural and livestock production and productivity through the introduction of Climate Change Adaptation technologies and practices must be accompanied by the strengthening of associated value chains and facilitating producers to access the markets (TE, p. 77).

8.2 Briefly describe the recommendations given in the terminal evaluation.

The TE (p. 86) gave the following recommendations:

Recommendation 1. To FAO in the design of future projects. In the design of future projects of similar size and complexity levels, a more realistic inception period (minimum 6 months) should be considered, allowing for adequate implementation planning and timely preparation of all necessary conditions for effective and efficient execution.

Recommendation 2. To FAO (project formulators, project task forces and Budget Holders), **and FAO GEF in the design of future projects.** Projects should include, as an activity, the definition of an exit strategy or sustainability plan that is strategic and realistic.

Recommendation 3. To FAO (project formulators, project task forces and Budget Holders), **and FAO/GEF, in the design of future projects.** Consider political cycles and potential changes in strategy, vision or leadership as a risk to project execution and results.

Recommendation 4. To FAO/GEF (project formulators, project task forces and Budget Holders), **in the design of future projects.** For more effective project implementation, and for Results Based Management (RBM), the M&E system should include a more comprehensive level of data disaggregation (by gender, district, province, and stakeholder). Present indicator data in disaggregated form for better adaptive management.

Recommendation 5. To FAO immediately. To strengthen the outcomes achieved under Component 3 of the Project, it is recommended that FAO may maintain support to the Government to finalize the revision of the Strategic Plan for the Development of the Agrarian Sector 2011-2020 (PEDSA) and Mozambique National Agricultural Investment Plan (PNISA), ensuring the integration of the Associação Académica de Nutrição e Segurança Alimentar (AMC) in these documents.

Recommendation 6. To FAO and MADER, immediately. Initiate, as soon as possible, specific talks on the future of CMEs and their integration into future rural development policies and programs, including in the *Sustenta Programme*. The investment made in the creation and training of Farmer Field Schools is

strategic to the country's rural development efforts and to ensure that the most vulnerable farmers have adequate follow-up and technical support.

Recommendation 7. To FAO, immediately. Review the adequacy of the procurement processes and procedures currently in place and applicable to projects of this nature. The successive delays caused by the complexity and lengthiness of procurement procedures, and their mismatch with the context of the intervention, damage FAO's reputation and the effectiveness of implementation.

Recommendation 8. To FAO in the design of future projects. In a possible continuation of the project, include initiatives focused on the development of value chains, promotion of access to markets by farmers benefiting from Farmers Field Schools and support to access information systems.

9. Quality of the Terminal Evaluation Report

Before rating the quality of the terminal evaluation, click here to summarize your observations on the sub-criteria: <https://www.research.net/r/APR2023>.

A six-point rating scale is used for each sub-criteria and overall rating of the terminal evaluation report (Highly Satisfactory to Highly Unsatisfactory)

Criteria/indicators of terminal evaluation quality	GEF IEO COMMENTS	Rating
1. Timeliness: terminal evaluation report was carried out and submitted on time?	The TE was completed 11 months after project completion. No information available as to whether the report was submitted to the GEF portal within 12 months of project completion	MU
2. General information: Provides general information on the project and evaluation as per the requirement?	The TE provides the GEF project ID, listing the evaluators, executing agencies and GEF environmental objectives, and specifying project start and completion dates (but not the first disbursement date)	S
3. Stakeholder involvement: the report was prepared in consultation with – and with feedback from - key stakeholders?	The TE identified the key stakeholders of the project, and asked the feedback of the Project Management Team, FAO Mozambique Office and FAO-GEF Rome office for validation of preliminary data and identification of missing information. No evidence on whether the OFP was asked for feedback on the draft report	S
4. Theory of change: provides solid account of the project's theory of change?	Solid account of the theory of change provided, discussing causal links and key assumptions, but not discussing whether the latter remain valid	S
5. Methodology: Provides an informative and transparent account of the methodology?	The TE presents the information sources, lists the people interviewed, provides information on project sites and activities, describes the methodology for evaluation and the limitations	HS
6. Outcome: Provides a clear and candid account of the achievement of project outcomes?	The TE assesses relevance to GEF priorities, country priorities, and of project design; it reports on performance of outcome targets and	HS

	discusses the factors that affected outcome achievement in depth; it reports on timeliness of activities and assesses project efficiency	
7. Sustainability: Presents realistic assessment of sustainability?	The TE identifies the risks that may affect sustainability, indicating likelihood of risks and possible effects, and determining overall likelihood of sustainability	HS
8. M&E: Presents sound assessment of the quality of the M&E system?	Quality of M&E design and implementation are thoroughly analyzed, and the use of information from M&E for project management is assessed	HS
9. Finance: Reports on utilization of GEF funding and materialization of co-financing?	The TE does not thoroughly and systematically report on the detailed utilization of GEF resources; the sources and the available data on materialized co-financing are reported, but not the types of co-financing provided; reasons for excess co-financing and their contribution to results are explained	S
10. Implementation: Presents a candid account of project implementation and Agency performance?	The performance of GEF Agency and executing agencies is evaluated, including factors that affected implementation and execution, and how related challenges were addressed	HS
11. Safeguards: Provides information on application of environmental and social safeguards, and conduct and use of gender analysis?	The TE reports on implementation of social and environmental safeguards, on the conduct of gender analysis and on the implementation of its specified actions	HS
12. Lessons and recommendations are supported by the project experience and are relevant to future programming?	The TE presents lessons based on project experience and discusses their applicability, and recommendations clearly specifying action content and taker	HS
13. Ratings: Ratings are well-substantiated by evidence, realistic and convincing?	<i>Ratings provided are supported by sufficient and credible evidence</i>	HS
14. Report presentation: The report was well-written, logically organized, and consistent?	The TE is written in English; it is easy to read, well organized, consistent and makes good use of tables	HS

Overall quality of the report		HS
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10. Note any additional sources of information used in the preparation of the terminal evaluation report (excluding PIRs, TEs, and PADs).

ANNEX 1. GEF IEO THEORY OF CHANGE FRAMEWORK

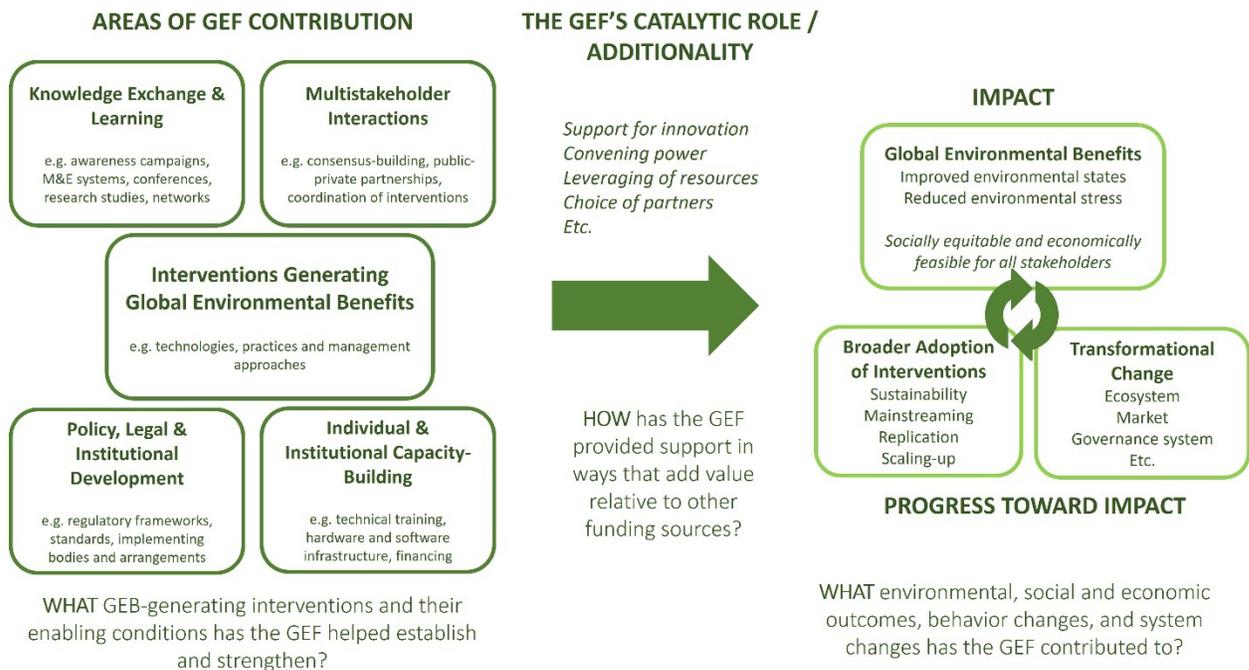


Figure 1. The GEF IEO's updated Theory of Change Framework on how the GEF achieves impact

The general framework for the GEF's theory of change (figure 1) draws on the large amount of evaluative evidence on outcomes and impact gathered over the years by the GEF Independent Evaluation Office. The framework diagram has been updated to reflect the IEO's learning since OPSS (GEF IEO 2014, p. 47-50) about how the GEF achieves impact, as well as the evolution of the GEF's programming toward more integrated systems-focused and scaled-up initiatives.

The framework outlines the three main areas that the IEO assesses in its evaluations: a) the GEF's contributions in establishing and strengthening both the interventions that directly generate global environmental benefits, and the enabling conditions that allow these interventions to be implemented and adopted by stakeholders, b) the GEF's catalytic role or additionality in the way that the GEF provides support within the context of other funding sources and partners, and c) the environmental, social and economic outcomes that the GEF has contributed to, and the behavior and system changes that generate these outcomes during and beyond the period of GEF support.

The circular arrow between impact and progress toward impact, as before, indicates how bringing about positive environmental change is an iterative process that involves behavior change (in the form of a broader group of stakeholders adopting interventions) and/or systems change (which is a key characteristic of transformational change). These three areas of change can take place in any sequence or simultaneously in a positively reinforcing cycle, and are therefore assessed by the GEF IEO as indicators of impact.

Assessing the GEF’s progress toward achieving impact allows the IEO to determine the extent to which GEF support contributes to a trajectory of large-scale, systemic change, especially in areas where changes in the environment can only be measured over longer time horizons. The updated diagram in particular expands the assessment of progress towards impact to include transformational change, which specifically takes place at the system level, and not necessarily over a long time period.

The updated diagram also more explicitly identifies the link between the GEF’s mandate of generating global environmental benefits, and the GEF’s safeguards to ensure that positive environmental outcomes also enhance or at the very least do not take away from the social and economic well-being of the people who depend on the environment. Thus the IEO assesses impact not only in terms of environmental outcomes, but also in terms of the synergies and trade-offs with the social and economic contexts in which these outcomes are achieved.

ANNEX 2. DEFINITION OF TERMS

Intervention	Any programmatic approach, full-sized project, medium-sized project, or enabling activity financed from any GEF-managed trust fund, as well as regional and national outreach activities. In the context of post-completion evaluation, an intervention may consist of a single project, or multiple projects (i.e. phased or parallel) with explicitly linked objectives contributing to the same specific impacts within the same specific geographical area and sector. https://www.gefio.org/evaluations/gef-evaluation-policy-2019
Activity (of an intervention)	An action undertaken over the duration of an intervention that contributes to the achievement of the intervention’s objectives, i.e. an intervention is implemented through a set of activities. E.g. training, (support to) policy development, (implementation of) management approach.
Outcome	An intended or achieved short- or medium-term effect of a project or program’s outputs. https://www.gefio.org/evaluations/gef-evaluation-policy-2019
Impact	The positive and negative, primary and secondary long-term effects produced by a project or program, directly or indirectly, intended or unintended. https://www.gefio.org/evaluations/gef-evaluation-policy-2019
Environmental outcomes	Changes in environmental indicators that could take the following forms: <ul style="list-style-type: none"> • Stress reduction: reduction or prevention of threats to the environment, especially those caused by human behavior (local communities, societies, economies) • Environmental state: biological, physical changes in the state of the environment http://www.gefio.org/sites/default/files/ieo/evaluations/ops5-final-report-eng.pdf
Social and economic outcomes	Changes in indicators affecting human well-being at the individual or higher scales, e.g. income or access to capital, food security, health, safety, education, cooperation/ conflict resolution, and equity in distribution/ access to benefits, especially among marginalized groups.
Synergies	Multiple benefits achieved in more than one focal area as a result of a <i>single intervention</i> , or benefits achieved from the interaction of outcomes from at least two separate interventions in addition to those achieved, had the interventions been done independently.

	http://www.gefio.org/evaluations/evaluation-multiple-benefits-gef-support-through-its-multifocal-area-portfolio-map-2016
Trade-offs	A reduction in one benefit in the process of maximizing or increasing another benefit. http://www.gefio.org/evaluations/evaluation-multiple-benefits-gef-support-through-its-multifocal-area-portfolio-map-2016
Broader adoption	The adoption of GEF-supported interventions by governments and other stakeholders beyond the original scope and funding of a GEF-supported intervention. This may take place through sustaining, replication, mainstreaming, and scaling-up of an intervention and/or its enabling conditions (see definitions below). http://www.gefio.org/sites/default/files/ieo/evaluations/ops5-final-report-eng.pdf
Sustainability	The continuation/ likely continuation of positive effects from the intervention after it has come to an end, and its potential for scale-up and/or replication; interventions need to be environmentally as well as institutionally, financially, politically, culturally and socially sustainable. https://www.gefio.org/evaluations/gef-evaluation-policy-2019
Replication	When a GEF intervention is reproduced at a comparable administrative or ecological scale, often in different geographical areas or regions. http://www.gefio.org/sites/default/files/ieo/evaluations/ops5-final-report-eng.pdf
Mainstreaming	When information, lessons, or specific aspects of a GEF initiative are incorporated into a broader stakeholder initiative. This may occur not only through governments but also in development organizations and other sectors. http://www.gefio.org/sites/default/files/ieo/evaluations/ops5-final-report-eng.pdf
Scaling-up	Increasing the magnitude of global environment benefits (GEBs), and/or expanding the geographical and sectoral areas where they are generated to cover a defined ecological, economic, or governance unit. May occur through replication, mainstreaming, and linking. http://www.gefio.org/evaluations/evaluation-gef-support-scaling-impact-2019
Transformational change	Deep, systemic, and sustainable change with large-scale impact in an area of major environmental concern. Defined by four criteria: relevance, depth of change, scale of change, and sustainability. http://www.gefio.org/evaluations/evaluation-gef-support-transformational-change-2017
Additionality	a) Changes in the attainment of direct project outcomes at project completion that can be attributed to GEF's interventions; these can be reflected in an acceleration of the adoption of reforms, the enhancement of outcomes, or the reduction of risks and greater viability of project interventions. b) Spill-over effects beyond project outcomes that may result from systemic reforms, capacity development, and socio-economic changes. c) Clearly articulated pathways to achieve broadening of the impact beyond project completion that can be associated with GEF interventions. https://www.gefio.org/sites/default/files/ieo/council-documents/files/c-55-me-inf-01.pdf