USAID
FROM THE AMERICAN PEOPLE

FINAL EVALUATION

July 2014

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Front cover picture caption

Divers at work on the coral 'nursery' off Cousin Island, Seychelles, where coral nubbins are grown under optimum mid-water conditions for transplanting in reef gardening sites.

Acknowledgements
We would like to thank all those stakeholders with whom we had the opportunity to discuss this evaluation; without your valuable inputs this evaluation would not have been possible. We must give special thanks to the USAID Environmental and M&E teams in the Regional Centre in Pretoria for their responsiveness and openness throughout this study. We would also like to thank the project personnel of the four projects evaluated as part of the USAID/Southern Africa DGP Program. The value of your support in providing documents, assisting with the stakeholder consultations and field mission, as well as the time spent speaking with us was crucial.

DEVELOPMENT GRANTS PROGRAM PERFORMANCE EVALUATION

The Development Grants Program (DGP) is a competitive small grants program, established in 2008 by Section 674 of the US Consolidated Appropriations Act of 2008, that provides targeted support to U.S. Private Voluntary Organisations (PVOs) and local non-government organizations (NGOs) that have limited or no experience in managing direct USAID grants. The DGP, managed centrally through USAID headquarters in Washington, DC., was designed to expand the number of direct partnerships USAID has with U.S. PVOs and indigenous, local NGOs and to build the capacity of these organizations to better meet the needs of their constituents. The DGP provides an opportunity for U.S. PVOs and local NGOs to make contributions to USAID's objectives to address the development challenges of local communities through strengthening civil society organizations.

Successful PVO/NGO applicants receive awards of up to $2 million to implement activities in the field over a period of up to five years. Awards include a capacity development component providing awardees with access to resources for technical assistance and/or organizational strengthening. Projects are managed by USAID field offices around the world.

The grants under review are part of the first round of DGP awards in Southern Africa, though subsequent projects have been funded. The implementing partners under the DGP in Southern Africa included: Palms for Life Fund (PfL), for the 'Enhanced Water Supply & Sanitation' in Swaziland project; the Institute of Natural Resources (INR) for the 'Climate Change Adaptation in the Lesotho Highlands' project; Nature Seychelles for the 'Reef Rescuers' in Praslin and Cousin islands in the Seychelles and; the Wildlife and Environment Society of Southern Africa (WESSA) for the 'Stepping up to Sustainability' education project in South Africa. All projects were managed by the USAID/Southern Africa Regional General Development Office's regional environment program, which provided technical oversight of projects and support for partners.

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CONTENTS

ACRONYMS

CC	Climate Change
CCA	Climate Change Adaptation
DGP	USAID Development Grants Program
EIA	Environment Impact Assessment
INR	Institute for Natural Resources
KRA	Key Result Area
MoET	Ministry of Education & Training in Swaziland.
NAP	National Action Plan
NGO	Non-Governmental Organization
NR	Nature Reserves
NS	Nature Seychelles
PA	Protected Area
PV	Photo voltaic
PFL	Palms for Life
PMU	Programme Management Unit
PVO	Private Voluntary Organization
REA	Rapid Environmental Assessments
SA	South Africa
SEA	Strategic Environment Assessment
SLM	Sustainable Land Management
TC	Technical Committee
UNDP/GEF	United Nations Development Programme / Global Environment Fund
US	United States
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WESSA	Wildlife & Environment Society of Southern Africa
WSS	Water Supply & Sanitation

EXECUTIVE SUMMARY

Evaluation Purpose and Evaluation Questions

The purpose of this assignment was to conduct a performance evaluation of the first phase of USAID Development Grants Program (DGP) grants awarded in Southern Africa. The findings are expected to inform the extent to which the four DGP-funded projects have delivered the intended results and USAID's effectiveness in strengthening local organizations. Specifically, has USAID and the DGP-funded projects improved the capacity of communities to cope with climate change and advance environmental innovation and, at the same time, built the technical and institutional capacity of the partner implementing national NGOs and the Private Voluntary Organizations (PVO)? This report is also intended to inform the design and implementation of similar programs by USAID in the region and elsewhere.

The evaluation addresses the following 7 key evaluation questions examining USAID's support to its partners and the results of the 4 projects:

1. To what extent has the program/project been successful in achieving results for its stated technical objective? What have been the key drivers of and limitations on performance to date?
2. How is the work of the implementing organization perceived and valued by beneficiaries?
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical etc.) of the implementing partner?
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?
6. What is the likelihood that the interventions (organizational development, technical results etc.) supported by USAID will be sustainable over the long term? How could the interventions have been improved to increase their long-term sustainability?
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?

The key audiences for the evaluation are USAID, the Governments of Swaziland, South Africa, Lesotho and the Seychelles, and the communities and partners involved in implementing the DGP projects.

Program Background

The Development Grants Program (DGP) is a competitive small grants program, established in 2008 by Section 674 of the US Consolidated Appropriations Act of 2008, that provides targeted support to U.S. Private Voluntary Organisations (PVOs) and local non-government organizations (NGOs) that have limited or no experience in managing direct USAID grants. Successful PVO/NGO applicants receive awards (usually up to $2 mn) to implement activities in the field over a period of up to five years. Awards include a capacity development component providing awardees with access to resources for technical assistance and/or organizational strengthening.

The DGP is managed by the Local Sustainability Division (LS) of the Office of Innovation & Development Alliances (IDEA) in Washington, DC. LS reaches-out to USAID missions (field offices) who voluntarily participate in the program. Participating missions choose which sectors they will request applications for, making sure that these sectors are aligned with their mission's assistance objectives. The missions are responsible for managing awards and providing support to PVO and NGO partners.

The program under review is the first round of DGP support in the region, though subsequent projects have been funded. Project funding commenced in October 2010 and all projects are expected to be concluded by mid to late 2014. The four projects funded by the DGP and managed by the USAID/Southern Africa Regional Development Office's environment program are summarized in the table below.

Table 1: DGP Southern Africa – projects supported

Project	Implementing partners	Country	Description	Grant value
Enhanced Water Supply & Sanitation	Palms for Life Fund (PfL) U.S. Private Voluntary Organization (PVO)	Swaziland	The project targeted installing water harvesting, water storage sanitation systems in 120 schools as well as sustainable vegetable gardens and to disseminate best practices for water harvesting, storage and sanitation systems to pupils and surrounding communities.	$2.2mn
Stepping up to Sustainability	The Wildlife and Environment Society of Southern Africa (WESSA) A non-Governmental Organization (NGO)	South Africa	The project aimed to: establish 11 permanent "sustainability commons" as well as two satellite commons where interested people can access resources and build their skills to live more sustainably'; develop and administer a curriculum to empower people to address climate change and develop and advance the use of innovative sustainable technologies.	$2.2mn
Climate Change Adaptation in the Lesotho Highlands	The Institute of Natural Resources (INR) Non-Governmental Organization (NGO)	Lesotho	The project aims at 'adapting the management of range and water resources' among targeted communities in the Lesotho Highlands through: the design of livelihood adaptation practices; building capacity and knowledge linked to land use and integrated catchment management; and by integrating climate change risks and adaptation strategies into Lesotho's policy-making process.	$1.1mn
Reef Rescuers	Nature Seychelles Non-Governmental Organization (NGO)	Seychelles	The project aims to support research to understand and address threats and vulnerability of reef habitats; generate a stock of coral colonies for the purpose of reef restoration; initiate seascape restoration of selected coral reef habitats as a model for the region; generate a pool of skilled persons for sustained coral reef restoration; and produce a business plan to ensure long-term sustainability of targeted habitats.	$515 000

Evaluation questions, design, methods and limitations

The overall design of the evaluation was based on a set of evaluation matrices that were developed to address the specified evaluation questions. Each evaluation matrix identified evaluation sub-questions and potential sources of evidence. Based on the evaluation matrices multiple sets of questions/questionnaires were prepared for: high level decision-makers or government partners; the project implementation personnel; technical staff and partner institution management; communities; and personnel from institutions doing similar work (see Annex II). Evaluation team members also travelled to project sites which enabled on-the-ground observations and face-to-face meetings with stakeholders and communities. The results of these interactions were documented within the framework of the evaluation matrices. Relevant documents were collected and reviewed.

These various evaluation methods enabled the triangulation of most of the evidence collected whereby two or more methods were used to check and confirm a finding or observation. Analysis of the primary and secondary information collected was used to document findings, draw conclusions and make recommendations. The team tested these findings through further interactions with key stakeholders.

The main challenges faced by the evaluation team during the evaluation related to time constraints, the difficulties of arranging appointments with key stakeholders, and access to some of the sites, notably in Swaziland. Adequate plans were made to address these challenges and they did not have a major influence on the outcome of the evaluation.

The evaluators have largely confined their comments to the stated project objectives, outcomes and outputs. However, they have also, on occasion, noted and commented on additional opportunities that the particular projects could have responded to.

Summary of findings

Programmatic Level

At a programmatic level, USAID/Southern Africa's implementation of the DGP has worked well. The implementation modality through local NGOs has been successful and efficient and the technical and institutional capacity of the partner NGOs has been significantly enhanced. Moreover, the project personnel were very satisfied with the support they received and appreciated the flexibility and collegial approach of USAID. The projects did not encounter difficulties in meeting USAID's reporting and organizational requirements -.

A key element in the success of the program has been the choice of NGO partners. The institutions selected had an established track record and a history of experience that preceded the program and will continue long after the DGP funding is complete. This raises the likelihood of sustainability. In Swaziland, the initial local NGO partner, Action Four Africa, did not have 'deep' institutional roots and the relationship with Palms for Life did not work well.

The gender of participants and beneficiaries was tracked by the projects and it is noteworthy that gender issues were not a major challenge for the projects. Women were particularly well represented in all structures and played a leading role in most of the projects. They were also major beneficiaries of the project processes.

It is however the opinion of the evaluation team and personnel from the implementing partners that the program would have benefited from increased coordination between the different projects. For

example, WESSA developed technologies, like the first flush water harvesting that ensures that harvested water coming from roofs is first flushed before being captured, could have been applied in Swaziland; and all projects could have benefitted from open discussions about the climate related development challenges that they face. Moreover, with the exception of the WESSA implemented 'Stepping up to Sustainability' Project, the projects involved attitudinal and behavioral change. With this in mind the project durations were very short. The program and individual projects and their sustainability would have benefited from longer intervention periods.

The key findings and primary conclusions for the USAID DGP are summarized for each Key Result Area below.

Table 2: KRA Broad Results: programmatic level

Activity/Finding	Primary Conclusion
DGP Program	
KRA 1: Build the technical capacity of the PVO, NGOs.	This was largely achieved. All supported partner organizations reported that their technical knowledge and capacity relating to CC adaptation had been built & that they were now better recognized for their CC Adaptation knowledge and experience. The process could have been enhanced further by more effectively linking the partners into the USAID international body of knowledge and experience to gain more detailed knowledge on CC adaptation approaches such as building resilience in mountain areas.
KRA 2: Build the institutional capacity of the PVO, NGOs	All supported partner agencies reported that their institutions had been strengthened. USAID grant requirements led to positive institutional changes in four of the six partner and sub-partner organizations, and in two instances, these organizations reported that this made them more efficient.
KRA 3: Partner PVO, NGOs are capacitated to act as effective implementation partners for USAID programs/projects.	Palms for Life as well as the 3 local NGOs have certainly gained the necessary experience and capacity to be effective implementation partners with USAID. The only reservation lies with Swaziland. Palms for Life, which is US based, made reasonable progress in Swaziland under challenging conditions. They have established Palms for Life Swaziland as a new, local NGO; but the sustainability of this NGO is uncertain.
Key: Green – achievement or near achievement, Yellow – significant achievement, but with limitations, Red – Limited achievement	

Enhanced Water Supply & Sanitation' in Swaziland Project, Palms for Life

The project has, with guidance from Palms for Life, put school nutrition and feeding at the center of debate within Swaziland. This is a very positive achievement. Palms for Life took the lead and organized a national forum and invited key national and international organizations and individuals, as well as some of the project participating schools. The overall goal of the forum was to exchange ideas and find consensus about best approaches for building sustainable school gardens More than 40 participants attended this forum. Moreover, the Field Monitor system, through which 3 male and 3 female graduates were trained and employed to support the project implementation in the field (this was later increased to 10), worked well in providing surveillance on the ground. The project oversight from New York was good. As a result, the technical team achieved a lot in a short time in the face of considerable logistical challenges in the field. However, it is difficult to categorize the project as a success and the sustainability of the initiative is cause for concern.

Many of these challenges emerged from the actual design of the project. Specifically, the dependency of the school gardens on rain water harvesting is problematic because of the limited storage capacity and

the length of the dry period in Swaziland. The project also set very ambitious targets. The 120 schools targeted for support comprise one-tenth of all of Swaziland's schools.

Despite these targets, the project was largely successful with regard to the sanitation (toilet provision) Key Result Area. However, at 3 of the 13 schools visited there were problems with maintenance and uncertainty around the long-term quality of the drinking water. Conversely, only 4 of the school gardens visited reflected any success. This was largely attributed to water scarcity and the need to irrigate crops during May to July. The gardens have also not functioned as successful demonstration facilities.

Finally, the sustainability of the infrastructure created under the project is questionable and depends on the ongoing interest of head teachers and the school committees. Where these are strong and committed to the project objectives, there is some chance of abiding success.

Table 3: KRA Broad Results: Enhanced Water Supply & Sanitation' in Swaziland Project

Activity/Finding	Primary Conclusion
Enhanced Water Supply & Sanitation' in Swaziland, Palms for Life	
KRA 1: To install water harvesting, water storage and sanitation systems in 120 schools	Sanitation systems have been installed or improved in all 120 schools. The number of toilets built by the project has constituted the largest success of the project. The water harvesting has not been as successful. Gutter to tank down-pipes were adrift at 3 of the 13 schools visited and two tanks were not fully operational. However, the innovative construction of the three sand dams is to be applauded, as they are providing bulk water to the schools, the gardens, and the neighboring communities.
	A big challenge remains with the provision of safe drinking water. The quality of the water appears acceptable, but cannot be pronounced 'safe' with any confidence as it is not being tested because of a lack of capacity (reagents) for testing in the government testing laboratory.
KRA 2: To establish productive, sustainable gardens of about 0.5 acres per school in 120 schools.	This element has not worked well. The project has succeeded in placing school feeding and child nutrition at the centre of debate in Swaziland and hosted an important conference on this theme, but the gardens themselves have not functioned well. Part of the explanation for this is related to limited access to water during the growing season between May and July. The quantity of water available from rain water harvesting is not sufficient to provide drinking water and hand washing alone at most schools, to say nothing of irrigating the gardens.
KRA 3: To ensure the dissemination of best sustainable practices to pupils and surrounding communities with extensive education and training on water harvesting, garden management and sanitation.	The project has not played a major role in in providing practical examples of sustainable rain water harvesting, vegetable (and fruit tree) gardening or sanitation. Most households were involved in these activities before the advent of the project at the schools. The sand dams and some of the larger spring protection and water reticulation efforts have contributed water for the schools and communities where other sources have been absent. The number of these has been limited, though the number of people receiving the benefits has been high.
Key: Green – achievement or near achievement, Yellow – significant achievement, but with limitations, Red – Limited achievement	

The project has delivered against the project objectives. The Sustainability Commons, resource materials produced and the training/capacity building have all been of a high standard and have exceeded the number targeted. The Information Portal is a particularly innovative achievement that provides a real resource for the public and the presentations using power point, the Enviro-Picture building, the exhibits and the open day events all appear to have worked well. The project has also worked well with a number of local councils and the 13 Sustainability Commons established exceeds the target.

In addition, the partnership with USAID has greatly strengthened WESSA. The experience encouraged WESSA to take stock of its operations and to bring all of its branches under one account for auditing process, thus saving the organization a considerable amount of money and streamlining management processes. The DGP project experience has also led WESSA to establish a Projects Management Unit that will address the day-to-day management of special projects that go beyond WESSA's normal operations.

It should be noted that WESSA itself developed the 'Stepping Up to Sustainability' concept before receiving any support from USAID, but was empowered through USAID support to roll-out and further develop the initiative. However, while 'Stepping up to Sustainability' is an innovative approach, in that it personalizes the concept of sustainability, it appears to ignore the broader social context within which the individual operates in the world. Specifically, whereas trainees are encouraged to analyze their personal actions and carbon 'footprints' and to make commitments to reduce their impact, they are not encouraged to analyze the 'contribution' to the national 'footprint' of corporate manufacturers and then to consider how they, as consumers and citizens, can influence these much larger polluters to reduce their impact. This should be reconsidered. Similarly, the range of technologies promoted through the 'Sustainability Commons' require additional scrutiny and more careful targeting to ensure that they are readily available, affordable, efficient and 'user friendly.

The 'Stepping up to Sustainability' initiative is likely to be sustained by WESSA over time through its own established structure and its long-term relationship with the Goldfields Corporation.

Table 4: KRA Broad Results: Stepping up to Sustainability Project

Activity/Finding	Primary Conclusion
Stepping up to Sustainability, WESSA	
KRA 1: To establish 11 permanent "sustainability commons" as well 2 satellite commons where interested people can access resources & build their skills to live more sustainably.	The project has exceeded the number of commons targeted. The sustainability commons at Rhodes University was particularly important in that, through impacting upon educators and future decision-makers, it can have an impact upon a whole generation of learners at schools.
KRA 2: To develop and administer a curriculum consisting of accredited and unaccredited trainings to empower people to address climate change.	This target has been fully met. The quality of the courses and the materials produced is impressive. The collaboration with local councils and the training provided to council personnel is a significant achievement. Some thought should be given to reflecting broader socio-economic realities in the training.
KRA 3: To develop and advance the use of innovative sustainable technologies that enhance human resiliency in the light of climate change.	The use of largely existing, innovative, sustainable technologies has been advanced. These can play a role in contributing to building human resiliency to climate change. However, additional attention should have been committed to the targeting of the technologies. Demonstrating a range of technologies is good, but the project would have been of greater benefit if it had outlined the criteria for effectively matching technologies to local circumstances. The cost of some of the technologies promoted is far beyond the means of most communities in South Africa.

Key: Green – achievement or near achievement, Yellow – significant achievement, but with limitations, Red – Limited achievement

Climate Change Adaptation in the Lesotho Highlands, INR, Serumula, GROW

The project largely met two of the three Key Result Areas (KRAs). Climate Change vulnerabilities were assessed and livelihood adaptation practices were designed. These were of high quality. Moreover, the project has worked extremely well with local councils, local traditional structures and communities in raising awareness and, in the case of the councils, integrating Climate Change Adaptation and resilience into council planning. This is a significant achievement. However, the project has not resulted in tangible, on-the-ground evidence of implementation activities to build Climate Change resilience.

This is partly because the technologies 'showcased' within the 'Sustainability Commons' at haKorporale village, were not appropriate for the local context. Many of the appliances, like the parabolic solar cooker, were not readily accessible, affordable or 'user friendly'. On the other hand, the improved hybrid maize seeds provided through the project, but with UNDP funding, have proved popular and successful. The limited success that the project enjoyed in influencing national policy and planning relating to climate change and resilience can, in part, be ascribed to the reticence of national government to engage on these matters.

The experience of the project has been good for the INR, Serumula and GROW. They have all gained capacity and experience and have built an effective partnership that they have already begun to extend to other initiatives. That said, the sustainability of this particular initiative is questionable and the Government of Lesotho has not shown signs of taking responsibility for the ongoing operation of the project or its objectives.

Table 5: KRA Broad Results: Climate Change Adaptation in the Lesotho Highlands Project

Activity/Finding	Primary Conclusion
Climate Change Adaptation in the Lesotho Highlands, INR, Serumula, GROW	
KRA 1: Assess climate change vulnerabilities and design livelihood adaptation practices that can be undertaken by communities to enhance resilience to climate change and ensure provision of ecosystem services.	Technically, this was achieved by the project. The vulnerability assessment and the related technical documents produced are of high quality. The adaptation practices designed were largely appropriate, though there is little evidence on the ground of the broad adoption of the practices or of their impact. Some of these might emerge in the future, but people seem loathe to change some of their current practices.
KRA 2: Build capacity and knowledge linked to land use and integrated catchment management to better equip and facilitate communities to adapt to impacts of climate change.	Local communities, traditional structures and the local councils have certainly gained knowledge about climate change and its impacts. There is a greater understanding of the importance of the natural resource base, sustainable land use and catchment management. Local councils have internalized the lessons and are incorporating climate change and resilience building into their planning and operations,
	At the time of the evaluation the project had not had much success in integrating an understanding of climate change risks and adaptations into Lesotho's policy, planning and operations at national level. Neither had it resulted in tangible 'on-the-ground' activities to sustain adaptation over time.
KRA 3: Integrate an understanding of climate change risks and adaptations into Lesotho's policy, planning and operations as well as on-the-ground activities to sustain adaptation over time.	The success to date has been with local councils and at traditional authority and local community level. For a number of reasons, the project has not had an impact at a national policy level. The partner organizations are renewing their efforts to address this short-coming during the remaining 4 months of the project, but indications of

	success are not good and informants close to the government have indicated that these efforts are unlikely to bear fruit. One of the reasons is the anticipated EU support to Lesotho for the development of a Climate Change Strategy.
Key: Green – achievement or near achievement, Yellow – significant achievement, but with limitations, Red – Limited achievement	

Reef Rangers, Nature Seychelles

The loss of much of the coral in the Seychelles inner islands and other areas of the Western Indian Ocean through the 1997-1998 El Nino and Indian Ocean Dipole-linked heat event makes the results of this project particularly important for the region. Coral reefs play a significant role in biodiversity, coastal stability, beach sand generation and carbon dioxide sequestration. The project largely, or partly, met four of the five key results outlined in the project plan within a very challenging working environment.

That said, the target for building stakeholder capacity in the Seychelles and the region and generating a pool of skilled persons for sustained coral reef restoration has largely not been met. Labor in the Seychelles is particularly expensive and the work regime of the team on Praslin proved very demanding. To fill the gap, the project attracted volunteers from several countries (from outside of the region). In addition, the project did not achieve the anticipated partnership with the Government of the Seychelles. This was largely a result of limited capacity for underwater work within the relevant government structures. Nevertheless, the evaluation team felt that additional effort should have been invested in addressing this goal and the omission has cast doubt over the sustainability of the achievements.

The project has produced a credible 'green business plan' to ensure financing and long-term sustainability. However, the plan has only recently been completed and because of the limited project implementation time, there has been no opportunity to put the plan into effect. Providing an addition period of scaled-down support to the project would allow them to initiate the plan and is likely to result in a better chance of sustaining the project achievements.

Table 6: KRA Broad Results: Reef Rangers Project

Activity/Finding	Primary Conclusion
Reef Rescuers, Nature Seychelles	
KRA 1: Undertake vulnerability assessment and stakeholder involvement plan.	This was completed and the assessment was of a high quality. The stakeholder involvement plan appeared sound, but the actual stakeholder engagement has not been as successful as anticipated – notably with government counterparts.
KRA 2: Generate stock of coral colonies for the purpose of reef restoration**.**	The number of coral colonies successfully cultivated and successfully transplanted, over 40,000 fragments, far exceeded the target of 17,500 colonies generated and it included the transplanting. The growth rates have been carefully monitored and substantial data collected on relative growth and survival rates of different colony species.
KRA 3: Initiate seascape restoration of selected coral reef habitats as a model for the Seychelles and the region where stakeholders (reserve management, hotels) have control of, or access to adjacent areas.	The restoration sight was not only 'initiated' but a very high level of survival of the coral colonies has been achieved thus far. The contrast between the restored area and surrounding areas is a stark testimony to the impact of the effort. The project has also been innovative in taking advantage of the opportunity provided through the provision of the giant clams (Tridacna maxima) obtained from a nearby pearl farm and carefully placed in the reef restoration sites as part of the seascape reef restoration. In all 9 species of coral were used in the restoration experiment over an area of between 5 and 6 hectares. In

	addition the project has, through co-funding sourced through the GEF-UNDP Small Grants Program (SGP), transplanted corals into a shallow water site (Petite Anse Kerlan), adjacent to Lemuria Resort in the north of Praslin in conjunction with the resort management as a demonstration of the value of an underwater coral trail (a sufficiently long bed of coral reef that can be followed by tourists on a commercial basis).
KRA 4: Build stakeholder capacity in Seychelles and the region and generate a pool of skilled persons for sustained coral reef restoration to be 'tooled up' in coral farming and restoration.	Capacity has been developed and a pool of skilled people has been generated, but these have not been from the Seychelles or the region. The team employed on the project was drawn from more than 6 countries and developed a high level of skills. The project struggled to obtain active involvement from the Seychelles Government and to recruit local Seychellois or people from the region. When the team dissipates, the skills and experience will largely go with them.
KRA 5: Produce a 'green business plan' to ensure financing and long-term sustainability**.**	The 'green business plan' has been produced and is of good quality. It outlines a number of approaches to generating income and building sustainability. Unfortunately, the tight project time lines have meant that the team has not yet had a chance to initiate the implementation of the plan.
Key: Green – achievement or near achievement, Yellow – significant achievement, but with limitations, Red – Limited achievement	

Recommendations

The main recommendations emanating from this evaluation are summarized in the table below. Given that the implementation of the current grant program is near completion, most of these recommendations focus on means to enhance the sustainability of the specific projects that were supported, and to improve the design of future activities in these areas.

Table 7: Summary of recommendations

Project	Recommendations
Programmatic level	• The Evaluation Team regards the first phase of the USAID/Southern Africa DGP awards as a success and recommends the continuation and expansion of the program where possible. • Grant periods should be longer if possible, with a clear phasing-in period and a structured closure period, during which the projects consolidate the implementation activities on the ground, ensure the conditions for project sustainability and derive and document the lessons learnt. • Where possible, projects should be linked into a long-term programmatic initiative that pursues a common theme over two or three project cycles. • A program leader from within the USAID environmental team should be appointed to facilitate the interaction and learning opportunities between the projects and promote the thematic element – in this case Climate Change Adaptation and resilience building. The program leader should also have responsibility for linking the projects to the extensive USAID international experience and knowledge. • Reporting and procedures should be more standardized across projects. Some common thematic indicators should be used and, where possible, common means of verification. These would allow easier programmatic level comparisons and the derivation of program level lessons. • The program inception workshop should occur earlier in the project process and follow-up workshops held after 18 months, or at mid-term, if possible. • A specific budget line for institutional capacity building should be introduced to encourage partners to make better use of this grant to develop internal capacity (a specific objective of the USAID DGP).

Project	Recommendations
	• Only appropriate Climate Change technologies should be promoted – ones that are affordable and readily available. • Emphasis should be placed on actual implementation on the ground and not only on consciousness raising and education. This is particularly true for the Lesotho CC Adaptation (INR implemented) and the WESSA implemented project, but looking forward, this should be a general principle to be applied across all climate change projects. • A formal mid-term evaluation/assessment would have assisted the projects towards realizing their objectives.
Enhanced Water Supply & Sanitation' in Swaziland	• The income that can be realized through the sale of the project vehicles and other assets should be used to repair the toilets, gutters and down-pipes at schools on the inventory list created by the technical team. • The data base on the 120 schools that has been created by the project should be formally transferred to the Ministry of Education and Training and support for the possible expansion and management of the data base should be considered and/or explored with other potential partner agencies. • The building guidelines and data base of builders used should be archived and made available to the Government of Swaziland.
Stepping up to Sustainability	• The 'Stepping up to Sustainability' is a good educational approach that could benefit from further support, but the specific technologies promoted within the 'Sustainability Commons' need to be carefully aligned with the particular local circumstances and target group. Ideally, guidelines for their use in different settings should be produced. • The education component should continue to focus on what individuals can do to behave in a more sustainable way, but consideration should be given to including an additional element that contextualizes sustainability within a wider socio-economic and political context.
Climate Change Adaptation in the Lesotho Highlands	• USAID should consider providing targeted, further support to the local councils for natural resource management implementation initiatives via the 3 NGOs. • Technologies that are promoted in the highlands need to be properly vetted for appropriateness in the local context and means of access and after-purchase support clarified. • The technical reports and project experience should be documented and published.
Reef Rescuers	• Additional funding assistance should, if possible, be made available to the project for a further 18 month period to allow for the initiation of the 'green business plan' and the scientific monitoring of the impacts of the impending El Nino Indian Dipole-related event on the natural and transplanted coral colonies. An extension would also allow the collation of the valuable data produced by the project and the publishing of the same. This should be made a specific required outcome of an extension period. • A marketing expert should be included in the team, or retained as a consultant, to amend, where necessary, and oversee the successful roll-out of the 'green business plan'. • Further investigation of the value and viability of the services which 'coral gardening' could provide – carbon dioxide sequestration, coastal surge defense, biodiversity and tourism - should be undertaken within an extension period. • Consideration should be given to a follow-on project with other countries in the Western Indian Ocean Region, with the Seychelles center on Praslin acting as a training center.

EVALUATION QUESTIONS & EVALUATION PURPOSE

Evaluation purpose

The purpose of this assignment was to conduct a performance evaluation of the first four grants funded by USAID under the Development Grants Program (DGP) in Southern Africa. The findings are expected to inform the United States Agency for International Development's (USAID's) Mission in Southern Africa, to determine the extent to which the four DGP-supported projects have delivered the intended results, and to assess USAID's effectiveness in strengthening local organizations. This report is also intended to inform the design and implementation of similar programs by USAID in the region and elsewhere.

Evaluation questions

The evaluation will address the following 7 key evaluation questions for the DGP and the 4 projects:

1. To what extent has the program/project been successful in achieving results for its stated technical objective? What have been the key drivers of & limitations on performance to date?
2. How is the work of the implementing organization perceived and valued by beneficiaries?
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical etc.) of the implementing partner?
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?
6. What is the likelihood that the interventions (organizational development, technical results etc.) supported by USAID will be sustainable over the long term? How could the interventions have been improved to increase their long-term sustainability?
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide? These would also include serendipitous findings that could be derived from the projects or the overall program.

The key audiences for the evaluation are USAID, the Governments of Swaziland, South Africa, Lesotho and the Seychelles, and the communities and partners involved in implementing the DGP projects.

PROGRAM & PROJECT BACKGROUND

The Development Grants Program (DGP) is a competitive small grants program, established in 2008 by Section 674 of the US Consolidated Appropriations Act of 2008, that provides targeted support to U.S. Private Voluntary Organisations (PVOs) and local non-government organizations (NGOs) that have limited or no experience in managing direct USAID grants. The DGP was designed to expand the number of direct partnerships USAID has with U.S. PVOs and indigenous, local NGOs and to build the capacity of these organizations to better meet the needs of their constituents. The DGP provides an opportunity for U.S. PVOs and local NGOs to make contributions to USAID's objectives to address the development challenges of local communities through strengthening civil society organizations.

Successful PVO/NGO applicants receive awards (usually up to $2 million) to implement activities in the field over a period of up to five years. Awards include a distinct capacity development component to provide awardees with access to resources for technical assistance and/or organizational strengthening.[1]

Objectives

The core objectives of the DGP are:

- Broadened participation in USAID programs of Local Non-Government Organizations (LNGOs) and U.S. PVOs with experience and expertise relevant to priority USAID and partner country development objectives;
- Expanded numbers of LNGOs and U.S. PVOs with planning, management, and service delivery systems adequate to implement USAID-funded activities, and adequate organizational capacity to sustain development activities beyond USAID and DGP support;
- Measurable contributions by LNGOs and U.S. PVOs to the achievement of the development objectives for participating USAID Missions' country programs; and
- To enable grantees to develop their organizational and technical capabilities to become stronger, more flexible, and more sustainable development partners that can rapidly respond to the evolving needs of those they serve.

The DGP strongly encourages the use of local providers of capacity support in order to strengthen the domestic market for these services in the interest of long-term sustainability. This means – wherever possible – procuring services from *local* technical specialists and institutions.[2]

Program structure and process

The DGP is managed by the Local Sustainability Division (LS) of the Office of Innovation & Development Alliances (IDEA) in Washington, DC. LS reaches-out to USAID missions (field offices) who voluntarily participate in the program. Participating missions choose which sectors they will request applications for, making sure that these sectors are aligned with their mission's assistance objectives. Local NGO and PVO applicants apply directly to missions, who then review proposals and recommend successful applications for funding to LS. LS reviews all participating mission requests and transfers funds to missions after considering the overall demand and supply of available funds. Missions are responsible for negotiating cooperative agreements directly with the prospective grantees and receiving all reports over the life of the projects. [3]

The program under review is the Southern Africa DGP. It is the first round of DGP support in the region – though subsequent projects have been funded. The implementing partners for the DGP in Southern Africa include:

- Palms for Life Fund (PfL), for the 'Enhanced Water Supply & Sanitation' in Swaziland project;
- The Institute of Natural Resources (INR) for the 'Climate Change Adaptation in the Lesotho

[1] USAID DGP website www.usaid.gov/partnership-opportunities/ngo/development-grants-program
[2] USAID DGP website www.usaid.gov/partnership-opportunities/ngo/development-grants-program).
[3]USAID DGP website www.usaid.gov/partnership-opportunities/ngo/development-grants-program [3]

Highlands' project;

- Nature Seychelles for the 'Reef Rescuers' in Praslin and Cousin islands in the Seychelles; and
- The Wildlife and Environment Society of Southern Africa (WESSA) for the 'Stepping up to Sustainability' education project in South Africa.

Projects under review

The **'Enhanced Water Supply & Sanitation' in Swaziland project** was initiated in October 2010 and was scheduled to run until December 2013. It was later extended until the end of May 2014. The project received US$2.2 million of DGP-support. In addition to a water and sanitation component, it addresses nutrition through school based vegetable gardens. The project has targeted installing water harvesting, water storage sanitation systems and vegetable gardens in 120 schools and to aims to disseminate best practices for sustainable water harvesting, storage and sanitation systems to pupils and surrounding communities.[4]

The **'Climate Change Adaptation in the Lesotho Highlands'** project was started in October 2010 and is scheduled to close at the end of September 2014. USAID provided a $1.1 million grant. The project is aimed at "adapting the management of range and water resources to ensure a more sustainable future". The objectives include: "to assess climate change vulnerabilities and design livelihood adaptation practices that can be undertaken by communities to enhance resilience to climate change and ensure provision of ecosystem services"; "to build capacity and knowledge linked to land use and integrated catchment management to better equip and facilitate communities ability to adapt to the impacts of climate change"; and "to integrate an understanding of climate change risks and adaptation strategies into Lesotho's policy, planning and operations."[5]

The **Seychelles 'Reef Rescuers' Project** was initiated by Nature Seychelles, an established NGO, in 2010. It is due to close at the end of September 2014. With support of $514,000 from the USAID DGP, the 'Reef Rescuers' Project seeks to conserve the existing healthy coral reefs and restore the reefs affected by the coral bleaching associated with the sea warming events of 1997-1998 and further damaged by human activity. The project has 5 objectives: 'support research to understand and address threats and vulnerability of reef habitats'; 'generate a stock of coral colonies for the purpose of reef restoration'; 'initiate seascape restoration of selected coral reef habitats, as a model for the Seychelles and the region'; 'build stakeholder capacity in the Seychelles and the region to generate a pool of skilled persons for sustained coral reef restoration'; and 'produce a business plan to ensure long-term sustainability of targeted habitats'. [6]

WESSA is one of the oldest NGOs in South Africa and it has an extensive network throughout the country. WESSA has developed the **'Stepping up to Sustainability' Program** with $2.2 million of support from USAID DGP. This is an innovative, seven step program to cultivate sustainable practices in local communities. The support grant was made in January 2011 and was scheduled to end in April 2014. This has been extended by four months. The project objectives include: to establish 11 permanent "sustainability commons" as well as two satellite commons where interested people can access

[4] USAID Southern Africa Fact Sheet Appendix 2 A
[5] USAID Southern Africa Fact Sheet Appendix 2 B
[6] USAID Southern Africa Fact Sheet Appendix 2 C

resources and build their skills to live more sustainably'; 'to develop and administer a curriculum consisting of both accredited and unaccredited trainings to empower people to address climate change'; and 'to develop and advance the use of innovative sustainable technologies that enhance human resiliency in the face of climate change'.[7]

EVALUATION METHODS AND LIMITATIONS

Evaluation methods

The USAID/Southern Africa DGP first phase covered support for 3 local NGOs and a PVO in four countries across the sub-region. Three of the countries are neighbors (South Africa, Lesotho and Swaziland), while the fourth country, the Seychelles, is far removed from the others. The nature of the project and its geographic location distinguished the Seychelles Reef Rescuers Project from the other projects.

Despite their location in neighboring countries, the Enhanced Water Supply & Sanitation' in Swaziland, the 'Climate Change Adaptation in the Lesotho Highlands' and the Stepping up to Sustainability projects all addressed different elements of climate change adaptation and resilience to climate change building. This made it impossible to assess these projects as a common program. Rather, it was decided to assess the projects separately against their objectives and then to assess the overall program against the higher-level objectives of the DGP.

Evaluation matrices

The overall design of the evaluation was based on evaluation matrices that were developed to address the evaluation questions. Each evaluation matrix identified evaluation sub-questions under a number of headings. The evaluation matrices also identified potential sources of evidence which can be used to address the evaluation sub-questions. Based on the evaluation matrices a set of fieldwork guides ('questionnaires') were prepared for: high level decision-makers or government partners; the project implementation personnel; technical staff and partner institution management; and communities and personnel from institutions doing similar work. All of these guides are provided in annexure 2. These guides/'questionnaires' were used for individual and group consultations with key stakeholders questionnaires and were not used as self-administered questionnaires. The results of these interactions were documented within the framework of the evaluation matrices, as shown in annexure 1.

Fieldwork

Evaluation team members travelled to project sites for on-the-ground observations and face-to-face meetings with stakeholders and communities. The missions to the on-site operations were crucial. They allowed for a more realistic and contextualized interaction with the project teams and with some of the local beneficiaries of the projects and government officials.

The evaluation team visited 13 of the 120 schools targeted by the Enhanced Water Supply & Sanitation' in Swaziland. They also interviewed the key official within the Swaziland MoET responsible for the project, 7 head teachers, four teachers and four groups representing the school committees. In addition, two of the sand dam sites were inspected. Six present and past project staff members were interviewed.

[7] USAID Southern Africa Fact Sheet Appendix 2 D

For the 'Stepping-up to Sustainability' project, the evaluation team visited the 4 sustainability commons sites, the Treasure Beach Learning Centre in Durban, Rhodes University in Grahamstown and the WESSA centre in Howick. Site visits around Howick were also undertaken by two members of the evaluation team. All key staff members at the Howick centre were consulted as a group and members were interviewed individually.

Two members of the evaluation team visited the INR headquarters in Pietermaritzburg, South Africa. During the visit interviews were conducted with four senior staff members responsible for the project. Two of the evaluation team members then visited 6 projects sites around Mohale Dam with Serumula and 4 sites around the Katse Dam with GROW Lesotho. Government officials, traditional leaders and project groups were met in these locations and the team engaged in two large community meetings. Meetings were also held in Maseru with the Head of the Lesotho Meteorological Agency and two staff members as well as with Mr. Bore Motsamai, the former head of Environment and of Rangeland Management and advisor to the Government of Lesotho.

In the Seychelles, three evaluation team members met with Dr. Nirmal Jivan Shah, the CEO of Nature Seychelles, and Kerstin Henri the project coordinator, in Victoria, Mahe. They also met the Head of the Seychelles National Parks Authority and the Programme Coordinator for the UNDP GEF Government of Seychelles Project Coordinating Office in Victoria and the UNDP Head of Environment in Seychelles. The team also spent time on Praslin Island with the technical team of and inspected the coral collection (harvesting) site, the nursery site, the transplant site, the control site and the shallow water coral trail established at Petite Anse Kerlan (adjacent to Lemuria Resort). The team also visited the Black Pearl Farm, Cousin Island and several sites around Praslin to compare these with the areas under restoration. On Praslin, the team interacted with 10 members of the technical team at the Nature Seychelles Reef Rangers Centre. These interactions occurred in a group and individual setting.

A full list of the people consulted is included in Annex IV. In just 3 instances interviews with key stakeholders could not be undertaken on a 'face-to-face' basis but occurred through Skype.

Document review and analysis

Relevant documents were collected and reviewed from all organizations. These included technical publications, quarterly and annual reports and promotional materials.

The extensive consultations and the document review allowed for the triangulation of most evidence and two or more methods were used to check and confirm all findings and observations. Analysis of the primary and secondary information collected was used to document findings, draw conclusions and make recommendations. These findings were tested through further interaction with key stakeholders.

Limitations of the evaluation methodology

The main challenges faced by the evaluation team during the evaluation related to time constraints, the difficulties of arranging appointments with key stakeholders, and access to some of the sites, notably in Swaziland.

The timing of the fieldwork also proved to be a challenge. Staff members from the 'Enhanced Water Supply & Sanitation' in Swaziland Project were leaving the project and the field mission needed to be scheduled urgently. Unfortunately, most of the school pupils were on vacation over this period because of the many public holidays, though there were some pupils present at two of the schools. Special arrangements had to be made to meet with head teachers and school committees. In addition, time

constraints made it impossible to visit all sites, notably for the 120 schools in Swaziland. To address this constraint, a stratified random sample of 3 schools per Region was drawn for the visit and an additional site was added.

Despite these challenges, appropriate mitigation actions were taken to ensure that they did not have a major influence on the outcome of the evaluation.

The evaluators have largely confined their comments to the stated project objectives, outcomes and outputs. However, they have also, on occasion, noted and commented on additional opportunities that the particular projects could have responded to. For example, the scope of work for this evaluation does not include an analysis of financing, funding flows and expenditure and so these matters have not been reviewed in any detail. But where respondents made particular mention of these, as in the case of the 'Reef Rescuers' Project in Seychelles, these issues have been noted.

FINDINGS & RECOMMENDATIONS

Programmatic level findings

At a programmatic level the USAID/Southern Africa DGP has worked well. The implementation modality through local NGOs has been successful and efficient and the technical and institutional capacity of the partner NGOs has been significantly enhanced (interviews, pers.com & project reports). All of the available evidence suggests that USAID's focus on building the capacity of its local partners has resulted in local NGO partners with enhanced capacity and an ability to operate as successful project implementation partners for USAID in the future.

A key element in the success of the program has been the choice of NGO partners. The institutions selected had an established track record and a history of experience that preceded the program and will continue long after the DGP. This enhances the likelihood of sustainability. In Swaziland, the initial local NGO partner, Action Four Africa, did not have 'deep' institutional roots and was reported to consist largely of one well-qualified and experienced person (pers.coms). The relationship with Palms for Life did not work well. This had an adverse impact on the success and sustainability of the project.

The DGP allocations allowed the NGO partners to use some of the grant funding for institutional support and internal capacity-building. This is in line with objective 4 of the core objectives of the DGP "To enable grantees to develop their organizational and technical capabilities to become stronger, more flexible, and more sustainable development partners that can rapidly respond to the evolving needs of those they serve". However, under this first tranche of DGP funding for Southern Africa, no specific budget line was created for this purpose. Instead, USAID staff provided support, including access to a capacity development mechanism funded by USAID. This approach was not optimal and was not fully used by the partner NGOs (interviews). A specific budget line for capacity-building managed by the grantee would have been more effective. Nevertheless, the partner NGOs all gained considerably from implementing the projects (interviews). These gains included technical capacity and institutional organization development.

From their side, the project personnel were very satisfied with the support they received from the USAID – both the funding and the technical support (interviews). They found the USAID team largely responsive and helpful and greatly appreciated the flexibility that was exercised and the collegial approach. Nature Seychelles did express some regret that USAID personnel had not visited them on site. The projects did not encounter difficulty in meeting the reporting and organizational requirements associated with meeting USAID's requirements (interviews).

Despite the overall success of the program, it is the view of the evaluation team that the program would have benefited from increased coordination between the different projects. This would have provided the program with the 'cement' needed to pull the projects together and maximize opportunities for sharing lessons around how best to address the region's climate change challenges.

Finally, with the exception of the WESSA implemented 'Stepping up to Sustainability' Project, all of the projects involved attitudinal and behavioral change. With this in mind the project durations were very short. Changing attitudes can be achieved within two to three years, but translating this into attitudinal change on-the-ground takes much longer. As such, the program and individual projects would have benefited from longer intervention periods. This would significantly improve the chances of project and program sustainability.

Programmatic level recommendations

Overall, the Evaluation Team regards the first phase of DGP grants in Southern Africa as a success and recommends the continuation and expansion of the program where possible. Consideration could be given to expanding the remit of the projects and to initiating similar projects that are conceptually linked to the first phase projects. In doing so, some program level recommendations are provided below in order to improve future interventions of this kind. Specific project related findings and recommendations are described in the following sections.

- Grant periods should ideally be longer, with a clear phasing-in period and a structured closure period. A more formal closure period is needed to consolidate the implementation activities on the ground, ensure the conditions for project sustainability and derive and document the lessons learnt.
- Where possible, projects should be linked into a long-term programmatic initiative. This will provide continuity of initiatives and allow for both more nuanced, in-depth work as well as an increased likelihood of long-term sustainability. This is particularly important in relatively new areas of enquiry and development like Climate Change Adaptation.
- A program leader from within the USAID environmental team should be appointed to facilitate the interaction and learning opportunities between the projects and promote the thematic element – in this case Climate Change Adaptation and resilience building. The program leader should also have responsibility for linking the projects to the extensive USAID international experience and knowledge.
- The appointment of a Learning Officer/Coordinator within the USAID Regional Environment Team in Pretoria is a positive step towards realizing the wealth of learning opportunities. Some consideration should be given to including specifically targeted resources for distilling and documenting learnings, through publications etc.
- Reporting and other project procedures should be more standardized across the projects. Where USAID are satisfied with the financial accounting and reporting systems of the partner NGOs, these can still be used, but having commonly structured reports would allow easier assessment of program progress and the derivation of programmatic level lessons.
- The program inception workshop should occur earlier in the project process and a follow-up workshop should be held after 18 months or at project mid-term, if possible. This would make an important contribution to furthering contacts between the partner organizations, building a program identity and finding positive synergies. It would also assist the partners to see the larger, programmatic objectives and develop greater coherence in the program.
- A specific budget line for institutional capacity building should be introduced to encourage partners to make better use of the resources available for internal capacity building purposes.

- A formal mid-term independent (or USAID conducted) evaluation/assessment would assist the projects towards realizing their objectives. It would provide guidance and encouragement to the projects. This would be particularly important if longer project implementation periods are implemented.

Findings and recommendations - Palms for Life

Of the multitude of development challenges facing Swaziland, the project targeted sustainable, safe water supply and food gardens, for food security, at schools (Project Document). The added sanitation component eventually emerged as the most successful component of the project.

Targeting schools as 'Centers of Care and Support' was well advised. It is notable that almost all of the schools in Swaziland have electricity, but frequently lack adequate water and lavatories, and that nutrition levels certainly need boosting among the young (pers. com & field obs.). The Project Document correctly noted that there is a long history of school gardens in Swaziland and postulates that these have not been sustainably productive because of water supply constraints during the dry period, May to August. The Enhanced Water Supply & Sanitation' in Swaziland Project Contract Document therefore proposes to link rain water harvesting and storage to school food gardens.

Whereas the provision of drinking water and water for washing hands from the rain water harvesting component is a worthy and reasonable target, the linkage between the rain water harvesting and the school gardens is not logical. The water storage facilities are largely 5,000 liter tanks and schools were provided with up to 5 of these, though the Project Document talks of supplying 60,000 liters per school. Swaziland's rainy season generally ends in April or early May[8] and the average school will consume between 700 and 900 liters per day for drinking and hand washing. This means that the schools will run out of water for drinking and hand washing purposes alone by June. With careful husbandry this could be extended to July, but the latter parts of July and the month of August would provide challenges for the water supply for drinking and hand washing alone, even without any irrigation of garden crops.

In addition to this design problem, the project set very ambitious targets. The 120 schools that it targeted for support comprise one tenth of all Swaziland's schools. A target of around 80 schools was perceived to be more realistic by both the reviewers and PfL field personnel. The project was largely successful with regard to the sanitation (toilet provision) Key Result Area. All 120 targeted schools now have improved toilets and the project was directly responsible for 33 systems (some of these require additional repair work, but the target has largely been achieved, though not entirely through project resources). In addition the innovative design that the USAID technical specialists suggested and that removed the necessity for toilet doors - which are frequently broken – was noteworthy (pers. com. & field obs.).

The rain water harvesting and storage water tanks component was not as successful. At 3 of the 13 schools visited there were problems with maintenance – several of the gutter down-pipes were not connected to the water storage tanks and several of the tanks were damaged. In two instances, the teachers appeared unconcerned about the situation. A further concern relates to the provision of safe, potable drinking water that is outlined as a project objective. While the quality of water provided appears good, the water quality is not being regularly monitored because the government laboratory does not have the reagents for testing (pers. coms.). The cost of testing and the chemicals required for

[8] Commonwealth.ednet..ns.ca/Africa/Swaziland/land/climate.htm

regular monitoring of the water quality was not budgeted for under the project and was viewed as a government contribution. That the government facility does not have the chemicals available to do regular, if infrequent testing, is testimony to the paucity of its commitment, support and capacity. This further contributes to the sense that the government will play little role in the sustainability of the project achievements. This is not a direct failing of the project, but it is an element that should have had more detailed investigation prior to the project formulation and certainly, prior to project finalization.

A further concern relates to the fact that at two schools that the evaluation mission visited, the school roofs had been recently painted. The head teachers were not aware of the composition of the paint and whether it was safe for water harvesting and appeared unaware of the dangers associated with lead and other paint elements. This reflects a shortcoming of the training/capacity building effort. Moreover, a lack of attention to these safety aspects does expose USAID to some potential risk.

With regards to school feeding, the project has, with insightful guidance from Palms for Life, put school nutrition and feeding at the center of debate within Swaziland. This is a very positive achievement. The conference organized to this end was successful (pers.com. & quarterly report April-June 2012). In addition, quarterly reports do reflect some vegetable production, though this is patchy and not what one could expect. However, only 4 of the school gardens visited showed some success. This was largely attributed to water scarcity and the need to irrigate crops during May to July. With three notable exceptions, the gardens appeared run-down with little sign of any activity. As such, the gardens cannot be characterized as successful and show little signs of sustainability.

In terms of KRA 3, the "dissemination of best sustainable practices to pupils and surrounding communities with extensive education and training on water harvesting, garden management and sanitation", the project has had limited impact despite the formation of health clubs at several schools. The gardens have not functioned as successful demonstrations and most households around the schools already had toilets and engaged in water harvesting where their roofs permitted it. However, the education on hygiene and water has had an impact on the pupils and assessments of their knowledge has yielded positive results (Quarterly Report July-Sept. 2012).

Across all of these components, the sustainability of the infrastructure created is questionable. Despite the project's considerable efforts in formally handing school infrastructure over to government, in some cases to the Permanent Secretary, and the MOU concluded between the project and the government, the evaluation team is not optimistic. The Swaziland Government official consulted was very positive about the project, but there are no specific plans to build-on the project or to maintain the considerable data base created by the project. School inspectors visit the schools very infrequently and tend to stick to schools close to the centers where they are located (pers.com.). They complain of transport challenges and are reported to have little appetite to take on additional responsibility. Any hope for sustainability lies with the head teachers and the school committees (field obs. & interviews). Where these are strong and committed to the project objectives, there is some chance of abiding success. Where this is not the case, there is little chance that the project achievements will be sustained. The better managed schools took the step of diverting some of their mainstream funding into functions that could be linked to the project to serve as co-funding. Two of the head teachers expressed concern that they would have difficulty in explaining this to their auditors.

The project was also confronted with serious management problems. The project management personnel underwent several changes during the project implementation period and all informants noted that there were considerable management failings (pers. coms.). It is however important to note that many of these challenges were beyond the control of the project team. For example, the armed robbery of the project office caused severe injury to the lead individual in Action Four Africa. This

obviously had a negative impact upon project operations and delayed implementation in 2011. On the other hand, the Field Monitor system worked well and the project oversight from New York was good. As a result, the technical team achieved a lot in a short time in the face of considerable logistical challenges in the field.

Recommendations:

- The income that can be realized through the sale of the project vehicles and other assets should be used to repair the toilets, gutters and down-pipes at schools on the inventory list created by the technical team.
- The data base on the 120 schools that has been created by the project should be formally transferred to the Ministry of Education and Training and support for the possible expansion and management of the data base should be considered and/or explored with other potential partner agencies. The building guidelines and data base of builders used should be archived and made available to the Government of Swaziland.
- Consideration could be given to placing technical capacity within the MoET to manage and expand the data base, though, in the absence of any government will to address real delivery challenges; this is likely to have limited success.

Findings and recommendations - WESSA

In response to the multitude of climate change risks facing South Africa and skills shortages in this area, WESSA has developed the 'Stepping Up to Sustainability' program to: Sensitize a wide range of individuals to their consumption patterns and interaction with the environment through workshops and presentations; develop and provide short, un-accredited training courses on sustainability and climate adaptation and a system for formulating individual commitments to change for targeted individuals; develop and provide accredited training courses on sustainability; develop information materials on sustainability and establish 'sustainability commons' where appropriate climate resilient building technologies can be demonstrated; and develop and conduct a 1 year, accredited (NQF level 5) Environmental Education Training and Development Practices (EETDP) 'learnership' course. It should be noted that WESSA developed the 'Stepping Up to Sustainability' concept before receiving any support from the USAID DGP. However, the support from the DGP allowed WESSA to implement the program widely and raised the quality of the products.

Overall, the project has delivered against the project objectives. The resource materials produced and the training/capacity building have all been of a high standard. The 13 'Sustainability Commons' established more than meets the target; and the 'Commons' at Rhodes University in Grahamstown is particularly important because it has the potential to influence a generation of opinion leading educationalists. The Information Portal is an innovative achievement that provides a real resource for the public and the presentations using power point, the Enviro-Picture building, the exhibits and the open day events all appear to have worked well. 15 'learnerships' have been completed. The project has also worked well with a number of local councils and the training and capacity building has been recognized by them as an important contribution to sustainability.

In addition to achieving all measureable outputs, the participation in the DGP has greatly strengthened the operation of WESSA itself. As one of the oldest NGOs in South Africa, WESSA has little experience of partnering with international organizations like USAID. Following this interaction, the organization is now more confident that it can meet the requirements of a relationship with an international partner like USAID. The experience encouraged WESSA to take stock of its operations

and to bring all of its branches under one auditing process, thus saving the organization a considerable amount of money and streamlining management processes. The DGP project experience has also led WESSA to establish a Projects Management Unit that will address the day-to-day management of special projects that go beyond WESSA's normal operations.

However, while the 'Stepping up to Sustainability' is an innovative approach in that it personalizes the concept of sustainability, it appears to ignore the broader social context within which the individual operates in the world. The project places an emphasis on energy saving, renewable energy and waste management. The personal emphasis on the individual is empowering in the sense that individuals can take responsibility for their lives and their impact on the world, but some broader social context would provide a sense of realism. Households in South Africa account for just 17-19% [9]of overall energy consumption. Most energy is consumed by large production processes that are particularly energy intensive. Thus, while individual sensitivity is positive, young people should also be made aware of their collective might as consumers and potential voters to push for positive change on a larger scale.

Similarly, the range of technologies promoted through the 'Sustainability Commons' require additional scrutiny and more careful targeting. Several of the technologies are, in themselves good, but are not appropriate for all target groups. The purpose of the project was to demonstrate what technologies are available and this target has been met. However, it is the opinion of the evaluation team that more detailed guidance to potential promoters of the technology would add significant value. For example, the recycling processes demonstrated to school students visiting the excellent center at Treasure Beach are not in practice in most of the home areas of the visiting pupils.

As an established NGO, WESSA should be able to sustain the 'Stepping up to Sustainability' initiative over time. This will be aided by the long-term support that they have secured from the Goldfields Corporation.

Recommendations

- The 'Stepping up to Sustainability' is a good educational approach that could benefit from further support, but the specific technologies promoted within the 'Sustainability Commons' need to be carefully aligned with the particular local circumstances and target group. Ideally, guidelines for their use in different settings should be produced.
- The education component should continue to focus on what individuals can do to behave in a more sustainable way, but consideration should be given to including an additional element that contextualizes sustainability within a wider socio-economic and political context.

Findings and recommendations - INR, Serumula, Grow Lesotho

Lesotho falls within the Least Developed Countries (LDC) categorization with a GDP per capita rate of $1,670 per annum.[10] The Eastern Highlands is the poorest area of the country[11] where employment opportunities are extremely limited and there is much reliance on a subsistence way of life. The natural

[9] Department of Energy South Africa websitewww.energy.gov.za/files/aboutus/au_what.html
[10] UN DESA Least Developed Countries Fact Sheets, www.un.org/en/development/desa/policy/cdp/ldc/profile/country_106.shtml
[11] IMF Staff Country Reports, IMF Country Report No. 06/143 April 2006, 'Kingdom of Lesotho: Poverty Reduction Strategy Paper, Prioritization and Cost Matrix'.

resource base is crucial to the survival of people in this region but has been steadily eroded as a result of increased pressure from grazing and through the impacts of extreme climate variability.[12]

The Climate Change Adaptation in the Lesotho Highlands' Project has two broad aims: to build the capacity of local communities in the vicinity of the existing dams under the Lesotho Highlands Water Project to respond to the impacts of climate change; and to promote interventions to address environmental degradation and improve the resilience of local livelihoods. This is to both assist local people as well as to protect the investment in the dams which is being threatened by sedimentation resulting from the high levels of degradation in surrounding areas.

The project largely met two of the three Key Result Areas (KRAs): climate change vulnerabilities were assessed and livelihood adaptation practices were designed. The materials and reports produced by the project were of high quality and provide a valuable learning resource for the future. The project has also been successful in building local capacity and knowledge on land use and integrated catchment management that could assist local people in adapting to the impacts of climate change. Specifically, it has worked extremely well with local councils, local traditional structures and communities in raising awareness and, in the case of the councils, integrating Climate Change Adaptation and resilience into council planning. This is a significant achievement. However, the project has had less success in integrating an understanding of climate change risks and adaptations into Lesotho's policy, planning and operations at national level. Neither has it resulted in tangible 'on-the-ground' activities to sustain adaptation over time.

The limited success that the project enjoyed in influencing national policy and planning relating to climate change and resilience can, in part, be ascribed to the reticence of national government to engage on these matters. The national government ministries were uncertain as to how to engage with a project which was not located within any particular ministry and did not provide any direct benefits to government. This meant that the ministries, with the exception of the Lesotho Meteorological Services (LMS), did not really engage with the project. The Lesotho Government has also been engaging with the EU who is now committing to provide support for a Climate Change Strategy for the country.

Of greater concern, the technologies 'showcased' within the 'Sustainability Commons' at haKorporale village, were not appropriate for the local context. Besides the fact that they were locked-up in a store room at the local primary school, many of the appliances, like the parabolic solar cooker, were not readily accessible, affordable or 'user friendly'. Even apparently appropriate technologies, like the improved wood stove cookers, have certain limitations and might not be the best approach in all circumstances. These improved wood stoves certainly operate on less fuel wood, but their efficiency relates to how well they concentrate the heat within the cooker. Little heat is released and greater efficiency of cooking achieved. However, the improved wood cookers do not heat spaces and people in the Eastern Highlands still need make use of additional resources to heat their dwellings in the cold winters. On the other hand, some technologies like the solar water heater, solar PV lights and mobile phone charger[13] were viewed positively by local people (pers .com & field obs). However, people did

[12] FAO, Twenty Second Regional Conference for Africa, Cairo, Egypt, 'Sustainable Rural Development and Food Security: The Role of Mountain Development in Africa. 2002

[13] The PV mobile phone chargers play an important role in combatting the big problem of stock theft in the Eastern Highlands. The mobile phone network has considerable coverage, even in the mountainous Eastern Highlands and with charged mobile phones people are in a position to contact the local radio station to report stock theft. The

not know how to access these, or what their prices were, let alone how they could be serviced post-purchase.

The improved hybrid maize seeds provided through the project, but with UNDP funding (the seeds did not originate in the USA and could not be procured with USAID funding) has also proved popular and the pilot sites clearly demonstrated the benefits of the improved seeds. There is considerable demand for the seeds and if they are obtained earlier and in good time for the planting season, they should yield even better results. The farmer at the pilot field visited was adamant that he would extend the area of cultivation for the improved seeds in subsequent years. The impacts of this change will only emerge over three to four growing seasons.

At the institutional level, the experience of implementing the project has been good for the INR, Serumula and GROW. They have all gained capacity and experience in the area of Climate Change and have built an effective partnership that they are already extending to other initiatives. On the whole, the administrative and operational requirements associated with being a USAID grantee were not perceived as onerous by the partner organizations. INR did, according to the project leader, experience considerable anxiety about realizing the co-financing required. This was alleviated through a timely support commitment from UNDP in Lesotho.

Despite these gains, the sustainability of the initiative is questionable. The Government of Lesotho has not shown an active interest in taking responsibility for the sustainable operation of the project or its objectives (pers com & field obs.) and the Lesotho Highlands Development Agency (LHDA) is not well placed to intervene. The LHDA and the project have intentionally remained publicly remote from each other during the project field work because of the negative local perception of LHDA[14].

It should also be noted that, although most people recognize the need to reduce cattle numbers in the Eastern Highlands, there is little conscious evidence of actual conscious steps to do so. The number of cows does appear to be dropping (pers. coms) while the number of small livestock – sheep and goats - has increased. The quality of available grazing has steadily decreased and many of the cattle appear thin and weak. As their condition weakens they become more susceptible to diseases and the mortality rate is increasing (pers. com). One effect of this is that draught power for ploughing has decreased. This could have a dramatic impact on food security in the future. While reducing the number of cows could make a contribution to the restoration of the catchment and the rangeland, this needs to be achieved through an orderly reduction. While local stock owners have been exhorted to reduce the number of cattle for some time, the options for selling the excess cattle are limited. There are no abattoirs or formal stock sales in the area and the government abattoir in Maseru is not operational. The reduced cattle numbers also means that there is less dung fuel available for many of the homesteads and they are increasingly having to seek alternative energy sources.

Recommendations

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station then uses its network to broadcast details of the theft and alert others to report the movement of stock across their area.

[14] Many local people blame the dams for what they perceive as climate change. They report colder winters and later rains and attribute this to the dams (pers com). The local micro-climate around the dam sites could well be impacted by the dams, though there is as yet no verifiable evidence of this. Local people are also unhappy about the compensation for losses and hold the LHDA directly accountable for this.

- USAID should consider providing targeted, further support to the councils for natural resource management implementation initiatives via the 3 NGOs.
- Technologies that are promoted in the highlands need to be properly vetted for how appropriate they are in the local context and means of access and after-purchase support clarified.
- The technical reports and project experience should be documented and published.
- Consideration should be given to investigating the viability of promoting support for local, formal stock sales and transporting stock to abattoirs and markets where better prices could be realized.

Findings and recommendations - Nature Seychelles

Reef gardening' is a controversial approach in the scientific community. However, traditional coral reef conservation practices have been undermined by 'heating events' in the Western Indian Ocean and are not proving very successful in re-establishing viable coral colonies. [15]This provides both the context and rationale for the "coral gardening" approach that has been implemented off Prasline Island by the 'Reef Rescuers' Project under Nature Seychelles. USAID deserves credit for supporting an innovative initiative of this nature and the project has local, regional and global importance. The loss of much of the coral in the Seychelles inner islands and other areas of the Western Indian Ocean through the 1997-1998 El Nino and Indian Ocean Dipole-linked heat event makes the results of this project particularly important for the region. The cultivation and transport of coral colonies has not previously been attempted on the scale of the 'Reef Rescuers' project.[16]

The project largely, or partly, met four of the five key results outlined in the project plan. A high quality vulnerability assessment and a stakeholder involvement plan were completed, though the stakeholder involvement plan did not, in the end, prove successful with all key stakeholders. The project did generate a remarkable stock of coral colonies for the purpose of reef restoration using a 'reef gardening' approach, but the replication of the initiative to other sites would require careful planning in order to be affordable. The project also successfully undertook the seascape restoration of selected reef habitats within a protected area and within an area adjacent to a commercial tourism resort. In addition, valuable information on coral spawning that was not previously available was collected.

Working under water is very demanding and the scale of the project achievement is very impressive. The project has been innovative and flexible in approach. When the process of coral transplantation piloted by Haifa University was not replicable in the Seychelles, as had been anticipated, the team adapted this approach successfully. Likewise, there are a number of results that were not initially

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[15] Graham, NAJ, Wilson, SK, Jennings, S, Polunin, NVC, Robinson, J, Bijoux, JP and Daw, TM. 2007. Lag effects in the impacts of mass coral bleaching on coral reef fish, fisheries, and ecosystems. *Conservation Biology* 21: 1291-1300. Mumby, P.J. & Steneck, R.S. 2008. Coral reef management and conservation in light of rapidly evolving ecological paradigms. Trends in Ecology & Evolution. 23 (10): 555–563

[16] Shaish L, Levy G, Gomez E, Rinkevich B. 2008. Fixed and suspended coral nurseries in the Philippines: establishing the first step in the "gardening concept" of reef restoration. *Exp Mar Biol Ecol*. 358: 86‐97. Young, C. N., Schopmeyer, S. A. & D Lirma 2012. A review of reef restoration and coral propagation using the threatened genus *Acropora* in the Caribbean and Western Atlantic. *Bulletin of Marine Science*. 88(4):1075–1098

planned for. These included the arrival of threatened species, like the Green Hump Head Parrotfish (Bolbometopon muricatum), at the coral nursery site; and the opportunity to secure giant clams. These added further value to the work of the project. The operation has also been run very economically. The project has improvised with local materials and creatively used alternative materials and approaches wherever possible.

The target for building stakeholder capacity in the Seychelles and the region and generating a pool of skilled persons for sustained coral reef restoration has largely not been met. The dive team operating at the field sites off Praslin and Cousin Islands drew a highly skilled team of employees from several countries. They were not successful in attracting many Seychellois and only had one local diver and a boatman from the Seychelles. Labor in the Seychelles is expensive and the work regime of the team on Praslin proved very demanding. To fill the gap, the project attracted volunteers from several countries. The volunteers were also qualified scientists and divers and Nature Seychelles had a new 'volunteer' category of visitor to the Seychelles officially recognized by the government.

The project did not achieve the anticipated partnership with the Government of the Seychelles. Though officials generally recognized the high quality of the work of the project, government officials and personnel have not actively engaged in project activities. This is largely a result of limited capacity for underwater work within the relevant government structures. Nevertheless, the evaluation team felt that additional effort should have been invested in addressing this goal and the omission has cast doubt over the sustainability of the achievements. This is most unfortunate as it appears that a new and strong El Nino is in the making.[17] Studying the effect of this on existing coral colonies and the colonies grown and transplanted by the project provides a vital scientific opportunity that is in danger of being lost.

The project has produced a credible 'green business plan' to ensure financing and long-term sustainability. However, the plan has only recently been completed and because of the limited project implementation time, there has been no opportunity to put the plan into effect. Providing an additional period of scaled-down support to the project would allow them to initiate the plan and is likely to result in a better chance of sustaining the project achievements.

Recommendations

- Additional funding should, if possible, be urgently made available to the project for a further 18 month period to allow for the initiation of the 'green business plan' and the scientific monitoring of the impacts of the impending El Nino Indian Dipole-related event on the natural and transplanted coral colonies. An extension will also allow the collation and publishing of the data produced by the. This should be made a specific required outcome of an extension period.
- A marketing expert should be included in the team, or retained as a consultant, to amend, where necessary, and oversee the successful roll-out of the 'green business plan'.
- Further investigation of the value and viability of the services which 'coral gardening' could provide – carbon dioxide sequestration, coastal surge defense, biodiversity and tourism - should be undertaken within an extension period.

[17] Slezak, M. 2014. Sitting ducks in coming storm. New Scientist 222 (2968): 8-9.

- Consideration should be given to a follow-on project with other countries in the Western Indian Ocean Region, with the Seychelles center on Praslin acting as a training center.

CONCLUSION

Lessons learnt

The first phase of the USAID/Southern Africa DGP has generated enormous amount of data. Much of this still requires consolidation, analysis and publication. It is likely to yield far more important lessons than those recorded below. At this stage, the general lessons learnt emerging from the evaluation includes:

- Considerable effort needs to be invested in addressing the urgent needs for energy, water and other services of the poor in Southern Africa.
- Changing perceptions and people's resource use profile remains challenging. This is particularly true for countries where there is a great divergence between the wealthy and poor citizens and where access to resources is far from equitable.
- To be effective programs require a strong common purpose, the realization of synergies and the sharing of lessons learnt. This requires coordinated leadership and regular contact.
- Project designs should allow for flexibility in response to changing circumstances. Overly prescriptive and detailed project designs can deter positive project adjustments.
- Local, well-rooted NGOs can play an important role in delivering services and assistance to local communities. This is optimized if governments support the initiative.

Prioritized recommendations for future interventions

The main recommendations emanating from this evaluation are summarized below. Given that the implementation of the current grant program is near completion, these recommendations focus on means to improve the design of future activities in these areas.

- The capacity of project partners to deliver what is expected of them needs to be carefully assessed in project design if the project is not to be undermined by lack of delivery on the part of key stakeholders in government and community institutions
- Governments should play a key role in sustaining successfully piloted projects that produce good results. However, where governments are unable or unwilling to do this, local institutions like civil society, local councils and schools, churches etc. should be strengthened to increase the chances of sustainability.
- The co-funding requirement of the DGP is and should remain being applied in a flexible way with considerable scope for in-kind contribution. Co-financing can also play an important role in addressing elements that USAID cannot fund under their rules and procedures.
- Technologies need to be carefully selected and adapted to particular local circumstances. Particular care needs to be exercised when promoting technologies with poor people as their ability to take risks is far less than those of wealthy people.
- While certain technologies might appear frivolous and of limited practical utility, one should be careful not to pre-judge their real utility. An example of this is provided by the PV chargers for mobile phones in Lesotho. Not only do they enable people to stay in touch with relatives and their support network, or call for assistance in case of emergency, they also, in conjunction with the community radio network, play an important role in curtailing stock theft.

- Talking about climate change and its impacts and getting people to change their attitudes is much easier than realizing changes in behavioral patterns, where these have been entrenched over time. Emphasis should be placed on actual implementation on the ground and not only on consciousness raising and education.
- When looking to influence people to change their behavior with regard to the environment and to alter their lifestyles or livelihoods, one should always provide a viable alternative. An example of this lies in the efforts to have people decrease their cattle numbers in the Eastern Highlands of Lesotho. People need to have access to a viable and lucrative means of selling their excess cattle in a way that yields tangible benefits.

ANNEX I: EVALUATION RESULTS MATRICES (WITH EVIDENCE)

PROJECT:
Enhanced Water Supply & Sanitation (Swaziland)
PALMS FOR LIFE

Evaluation Question	Illustrative Indicators/ Assessment Criteria	Data Source/Collection Method	Level of Achievement FULLY ACHIEVED PARTLY ACHIEVED NOT ACHIEVED	Verification Sources / Evidence
1.To what extent has the project been successful in achieving results for its stated technical objective? What have been the key drivers of & limitations on performance to date?	Indicator 1: List of enabling factors and challenges.	Interview with project management, implementing institution staff, parents, government & school representative.		- Interviews Conducted (pers com)
Obj 1: To install water harvesting, water storage and sanitation systems in 120 schools.	Indicator 1.1 (i): Number of schools with operating systems installed under the project.	Project records verified by on-site visits.	**PARTLY ACHIEVED**	- Project achieved the following percentages: ▪ All Systems: 41% ▪ Sanitation only: 28% ▪ Water storage only: 10% ▪ Water storage and Sanitation: 9% ▪ Water harvesting and Sanitation: 6% ▪ Water harvesting only: 3% ▪ Water harvesting and water storage: 3%
Obj 2: To establish productive, sustainable gardens of about 0.5 acres per school in 120 schools.	Indicator 1.2 (i): Number of school gardens established. Indicator 1.2 (ii): Level of produce per sample garden. Indicator 1.2 (iii): Sustainability rating for sample of established school gardens.	Project records verified by on-site technical visits. Professional assessment of gardens through on-site visits.	**NOT ACHIEVED**	

PROJECT: Enhanced Water Supply & Sanitation (Swaziland) PALMS FOR LIFE				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Level of Achievement** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
Obj 3: To ensure the dissemination of best sustainable practices to pupils and surrounding communities with extensive education and training on water harvesting, garden management and sanitation.	Indicator 1.3 (i) Quality of training materials. Indicator 1.3 (ii) Level of knowledge of children/community members.	Scan of materials produced for quality. Interviews with pupils and community members using interview schedule with a few targeted and weighted questions.	**NOT ACHIEVED**	• Interviews at schools and observation (BH) • There was a training skill gap within the team after the training officer left mid-project • Interview M&E Officer
2. How is the work of the implementing organization perceived and valued by beneficiaries?	Indicator 2.1 Approval rating of Palms for Life Fund (PfL).	Individual interviews with Teachers, parents and pupils and with targeted government officials, using an interview schedule. Focus Group sessions with school committees. Identification and analysis of organization's own internal monitoring and evaluation	Well recognized and generally appreciated. **ACHIEVED**	Interviews conducted with head teachers, teachers, school committees and government official.
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical etc.) of the implementing partner?	Indicator 3.1 Perceived changes in organization's capacity.	Targeted opinion interviews with PfL personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes,	**PARTLY ACHIEVED**	Interviews conducted with PfL personnel (6) & review of project documentation. Interviews conducted with PfL personnel (6) & review of project

PROJECT: Enhanced Water Supply & Sanitation (Swaziland) PALMS FOR LIFE				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Level of Achievement** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
		structure etc. Analysis of current strategic, governance, structural and program alignment.		documents and reports.
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?	Indicator 4.1 Level of satisfaction (opinion) on synergy. Indicator 4.2 Degree of 'fit' between project & institutional objectives.	Targeted opinion interviews with PfL personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	**FULLY ACHIEVED**	- Interviews conducted with PfL personnel (6)
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?	Indicator 5.1 Prioritized list of challenges.	Targeted opinion interviews with PfL personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	The limited project time scale, the disagreement and subsequent parting with the Action four Africa and local management issues in Swaziland presented the main challenges.	- Interviews conducted with PfL personnel & project records.
6. What is the likelihood that the interventions (organizational development, technical results etc.) supported by USAID will be sustainable	Indicator 6.1 Rating of sustainability	Targeted opinion interviews with PfL personnel using	**Poor chance of sustainability.**	

PROJECT: Enhanced Water Supply & Sanitation (Swaziland) PALMS FOR LIFE				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Level of Achievement** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
over the long term? How could the interventions have been improved to increase their long-term sustainability?		structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. and professional assessment.	**NOT ACHIEVED**	- Interviews conducted with PfL personnel (6), head teachers, government official, school committees and on-the-ground observation.
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?	Indicator 7.1 List of lessons learned. Importance of having a good local NGO partner with deep roots. Implementing infrastructure projects takes time and project duration was limited. Managerial staff recruited for limited duration projects should have clear performance criteria inserted into their contracts and a formal trial period. Assessment of partner capabilities should be carefully undertaken during project design.	Targeted interviews with PfL personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. Review of reports and documentation. Interviews with teachers and parents using a structured questionnaire with specific focused and open-ended questions. Analysis and discussion of any specific issues contributing to positive or negative performance, identification of lessons	**PARTLY ACHIEVED**	- Interviews conducted with government, head teachers, teachers, school committees, & PfL personnel as well as on-site observations by the evaluation team.

PROJECT: Enhanced Water Supply & Sanitation (Swaziland) PALMS FOR LIFE				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Level of Achievement** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
		learned by Organization and on-site field observations.		

PROJECT: Climate Change Adaptation in the Lesotho Highlands INSTITUTE OF NATURAL RESOURCES / GROW and SEREMULA				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
1.To what extent has the project been successful in achieving results for its stated technical objective? What have been the key drivers of & limitations on performance to date? **Obj 1: Assess climate change vulnerabilities and design livelihood adaptation practices** that can be undertaken by communities to enhance resilience to climate change and ensure provision of ecosystem services.	Indicator 1: List of enabling factors and challenges. Indicator 1.1 (i): Quality of technical report on climate change vulnerabilities. Indicator 1.1 (ii) Quality of technical report on livelihood adaptation practices to ensure it covers all 4 focus	Written document from project records & interviews with key project staff. Written document from project records subjected to technical scrutiny.	**FULLY ACHIEVED**	Interviews with project personnel, quarterly & annual reports. On site observations. Technical documents developed: - "Draft Climate Change Adaptation Framework for the Lesotho Highlands"

PROJECT: Climate Change Adaptation in the Lesotho Highlands INSTITUTE OF NATURAL RESOURCES / GROW and SEREMULA				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
Obj 2: Build capacity and knowledge linked to land use and integrated catchment management to better equip and facilitate communities to adapt to impacts of climate change:	areas. Indicator 1.2 (i): Level of knowledge of land use and catchment management in target community. Indicator 1.2 (ii): Evidence of use of improved knowledge. Indicator 1.2 (iii): Level of involvement of local farmers in process of developing approaches & information materials.	Structured interviews with individuals & focus groups using a questionnaire with focused and open-ended questions. Verification field visits.	**FULLY ACHIEVED**	- "Livelihoods Presentation" - "Intro and Scenario building" Observation of community meetings, interviews with project personnel & government officials, quarterly & annual reports, community interviews, on site field observations.
Obj 3: Integrate an understanding of climate change risks and adaptations into Lesotho's policy, planning and operations as well as on-the-ground activities to sustain adaptation over time:	Indicator 1.3 (i) Evidence of CC risks & adaptation measures in policy & planning documents. Indicator 1.3 (ii) On-the-ground evidence in projects/operations of incorporation of CC risks or adaptation measures. Indicator 1.3 (iii) Level of knowledge & opinions of officials.	Screening of documentation relating to policy, regulations, local planning. Site visits with use of tick box. Interviews with officials.	**PARTLY ACHIEVED**	- No documents relating to changes in policy regulations received. - Interviews with project personnel and government officials. - No on-the ground evidence of specific evidence of climate change adaptation measures. - Verbal confirmation by local council chair persons that CC adaptation & resilience building was in the process of being included in local development planning.
2. How is the work of the implementing organization perceived and valued by beneficiaries?	Indicator 2.1 Approval rating of INR.	Individual interviews with religious leaders teachers, officials, local leaders (formal & traditional) in areas of	Largely positively. **PARTLY ACHIEVED**	

PROJECT: Climate Change Adaptation in the Lesotho Highlands INSTITUTE OF NATURAL RESOURCES / GROW and SEREMULA				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
		operation, using an interview schedule. Focus Group sessions with local people in areas of operation. Identification and Analysis of organization's own internal monitoring and evaluation		- Interviews conducted, council member consultations, community meetings attended, group discussions with teachers.
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical etc.) of the implementing partner?	3.1 Perceived changes in organization's capacity.	Targeted opinion interviews with INR personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes, structure etc. Analysis of current strategic, governance, structural and program alignment,	**FULLY ACHIEVED**	Interviews with project staff and other staff from 3 implementing NGOs. Interviews with government and staff from similar organizations.
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?	Indicator 4.1 Level of satisfaction (opinion) on synergy. Indicator 4.2 Degree of 'fit' between project & institutional objectives.	Targeted opinion interviews with INR personnel using structured interview schedule with specific and open-ended questions and review of	**FULLY ACHIEVED**	Interviews with staff from 3 implementing NGOs.

PROJECT: Climate Change Adaptation in the Lesotho Highlands INSTITUTE OF NATURAL RESOURCES / GROW and SEREMULA				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
		organization annual reports, board minutes etc.		
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?	Indicator 5.1 Prioritized list of challenges.	Targeted opinion interviews with INR personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	**Not many. The co-funding requirement put pressure on INR until UNDP provided co-funding.**	- Interviews with INR personnel, local implementing partners (GROW & SEREMULA)
6. What is the likelihood that the interventions (organizational development, technical results etc.) supported by USAID will be sustainable over the long term? How could the interventions have been improved to increase their long-term sustainability?	Indicator 6.1 Rating of sustainability.	Targeted opinion interviews with INR personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. and professional assessment.	Fair only. Lack of government capacity or likely follow-up limits the chances. **PARTLY ACHIEVED**	Interviews with staff from implementing NGOs as well as with government, LHDA, local community structures, traditional structures and local councils as well as observation on the ground.
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?	Indicator 7.1 List of lessons learned. • Engagement at an early stage with government & obtaining firm commitments from	Targeted interviews with INR personnel using structured interview schedule with specific and open-ended questions and review of organization annual	**PARTLY DOCUMENTED & ACHIEVED**	Interviews with staff from 3 implementing NGOs, interviews with government personnel, quarterly & annual reports as well as field observations.

PROJECT: Climate Change Adaptation in the Lesotho Highlands INSTITUTE OF NATURAL RESOURCES / GROW and SEREMULA				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
	government is an important step towards sustainability. • The local councils are an appropriate representative structure to work with. • Technologies promoted need to be truly appropriate for local people. • Effecting real behavioral change on the ground will take time and needs to be strongly incentivized.	reports, board minutes etc. Review of reports and documentation. Interviews with key partners using a structured questionnaire with specific focused and open-ended questions. Analysis and discussion of any specific issues contributing to positive or negative performance, identification of lessons learned by Organization		- Interviews with INR personnel - Communities not yet implementing any of the CC Adaptation technologies ▪ Community Interviews conducted

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PROJECT:
Stepping up to Sustainability
WILDLIFE ENVIRONMENTAL SOCIETY OF SOUTHERN AFRICA (WESSA)

Evaluation Question	Illustrative Indicators/ Assessment Criteria	Data Source/Collection Method	Objective Achieved? FULLY ACHIEVED PARTLY ACHIEVED NOT ACHIEVED	Verification Sources / Evidence
1.To what extent has the project been successful in achieving results for its stated technical objective? What have been the key drivers of & limitations on performance to date?	Indicator 1: List of enabling factors and challenges.	Interview with project management, implementing institution staff, local government & randomly selected trainees.	**FULLY ACHIEVED**	Ref – Quarterly and Annual Reports & WESSA presentation.
Obj 1: To establish 11 permanent "sustainability commons" as well 2 satellite commons where interested people can access resources & build their skills to live more sustainably.	Indicator 1.1 (i): The existence of the 13 commons. Indicator 1.1 (ii) Efficiency of operation of commons. Indicator 1.1 (iii) Number of people using the commons.		**FULLY ACHIEVED** **Some of the targeted numbers for "number of stories of change", the "number of participants who have adopted a change choice, etc. have only partly been achieved, but these were viewed as largely indicative.**	Ref – Quarterly and Annual Reports - Interviews Conducted - Presentation - Site visits to 3 'sustainability commons'
Obj 2: To develop and administer a curriculum consisting of accredited and unaccredited trainings to empower people to address climate change.	Indicator 1.2 (i): Course outline for credited & unaccredited courses. Indicator 1.2 (ii): Quality of courses & incorporation of NAPA into learning. Indicator 1.2 (iii): Number of trainees on accredited & unaccredited courses.		**VERY LARGELY ACHIEVED** **Capacitating the local councils is particularly notable. Training -** Number of discrete sustainability educational activities **for 2012 and 2013 was 155 against the target of 189. Targets were generally achieved.**	Ref – Verified course content and quality of material.
Obj 3: To develop and advance the use of innovative sustainable technologies that enhance human resiliency in the light of climate change.	Indicator 1.3 (i) List of innovative technologies developed. Indicator 1.3 (ii) Number of contacts with people on innovative, sustainable			Ref – Technologies Database Limited evidence of constructive use of technologies beyond the demonstration sites.

PROJECT: Stepping up to Sustainability WILDLIFE ENVIRONMENTAL SOCIETY OF SOUTHERN AFRICA (WESSA)				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
	climate change resilience technologies. Indicator 1.3 (iv) Evidence of use of innovative sustainable technologies through influence of the project.		**LARGELY ACHIEVED, though little evidence of use of the technologies.**	
2. How is the work of the implementing organization perceived and valued by beneficiaries?	Indicator 2.1 Approval rating of WESSA.	Individual interviews with trainees & local government officials using an interview schedule.	**VERY WELL ACHIEVED**	Ref – Interviews conducted
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical etc.) of the implementing partner?	Indicator 3.1 Perceived changes in organization's capacity.	Targeted opinion interviews with WESSA personnel using structured interview schedule with specific and open-ended questions.	**FULLY ACHIEVED**	Ref – Interviews conducted with Project Personnel – Changed financial system to have one system across all centers
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?	Indicator 4.1 Level of satisfaction (opinion) on synergy. Indicator 4.2 Degree of 'fit' between project & institutional objectives.	Targeted opinion interviews with WESSA personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	**FULLY ACHIEVED**	Ref – Interviews conducted with Project Personnel – Changed financial system to have one system across all centers &
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?	Indicator 5.1 Prioritized list of challenges. No major challenges.	Targeted opinion interviews with WESSA personnel using	**NO MAJOR CHALLENGES**	Interviews with WESSA personnel.

PROJECT: Stepping up to Sustainability WILDLIFE ENVIRONMENTAL SOCIETY OF SOUTHERN AFRICA (WESSA)				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
		structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.		
6. What is the likelihood that the interventions (organizational development, technical results etc.) supported by USAID will be sustainable over the long term? How could the interventions have been improved to increase their long-term sustainability?	Indicator 6.1 Rating of sustainability.	Targeted opinion interviews with WESSA personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. and professional assessment of situation.	**GOOD CHANCE OF SUSTAINABILITY.**	Ref: Interviews conducted – Council training will be sustainable however need some practical application in communities on the ground. Goldfields funding & soundness of WESSA as an institution contribute to good chance of the program being sustainable.
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?	Indicator 7.1 List of lessons learned. • Importance of developing capacity of local councils with regard to sustainability matters. • Promoted technologies need to be carefully matched to people's local situation to be	Targeted interviews with WESSA personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. Review of reports and documentation. Interviews with key partners using a	**PARTLY INTERNALIZED**	Interviews with WESSA personnel and observations at 'sustainability commons', Treasure Beach Education Center and Rhodes University in Grahamstown as well as quarterly and annual reports.

PROJECT: Stepping up to Sustainability WILDLIFE ENVIRONMENTAL SOCIETY OF SOUTHERN AFRICA (WESSA)				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
	appropriate. • Effecting behavior change can take a long time.	structured questionnaire with specific focused and open-ended questions.		

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
1.To what extent has the project been successful in achieving results for its stated technical objective? What have been the key drivers of & limitations on performance to date?	Indicator 1: List of enabling factors and challenges.	Written document from project records & record of interviews.		Ref: Quarterly Reports Year 3
Obj 1: Undertake vulnerability assessment and stakeholder involvement plan – this objective is a precursor to action and will enable the stakeholders and their concerns to be identified correctly. Gender and rights-based approach will be adopted as a priority.	Indicator 1.1 (i) List of key stakeholders (disaggregated by gender, age, socio-economic status, work sector). Indicator 1.1 (ii) List of KSHs who have been contacted by project. Indicator 1.1 (iii) Evidence of use of communication plan. Indicator 1.1 (iv) Evidence of engagements (response from) with KSHs.	Written document from project records. Written document from project records. Written document from project records & interviews.	**FULLY ACHIEVED** **But did not achieve desired results from the stakeholder engagement and no evidence of a 'rights-based' approach.**	Ref: Quarterly Reports Year 1/2 - Vulnerability Assessment document reviewed however local stakeholder engagement did not yield the desired results. Interviews with project team, Nature Seychelles leadership and government officials.
Obj 2: Generate stock of coral colonies for the purpose of reef restoration. Underwater farms using the 'reef gardening' concept to enable easy natural growth of corals as well as ease of replication in other sites.	Indicator 2.1 Number of corals of different species of the nursery stock that was prepared for cultivation & transplant. Indicator 2.2 Growth rates & survivor rates for corals in the nursery stock. Indicator 2.3 The strength of the rationale for the choice of	Written document from project records verified through on-site inspection in project sites. Professional opinion	**FULLY ACHIEVED** **9 species cultivated from nobbins and 40,000 coral colonies grown.**	Ref: Quarterly Reports Year 2 / 3 - Visual confirmation by evaluation dive team & confirmed with technical team in Praslin.

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
	transplant sites. Indicator 2.4 Number of corals of different species that have been transplanted back onto the reefs. Indicator 2.5 The growth rates & survival levels of corals at the transplant sites. Indicator 2.6 Record of specific idiosyncratic conditions of each site. Indicator 2.7 The representativeness of the target sites.	based on project documentation & interviews with project staff. Project documentation. Professional opinion based on project documentation & interviews with project staff.		
Obj 3: Initiate seascape restoration of selected coral reef habitats as a model for the Seychelles and the region where stakeholders (reserve management, hotels) have control of, or access to adjacent areas.	Indicator 3.1 The existence of sustainability plans for the nursery & transplantation program after completion of the project. Indicator 3.2 Existing plan for roll-out to wider area. Indicator 3.3 Evidence of commitment of stakeholders at pilot sites & behavior change. Indicator 3.4 Existence of measures (in place) to prevent reverting to unsustainable practices.	Project documentation & interviews with project staff. Project documentation, interviews with project staff & interviews with key stakeholders. Project documentation & interviews with project staff.	**FULLY ACHIEVED, in excess of 40,000 coral colonies transplanted into a protected area and adjacent to a tourist resort with high levels of survival to date (over 80%). Additional benefit from relocation onto the reef sites of giant clams donated to the project, but little evidence of change in behavior of most stakeholders.**	Ref: Quarterly Reports Year 2 / 3 - Visual confirmation by Dive team Draft Toolkit developed. Interviews with technical dive team on Praslin. Ref: Business Plan Excerpt

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
Obj 4: Build stakeholder capacity in Seychelles and the region and generate a pool of skilled persons for sustained coral reef restoration to be 'tooled up' in coral farming and restoration.	Indicator 4.1 Number of stakeholders with enhanced capacity through the project. Indicator 4.2 Quality of training & capacity levels of cadre of trainees.	Project documentation, interviews with project staff & interviews with key stakeholders. Professional assessment based on quality of training & interviews with sample of trainees	**NOT ACHIEVED**	Interviews with Reef Rescuer team, government officials, other agencies engaged in similar work and local observation.
Obj 5: Produce a 'green business plan' to ensure financing and long-term sustainability. The project will deliver physical structures, knowledge acquisition and practical skills that are marketable. A business plan will investigate all possibilities of commercialization particularly through local, indigenous business ventures and using the persons trained under the project. Assistance from the CDM, national adaptation and mitigation funds and so forth will be investigated.	Indicator 5.1 Existence of a sound 'green business plan' with sustainable funding component.	Professional assessment based on project documentation and a presentation	**PARTLY ACHIEVED** **Business plan developed but no chance yet to start implementing the same.**	Ref: Interviews with Nature Seychelles, the technical team on Praslin and government officials as well as a presentation of the Business Plan by the Technical team.
2. How is the work of the implementing organization perceived and valued by beneficiaries?	Indicator 2.1 Approval rating of Nature Seychelles (NS).	Individual interviews with key partners, local community members, local fishers, government officials, & key partner using a questionnaire with focused and open-ended questions.	**Well respected but not well received by government. Little active cooperation with government.** **PARTLY ACHIEVED**	Interviews with local businesses (Black Pearl Farm, Octopus Divers), UNDP and government as well as on-site observation and discussions.
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (organizational, financial, technical	3.1 Perceived changes in organization's capacity.	Targeted opinion interviews with NS personnel using	**POSITIVELY** **Nature Seychelles has gained important**	Interviews with Nature Seychelles senior officials.

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
etc.) of the implementing partner?		structured interview schedule with specific and open-ended questions.	**marine experience to go with its terrestrial and avian capabilities** **LARGELY ACHIEVED**	
4. To what extent has USAID's approach supported the local organization in meeting its priorities, which may have changed over time?	Indicator 4.1 Level of satisfaction (opinion) on synergy. Indicator 4.2 Degree of 'fit' between project & institutional objectives.	Targeted opinion interviews with NS personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	**VERY MUCH** **Nature Seychelles have now gained the marine capacity that they were lacking and have gained understanding of climate change impacts.** **FULLY ACHIEVED**	Interviews with Nature Seychelles leadership & review of documentation.
5. What, if any, challenges has the implementing partner faced in meeting USAID program requirements?	Indicator 5.1 Prioritised list of challenges.	Targeted opinion interviews with NS personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc.	**PARTIALLY ACHIEVED** **Recruiting local Seychellois and obtaining the active collaboration of the government have provided the biggest challenges. Systems compliance has not been a problem.**	Interviews with Nature Seychelles leadership and staff.
6. What is the likelihood that the interventions (organizational development, technical results	Indicator 6.1 Rating of sustainability.	Targeted opinion interviews with NS	**UNCERTAIN**	Interviews with project team,

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
etc.) supported by USAID will be sustainable over the long term? How could the interventions have been improved to increase their long-term sustainability?		personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. and professional assessment.	**PARTIALLY ACHIEVED** **The team has not yet had the opportunity to implement the 'green business plan'.**	Nature Seychelles leadership and assessment of documentation ('Green Business Plan').
7. What are the key strategic, programmatic, technical and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?	Indicator 7.1 List of lessons learned. • In the interests of sustainability, make every effort to actively involve government. • Sustainability plans need time to develop and should be implemented before the projects close. • Environmental interventions need to be planned for a period that covers several seasons. • The quality and dedication of the project implementation	Targeted interviews with NS personnel using structured interview schedule with specific and open-ended questions and review of organization annual reports, board minutes etc. Review of reports and documentation. Interviews with key partners using a structured questionnaire with specific focused and open-ended questions and on-site observations.	**MANY SCIENTIFIC LESSONS RELATING TO CORAL REEFS IN THE WESTERN INDIAN OCEAN AND TO CORAL GARDENING** **FULLY ACHIEVED**	Interviews with technical team on Praslin, Nature Seychelles leadership, review of documentation and reports and on-site observation.

PROJECT: Reef Rescuers NATURE SEYCHELLES				
Evaluation Question	**Illustrative Indicators/ Assessment Criteria**	**Data Source/Collection Method**	**Objective Achieved?** **FULLY ACHIEVED** **PARTLY ACHIEVED** **NOT ACHIEVED**	**Verification Sources / Evidence**
	team is a key element in determining project success. • A plethora of scientific findings relating to all aspects of coral gardening and to giant clams.			

ANNEX II: FIELDWORK GUIDE/'QUESTIONNAIRES'

'QUESTIONNAIRE' FOR HIGH LEVEL OFFICIALS

PALMS FOR LIFE, WATER & FOOD, SWAZILAND

Background information

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.How has this Palms for Life implemented water supply & food security Project helped you in your work?

2. Has the information supplied by the project been used in your work? How?

3. Has the project been well run?

KRA 2.1

4. Has the project succeeded? Has it equipped all 120 schools with water & sanitation systems?

KRA 2.2

5. Has the project succeeded? Has it established productive, sustainable gardens at 120 schools?

KRA 2.3

6. Have the messages around best sustainable practices for water harvesting, garden management & sanitation been communicated effectively in the community? How could this be improved?

7. Will the community & government structures apply the best practices in the future?

KRA 2.3

6. Has the project communicated information effectively? What has been communicated?

KRA 2.4

7. Has the project had fair representation & beneficiaries – men & women?

8. Have the youth been represented?

KRA 3.1

9. Do you think that the capacity of the project implementing agencies has grown?

10. Are the implementing agencies now better able to serve local people and support the government?

KRA 5.1

11. Do you think that the implementing agencies have struggled to meet USAID's project management requirements?

KRA 6.1

12. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

13. What lessons have been learnt through the project?

14. What have you learnt?

Other observations:

15.

Thank you.

QUESTIONNAIRE FOR COMMUNITIES

PALMS FOR LIFE, WATER & FOOD, SWAZILAND

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the water supply & food security project in Swaziland project assisted your community? How?

2. Have the project implementers done a good job?

KRA 2.1

3. Is the water & sanitation system at the school good?

4. Can it be improved?

5. How is the water made safe for drinking?

6. Has the improved water been good for health?

7. Who looks after the water systems?

KRA 2.2

8. Do the school gardens help?

9. How much food do they produce?

10. Who benefits?

11. Are people eating better?

12. Who works in the gardens?

13. Will they continue to produce enough food after the project closes & P4L leaves? Why?

KRA 2.3

14. Have people in the community learnt about water harvesting, sanitation and garden management?

15. What have you learnt? Probe.

KRA 2.4

16. Have women also benefitted from the project? How? Do as many women benefit as men?

17. Do young people benefit? How?

KRA 3.1

18. Are the implementing agencies for this project able to help the community more now than in the past?

KRA 5.1

19. Do you think that Palms for Life has had challenges in managing the project? What?

KRA 6.1

20. Do you think that the changes in your community will remain sustainable and still work in the future? Which ones and why?

KRA 7.1

21. Has this community learnt any lessons from the project? What?

22. Have you learnt lessons from the project? What?

Other observations:

23.

Thank you.

QUESTIONNAIRE FOR IMPLEMENTING ORGANIZATION & PROJECT PERSONNEL

PALMS FOR LIFE SWAZILAND

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the water supply & food security project in Swaziland been successful? How?

2. Has it strengthened your organization?

3. Do you feel the project has been well run? Why?

KRA 2.1

4. Has the project succeeded? Has it equipped all 120 schools with water & sanitation systems?

5. What has worked well & what has not worked?

6. How is the drinking water “made safe”?

KRA 2.2

7. Has the project succeeded? Has it established productive, sustainable gardens at 120 schools?

8. Is there a record of how much the gardens produce? How much is this?

9. Has the production increased?

10. Why are they likely to be sustainable?

KRA 2.3

11. What means were used for the dissemination of best sustainable practices? Which of these was most effective?

12. What would you change if you were to start again?

13. What evidence is there that community structures (Tinkhundla etc.) have absorbed and will apply the best practices?

KRA 2.4

14. Do you have records of gender representation in project activities & in beneficiaries?

KRA 3.1

15. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How?

16. Are the implementing agencies now better able to serve local people and support the government?

KRA 4.1

17. Has implementing this project helped your organization? How?

18. How has the project & the assistance from USAID helped your organization to meet its current priorities?

KRA 5.1

19. Have you encountered challenges in implementing this USAID DPG-supported project? What have these been?

KRA 6.1

20. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

21. What worked well on the project?

22. What did not work well?

23. What lessons have been learnt from the project? Please list these?
What have you, personally learn?

Other observations

24.

Thank you.

QUESTIONNAIRE FOR OTHER AGENCIES DOING SIMILAR WORK

PALMS FOR LIFE SWAZILAND

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the water supply & food security project in Swaziland assisted in your project or program?

2. Has it made a contribution to knowledge in your field? How? Has the project been well run?

KRA 2.1

3. Has the water & sanitation project succeeded?

4. Have others like you & your organization learnt from the project? What?

KRA 2.2

5. Has the project gardens succeeded? Can others learn from this? What can they learn?

KRA 2.3

6. Has the project communicated information effectively? What has been communicated?

KRA 2.4

7. Is gender an issue that is being addressed in projects like this in Lesotho?

8. What of youth representation?

KRA 3.1

9. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How

KRA 6.1

10. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

11. re you aware of any particular lessons that have been learnt from the project?

Other observations

Thank you.

QUESTIONNAIRE FOR HIGH LEVEL OFFICIALS

WESSA STEP UP TO SUSTAINABILITY

Background information

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.How has this WESSA Step Up to Sustainability project helped you in your work?

2. How? Has the project been well run?

KRA 2.1

3. Have all the right people & key stakeholders been involved?

4. Have government & other key institutions participated?

KRA 2.2

5. Have the capacity building courses on climate change been useful? How?

6. Have they helped you in your work?

7. Have they helped your organization?

KRA 2.3

8. Have the technologies for building resilience to CC been innovative & helpful?

9. Will these technologies be more widely adopted?

10. Would government & others support their use? How?

KRA 3.1

11. Do you think that the capacity of the project implementing agencies has grown?

12. Are the implementing agencies now better able to serve local people and support the government?

KRA 5.1

13. Do you think that the implementing agencies have struggled to meet USAID's project management requirements?

KRA 6.1

14. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

15. What lessons have been learnt through the project?

16. What have you learnt?

Additional observations

17.

Thank you.

QUESTIONNAIRE FOR COMMUNITIES

WESSA STEPPING UP TO SUSTAINABILITY

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the WESSA Step Up to Sustainability Project assisted your community? How?

2. Have the project implementers done a good job?

KRA 2.1

3. Who benefits from the project?

4. How has the project helped you?

5. Has the project involved local people?

KRA 2.2

6. What have you gained from the training courses?

7. Why did you attend training?

8. What will you do with the capacity you have gained in the future?

9. How were people chosen for training?

KRA 2.3

10. How have the new ways of doing things (technologies) that you have learnt from the WESSA 'Stepping up to Sustainability' Project helped you?

11. Why have you been interested in the new technologies?

KRA 2.4

12. Have women also benefitted from the project? How?

13. Do as many women benefit as men?

14. Do young people benefit? How?

KRA 3.1

15. Are the implementing agencies for this project able to help the community more now than in the past?

KRA 5.1

16. Do you think that WESSA has had challenges in managing the project? What?

KRA 6.1

17. Do you think that the changes in your community will remain sustainable and still work in the future? Which and why?

KRA 7.1

18. Has this community learnt any lessons from the project? What?

19. Have you learnt lessons from the project? What?

Additional observations

Thank you.

QUESTIONNAIRE FOR IMPLEMENTING ORGANIZATION & PROJECT PERSONNEL

WESSA STEPPING UP TO SUSTAINABILITY

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the WESSA Step Up to Sustainability project & the support from USAID DPG been successful? How?

2. Has it & the support from USAID DPG strengthened your organization? Do you feel the project has been well run? Why?

KRA 2.1

3. Has the project succeeded?

4. What has worked well & what has not worked?

5. Have the key stakeholders in government, the community and wider, been responsive and participating?

6. How have you communicated with stakeholders?

KRA 2.2

7. How were people selected for training?

8. Have the training courses been successful?

9. Which courses have been most successful?

10. What have been the challenges?

11. If you started again, what would you do differently?

KRA 2.3

12. What specific CC resilience building technologies have been developed or refined?

13. What have been the challenges in developing & advancing the use of these technologies?

14. What have been the biggest successes relating to the technologies?

15. What gaps remain?

KRA 2.4

16. Do you have records of gender representation in project activities & in beneficiaries?

KRA 3.1

17. Do you think that the capacity of the project implementing agencies (WESSA & partners) has grown as a result of the project? How?

18. Are the implementing agencies now better able to serve local people and support the government?

KRA 4.1

19. Has implementing this project helped your organization? How?

20. How has the project & the assistance from USAID helped your organization to meet its current priorities?

KRA 5.1

21. Have you encountered challenges in implementing this USAID DPG-supported project?
What have these been?

KRA 6.1

22. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

23. What worked well on the project?

24. What did not work well?

25. What lessons have been learnt from the project? Please list these?

26. What have you, personally learnt?

Other observations

Thank you.

QUESTIONNAIRE FOR OTHER AGENCIES DOING SIMILAR WORK

WESSA STEPPING UP TO SUSTAINABILITY

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the WESSA Step to Sustainability project assisted in your project or program?

2. Has it made a contribution to knowledge in your field? How?

3. Has the project been well run?

KRA 2.1

4. Has the project succeeded?

5. Have others like you & your organization learnt from the project? What?

KRA 2.2

6. Have the training courses developed by WESSA been generally (widely) useful?

7. Would you like to use the courses for capacity building yourself?

KRA 2.3

8. Can the CC resilience building technologies developed by WESSA be broadly used?

9. Would you use them?

KRA 2.4

10. Is gender an issue that is being addressed in projects like this?

11. What of youth representation?

KRA 3.1

12. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How?

KRA 6.1

13. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

14. Are you aware of any particular lessons that have been learnt from the project?

Other observations

Thank you

QUESTIONNAIRE FOR HIGH LEVEL OFFICIALS

INR LESOTHO CC ADAPTATION

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

Overall performance satisfaction, attitude to implementing agency:

KRA 1.1

1.Has the INR-implemented Climate Change in Lesotho Project been well run?

2. Has this INR-implemented Climate Change in Lesotho Project helped you in your work? How?

KRA 2.1

3. Have the technical reports produced on CC vulnerabilities and livelihood adaptation practices been useful & of high quality? Are you using them?

KRA 2.2

4. What knowledge and capacity have local people gained from the project? What knowledge or capacity have you gained from the project?

KRA 2.3

5. Has the project resulted in any changes to policy, planning documents or operational plans in Lesotho? Which documents?

KRA 2.4

6. Has the project had fair representation & beneficiaries – men & women?

7. Have the youth been represented?

KRA 3.1

8. Do you think that the capacity of the project implementing agencies has grown?

9. Are the implementing agencies now better able to serve local people and support the government?

KRA 5.1

10. Do you think that the implementing agencies have struggled to meet USAID's project management requirements?

KRA 6.1

11. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

12. What lessons have been learnt through the project?

13. What have you learnt?

OTHER OBSERVATIONS

Thank you.

QUESTIONNAIRE FOR COMMUNITIES

INR LESOTHO CC ADAPTATION

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Climate Change in Lesotho Project assisted your community? How?

2. Have the project implementers done a good job?

KRA 2.1

3. Do people in the community understand vulnerability to CC and what they can do about this?

4. What are people doing about CC?

KRA 2.2

5. What knowledge and capacity has the community gained on land use and integrated catchment management?

6. How does this help local people?

7. Did local people participate in developing knowledge and ways to manage land and resources?

KRA 2.3

8. Have local people changed the way that they try to make a living in the area because of the project? In what way?

KRA 2.4

9. Have women also benefitted from the project? How?

10. Do as many women benefit as men?

11. Do young people benefit? How?

KRA 3.1

12. Are the implementing agencies for this project able to help the community more now than in the past?

KRA 5.1

13. Do you think that INR, Development Association and GROW Lesotho have had challenges in managing the project? What?

KRA 6.1

14. Do you think that the changes in your community will remain sustainable and still work in the future? Which and why?

KRA 7.1

15. Has this community learnt any lessons from the project? What?

16. Have you learnt lessons from the project? What?

OTHER OBSERVATIONS

17.

Thank you

QUESTIONNAIRE FOR IMPLEMENTING ORGANIZATION & PROJECT PERSONNEL

INR LESOTHO CC ADAPTATION

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Climate Change in Lesotho Project been successful? How?

2. Has the Climate Change in Lesotho Project strengthened your organization?

3. Do you feel the project has been well run? Why?

KRA 2.1

4. Are you satisfied with the quality of the technical reports produced on CC vulnerabilities and livelihood adaptation practices?

5. Are the technical reports being used?

KRA 2.2

6. What have been the successes and the challenges of the capacity building around integrated catchment management?

7. Why is catchment management the focus?

8. How does the focus on catchment management benefit local people?

KRA 2.3

9. Has the project resulted in any changes to policy, planning documents or operational plans in Lesotho? Which documents?

10. What on-the-ground evidence is there of changes in land use management & the adoption of the new CC resilient livelihoods approaches?

KRA 2.4

11. Do you have records of gender representation in project activities & in beneficiaries?

KRA 3.1

12. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How?

13. Are the implementing agencies now better able to serve local people and support the government?

KRA 4.1

14. Has implementing this project helped your organization? How?

15. How has the project & the assistance from USAID helped your organization to meet its current priorities?

KRA 5.1

16. Have you encountered challenges in implementing this USAID DPG-supported project?
What have these been?

KRA 6.1

17. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

18. What worked well on the project? What did not work well?

19. What lessons have been learnt from the project? Please list these?

20. What have you, personally learnt from the project?

Other observations:

21.

Thank you.

QUESTIONNAIRE FOR OTHER AGENCIES DOING SIMILAR WORK

INR LESOTHO CC ADAPTATION

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Climate Change in Lesotho Project assisted in your project or program?

2. Has it made a contribution to CC resilience in the area? How?

3. Has the project been well run?

KRA 2.1

5. Have the technical reports produced on CC vulnerabilities and livelihood adaptation practices been useful & of high quality?

6. Are people (you) using them?

KRA 2.2

7. Have you seen any evidence of improved capacity and knowledge of land use and integrated catchment management?

8. Have you, or would you use the approach developed by INR & partners?

KRA 2.3

9. Has the project resulted in any changes to policy, planning documents or operational plans in Lesotho? Which documents?

10. Are you aware of on-the-ground changes in livelihood strategies that reflect the CC adaptation support activities from the project?

KRA 2.4

11. Is gender an issue that is being addressed in projects like this in Lesotho?

12. What of youth representation

KRA 3.1

13. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How?

KRA 6.1

14. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

15. Are you aware of any particular lessons that have been learnt from the project?

Any other observations:

16.

Thank you

QUESTIONNAIRE FOR HIGH LEVEL OFFICIALS

NATURE SEYCELLES REEF RESCUERS

Background information

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.How has this Nature Seychelles implemented Reef Rescuers project helped you in your work?

2. Has the information supplied by the project been used in your work? How? Has the project been well run?

KRA 2.1

3. Have all the right people & key stakeholders been involved? Have government & other key institutions participated?

KRA 2.2

4. What have been the challenges for the authorities with this 'reef gardening' approach?

5. Will government and others use this approach in future?

6. What supports & what limits the broader dissemination & sustainability of the approach?

KRA 2.3

7. Has the process of restoring coral reefs worked?

8. What are the challenges?

9. Will it be sustainable?

10. Who will lead the on-going process?

11. What resources will support process?

12. Is government, the private sector or another source willing to support the process into the future?

KRA 2.4

13. Are you satisfied with the capacity building part of the project?

14. Do you think that quality of the capacity building was good?

15. Have enough people been trained?

16. Is more capacity building required?

17. Who can do this?

18. What role can the private sector play?

KRA 2.5

19. Is the process started by the project sustainable?

20. Do you think the 'green business plan" is realistic?

KRA 2.6

21. Has the project had fair representation & beneficiaries – men & women?

22. Have the youth been represented?

KRA 3.1

23. Do you think that the capacity of the project implementing agencies has grown? Are the implementing agencies now better able to serve local people and support the government?

KRA 5.1

24. Do you think that the implementing agencies have struggled to meet USAID's project management requirements?

KRA 6.1

25. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

26. What lessons have been learnt through the project?

27. What have you learnt?

Other observations

Thank you.

QUESTIONNAIRE FOR COMMUNITIES

NATURE SEYCELLES REEF RESCUERS

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Reef Rescuers project assisted your community? How?

2. Have the project implementers done a good job?

KRA 2.1

3. Who benefits from the project?

4. How has the project helped you?

5. Has the project recognized local people's rights?

6. Has the project involved local people?

7. Do women play an important role in the project work?

KRA 2.2

8. What does the 'reef gardening' mean to you?

9. Will this approach work in the future here and in other communities?

10. What are the challenges with the 'reef gardening' approach?

11. What advice can you give for future roll-out of the 'reef gardening' approach?

KRA 2.3

12. Do you think that people in other areas will actively support the restoration and sustainable management of coral reefs?

13. Why should they?

14. What are the benefits for local people?

KRA 2.4

15. How many local people have been trained?

16. Has the training been good?

17. What have you learnt?

18. Do you think other people would benefit from the training?

19. Why did people come for training? What incentives do people need to go for training?

KRA 2.5

20. Will you continue applying the process of the Reef Rescuers Project? How

KRA 2.6

21. Have women also benefitted from the project? How? Do as many women benefit as men?

22. Do young people benefit? How?

KRA 3.1

23. Are the implementing agencies for this project able to help the community more now than in the past?

KRA 5.1

24. Do you think that Nature Seychelles has had challenges in managing the project? What?

KRA 6.1

25. Do you think that the changes in your community will remain sustainable and still work in the future? Which and why?

KRA 7.1

26. Has this community learnt any lessons from the project? What?

27. Have you learnt lessons from the project? What?

Other observations

Thank you.

QUESTIONNAIRE FOR IMPLEMENTING ORGANIZATION & PROJECT PERSONNEL

NATURE SEYCELLES REEF RESCUERS

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Reef Rescuers project in Seychelles been successful? How?

2. Has it strengthened your organization? Do you feel the project has been well run? Why?

KRA 2.1

3. Has the project succeeded?

4. What has worked well & what has not worked?

5. Were you satisfied with the vulnerability assessment?

6. Have the key stakeholders in government, the community and wider, been responsive and participating?

7. How have you communicated with stakeholders?

KRA 2.2

8. Has the project succeeded? Has it established productive, sustainable gardens at 120 schools?

9. Is there a record of how much the gardens produce? How much is this? Has the production increased?

10. Why are they likely to be sustainable?

KRA 2.3

11. What means were used for the dissemination of best sustainable practices?

12. Which of these was most effective?

13. What would you change if you were to start again?

14. What evidence is there that community structures have absorbed and will apply the best practices?

KRA 2.4

15. Do you have records of gender representation in project activities & in beneficiaries?

KRA 3.1

16. Do you think that the capacity of the project implementing agencies has grown as a result of the project? How?

17. Are the implementing agencies now better able to serve local people and support the government?

KRA 4.1

18. Has implementing this project helped your organization? How?

19. How has the project & the assistance from USAID helped your organization to meet its current priorities?

KRA 5.1

20. Have you encountered challenges in implementing this USAID DPG-supported project?

21. What have these been?

KRA 6.1

22. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

23. What worked well on the project?

24. What did not work well?

25. What lessons have been learnt from the project? Please list these?

26. What have you, personally learnt?

Additional observations

Thank you.

QUESTIONNAIRE FOR OTHER AGENCIES DOING SIMILAR WORK

NATURE SEYCELLES REEF RESCUERS

Background information:

Name of area	Name of respondents	Position of respondent	Venue	Date

KRA 1.1

1.Has the Reef Rescuers project assisted in your project or program?

2. Has it made a contribution to knowledge in your field? How?

3. Has the project been well run?

KRA 2.1

4. Has the project succeeded?

5. Have others like you & your organization learnt from the project? What?

KRA 2.2

6. What have other organizations learnt from the project?

7. Is the process readily replicable?

8. What still needs to be learnt from the process?

KRA 2.3

9. What general lessons have been drawn from the restoration of selected coral reef habitats process?

10. Do you think the process is replicable?

KRA 2.4

11. What do you think of theCB/ training that the project has undertaken?

12. Have the right people been trained?

13. Do you think the CB/training will have sustainable results?

KRA 2.5

14. Do you think that the Reef Rescuers project is sustainable?

15. What has been learnt from the project?

16. Does the project provide a viable business model?

17. What will save the integrity of reefs in the Western Indian Ocean?

KRA 2.6

18. Is gender an issue that is being addressed in projects like this in Seychelles?

19. What of youth representation?

KRA 3.1

20. Do you think that the capacity of the project implementing agency (Nature Seychelles) has grown as a result of the project? How?

KRA 6.1

21. Do you think that the project interventions will remain sustainable? Why?

KRA 7.1

22. Are you aware of any particular lessons that have been learnt from the project?

Additional observations

Thank you.

ANNEX III: LIST OF DOCUMENTS

GENERAL LITERATURE

USAID EVALUATION POLICY – EVALUATION LEARNING FROM EXPERIENCE, JANUARY 2011 WASHINGTON DC.

WWW.USAID.GOV/PARTNERSHIP-OPPORTUNITIES/NGO/DEVELOPMENT-GRANTS-PROGRAM HOME PAGE 2014.

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Shaish L, Levy G, Gomez E, Rinkevich B. 2008. Fixed and suspended coral nurseries in the Philippines: establishing the first step in the "gardening concept" of reef restoration. *Exp Mar Biol Ecol*. 358: 86–97.

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PROJECT DOCUMENTATION

Palms for life, water & food, Swaziland

PROGRAM PERFORMANCE REPORTS:

Year 1 (Oct 2010 – Sept 2011)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Co-operative Agreement		X		30-Sep-10	
Program Budget		X			
Workplan	1-Oct-10 TO 30-Sep-11	X			31-Oct-10
Q1 - Program Performance Report	1-Oct-10 TO 31-Dec-10	X		15-Feb-11	31-Jan-11
Q2 - Program Performance Report	1-Jan-11 TO 31-Mar-11	X		02-May-11	30-Apr-11
Q3 - Program Performance Report	1-Apr-11 TO 30-Jun-11	X		13-Jul-11	31-Jul-11
Q4 - Program Performance Report	1-Jul-11 TO 30-Sept-11	X		18-Oct-11	31-Oct-11

Year 2 (Oct 2011 – Sept 2012)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-11 TO 30-Sep-12	X			31-Oct-11
Workplan (Narrative)	1-Oct-11 TO 30-Sep-12	X			31-Oct-11
Q1 - Program Performance Report	1-Oct-11 TO 31-Dec-11	X		08-Feb-12	31-Jan-12
Q2 - Program Performance Report	1-Jan-12 TO 31-Mar-12	X		17-Apr-12	30-Apr-12
Q3 - Program Performance Report	1-Apr-12 TO 30-Jun-12	X		31-Jul-12	31-Jul-12
Q4 - Program Performance Report	1-Jul-12 TO 30-Sept-12	X		14-Nov-12	31-Oct-12

Year 3 (Oct 2012 – Sept 2013)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-12 TO 30-Sep-13	X			31-Oct-12
Q1 - Program Performance Report	1-Oct-12 TO 31-Dec-12	X		08-Feb-13	31-Jan-13
Q2 - Program Performance Report	1-Jan-13 TO 31-Mar-13	X		23-Apr-13	30-Apr-13
Q3 - Program Performance Report	1-Apr-13 TO 30-Jun-13	X		30-Jul-12	31-Jul-13
Q4 - Program Performance Report	1-Jul-13 TO 30-Sept-13	X		23-Oct-13	31-Oct-13

Year 4 (Oct 2013 – May 2013) – Extension Period

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Q1 - Program Performance Report	1-Oct-13 TO 31-Dec-13	X		24-Jan-14	31-Jan-14
Q2 - Program Performance Report	1-Jan-14 TO 31-Mar-14	X		30-Apr-14	30-Apr-14
Q3 - Program Performance Report (Final 2 months)	1-Apr-14 TO 30-May-14		X This was after the eval. mission to the Project	N/A	N/A

OTHER DOCUMENTATION:

Document Type	Verified?
School Files with the following field monitoring documents: - School Agreement - Agriculture / Gardens Assessment - Baseline Survey - Head Teacher Interview - Monitoring Visit - Preliminary Results - Toilets management plan Schools Files for: - Ebenezer Primary School - Gebeni - Geza - Herefords - Holy Family - Mambane - Ndlalambi - Nhletjeni - Nkamanzi - Nkiliji - Salem - St Bernards	X
Baseline Survey - Final version on how the baseline study will be conducted - Final_Baseline_Survey_Tool_Year_2_ - Technical Survey	X
Preliminary Results Assessment Tools	X
Field Monitoring Tools: - Field Monitors Final Monthly Reporting Tool - Field Monitors weekly plan - Garden Baseline Tool - Garden Management Committee Management Plan - Garden Assessment Tool for 1st year schools - Harvest Monitoring Tool - Observation Forms 2012 - Palms Monthly Reporting Template - School Cost Sharing Tool - Technical Information Sharing conducted in participating school - Use of the reporting monitoring tools - Water and Sanitation Management Committee Management Plan	X
Cost Share Agreements for the following schools: - Ebenezer Primary School - Egebeni Primary School - Geza Primary School - Herefords Central Primary School - Nhletjeni High School - Nkiliji Primary School	X

Document Type	Verified?
Builders Database	X
Performance Management Plan Swaziland Complete and Final	X
DGP Concept Paper for 2013	X
GPS for years 2 and 3 Schools	X
120 Participating Schools Database	X
School Class List updated April 2014	X

INR Lesotho CC adaptation

PROGRAM PERFORMANCE REPORTS:

Year 1 (Oct 2010 – Sept 2011)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Co-operative Agreement		X		30-Sep-10	
Program Budget			X		
Workplan	1-Oct-10 TO 30-Sep-11		X		31-Oct-10
Q1 - Program Performance Report	1-Oct-10 TO 31-Dec-10	X		29-Jul-11	31-Jan-11
Q2 - Program Performance Report	1-Jan-11 TO 31-Mar-11	X		29-Jul-11	30-Apr-11
Q3 - Program Performance Report	1-Apr-11 TO 30-Jun-11	X		29-Jul-11	31-Jul-11
Q4 - Program Performance Report	1-Jul-11 TO 30-Sept-11		X		31-Oct-11
Annual Report	Oct 10 – Sept 11	X		Not Available	

Year 2 (Oct 2011 – Sept 2012)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-11 TO 30-Sep-12		X		31-Oct-11
Q1 - Program Performance Report	1-Oct-11 TO 31-Dec-11	X		Not Available	31-Jan-12
Q2 - Program Performance Report	1-Jan-12 TO 31-Mar-12	X		Not Available	30-Apr-12
Q3 - Program Performance Report	1-Apr-12 TO 30-Jun-12	X		Not Available	31-Jul-12

Q4 - Program Performance Report	1-Jul-12 TO 30-Sept-12		X	Not Available	31-Oct-12
Annual Report	Oct 11 – Sept 12	X		Not Available	

Year 3 (Oct 2012 – Sept 2013)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-12 TO 30-Sep-13		X		31-Oct-12
Q1 - Program Performance Report	1-Oct-12 TO 31-Dec-12		X	Not Available	31-Jan-13
Q2 - Program Performance Report	1-Jan-13 TO 31-Mar-13	X		Not Available	30-Apr-13
Q3 - Program Performance Report	1-Apr-13 TO 30-Jun-13	X		Not Available	31-Jul-13
Q4 - Program Performance Report	1-Jul-13 TO 30-Sept-13	X		Not Available	31-Oct-13
Annual Report	Oct 12 – Sept 13	X		Not Available	

Year 4 (Oct 2013 – May 2013) – Extension Period

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Q1 - Program Performance Report	1-Oct-13 TO 31-Dec-13	X		Not Available	31-Jan-14

OTHER DOCUMENTATION:

Document Type	Verified?
Draft Climate Change Adaptation Framework for the Lesotho Highlands	X
Forum presentation - Year 2 report back introduction	X
Adaptation presentation	X
Site vulnerabilities - Year 1 - GROW USAID Climate Adaptation Project	X
Changes in ecosystem services - Year 1 Report - INR USAID Climate Adaptation Project	X
Intro and Scenario building - Year 1 Report back - INR USAID Climate Adaptation Project	X
Agric Presentation - Year 1 Report- INR USAID Climate Adaptation Project	X
Interactive Session Outcomes - Year 1 Report back - 2011	X
Livelihoods Presentation - INR USAID Climate Adaptation Project Year 1	X
Adaptation presentation - Overview	X
LCCA Consolidated Technical Report Year 1	X

Livelihoods And Vulnerability – INR LCCA Year 1 Report Back	X
Poster - Community Councils	X
Simulation Games and Exercises	X

WESSA STEPPING UP TO SUSTAINABILITY

PROGRAM PERFORMANCE REPORTS:

Year 1 (Oct 2010 – Sept 2011)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Co-operative Agreement		X		30-Sep-10	
Program Budget			X		
Workplan	1-Oct-10 TO 30-Sep-11		X		31-Oct-10
Q1 - Program Performance Report	1-Oct-10 TO 31-Dec-10		X	29-Jul-11	31-Jan-11
Q2 - Program Performance Report	1-Jan-11 TO 31-Mar-11	X		Jul-11	30-Apr-11
Q3 - Program Performance Report	1-Apr-11 TO 30-Jun-11	X		Oct-11	31-Jul-11
Q4 - Program Performance Report	1-Jul-11 TO 30-Sept-11		X		31-Oct-11
Annual Report	Oct 10 – Sept 11	X		Oct-11	

Year 2 (Oct 2011 – Sept 2012)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-11 TO 30-Sep-12		X		31-Oct-11
Q1 - Program Performance Report	1-Oct-11 TO 31-Dec-11	X		Not Available	31-Jan-12
Q2 - Program Performance Report	1-Jan-12 TO 31-Mar-12	X		Not Available	30-Apr-12
Q3 - Program Performance Report	1-Apr-12 TO 30-Jun-12	X		Not Available	31-Jul-12
Q4 - Program Performance Report	1-Jul-12 TO 30-Sept-12	X		Not Available	31-Oct-12
Annual Report	Oct 11 – Sept 12		X	Not Available	

Year 3 (Oct 2012 – Sept 2013)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-12 TO 30-Sep-13		X		31-Oct-12
Q1 - Program Performance Report	1-Oct-12 TO 31-Dec-12	X		Not Available	31-Jan-13
Q2 - Program Performance Report	1-Jan-13 TO 31-Mar-13		X	Not Available	30-Apr-13
Q3 - Program Performance Report	1-Apr-13 TO 30-Jun-13	X		Not Available	31-Jul-13
Q4 - Program Performance Report	1-Jul-13 TO 30-Sept-13		X	Not Available	31-Oct-13
Annual Report	Oct 12 – Sept 13		X	Not Available	

OTHER DOCUMENTATION:

Document Type	Verified?
Training Manuals	X
WESSA Audit Report Jan 2011 to March 2012	X
WESSA Audit Report Apr 2012 to Mar 2013	X

NATURE SEYCHELLES REEF RESCUERS

PROGRAM PERFORMANCE REPORTS:

Year 1 (Oct 2010 – Sept 2011)

Document Type	**Agreement Period Dates**	**Verified?**	**Missing ?**	**Date Submitted to USAID**	**Required Date as per Agreement**
Co-operative Agreement		X		30-Sep-10	
Program Budget		X		22-Sept-10	
Workplan (Performance Management Plan)	1-Oct-10 TO 30-Sep-11	X		Nov-2011	31-Oct-10
Q1 - Program Performance Report	1-Oct-10 TO 31-Dec-10	X		Not Available	31-Jan-11
Q2 - Program Performance Report	1-Jan-11 TO 31-Mar-11	X		Not Available	30-Apr-11
Q3 - Program Performance Report	1-Apr-11 TO 30-Jun-11	X		Not Available	31-Jul-11
Q4 - Program	1-Jul-11 TO 30-	X		Not	31-Oct-11

Performance Report	Sept-11			Available	
Annual Report	Oct 10 – Sept 11	X		Not Available	

Year 2 (Oct 2011 – Sept 2012)

Document Type	**Agreement Period Dates**	**Verified?**	**Missing ?**	**Date Submitted to USAID**	**Required Date as per Agreement**
Workplan	1-Oct-11 TO 30-Sep-12		X		31-Oct-11
Q1 - Program Performance Report	1-Oct-11 TO 31-Dec-11	Included in Previous Year Annual Report	X	Not Available	31-Jan-12
Q2 - Program Performance Report	1-Jan-12 TO 31-Mar-12	X		Not Available	30-Apr-12
Q3 - Program Performance Report	1-Apr-12 TO 30-Jun-12	X		Not Available	31-Jul-12
Q4 - Program Performance Report	1-Jul-12 TO 30-Sept-12	X		Not Available	31-Oct-12
Annual Report	Oct 11 – Sept 12	X		Not Available	

Year 3 (Oct 2012 – Sept 2013)

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Workplan	1-Oct-12 TO 30-Sep-13		X		31-Oct-12
Q1 - Program Performance Report	1-Oct-12 TO 31-Dec-12	Included in Previous Year Annual Report	X	Not Available	31-Jan-13
Q2 - Program Performance Report	1-Jan-13 TO 31-Mar-13	X		Not Available	30-Apr-13
Q3 - Program Performance Report	1-Apr-13 TO 30-Jun-13	X		Not Available	31-Jul-13
Q4 - Program Performance Report	1-Jul-13 TO 30-Sept-13	X		Not Available	31-Oct-13
Annual Report	Oct 12 – Sept 13	X		Not Available	

Year 4 (Oct 2013 – May 2013) – Extension Period

Document Type	Agreement Period Dates	Verified?	Missing ?	Date Submitted to USAID	Required Date as per Agreement
Q1 - Program Performance Report	1-Oct-13 TO 31-Dec-13	Included in Previous Year Annual Report		Not Available	31-Jan-14
Q2 - Program Performance Report	1-Jan-14 TO 31-Mar-14	X		Not Available	30-Apr-13

OTHER DOCUMENTATION:

Document Type	Verified?
Disbursement Report Mar 14	X
Disbursement Schedule as of March 2014	X
Reef Rescuers Volunteer Programme Concept note	X
Summary Business Plan	X
Sample Toolkit	X
PAPER ON: Coral reef restoration as adaptation and mitigation investments in coastal hazards related to sea level rise and global warming.	X
PAPER ON: Opening the coral reef restoration site to the scientific community for the many unique research opportunities	X

ANNEX IV: LIST OF PEOPLE CONSULTED

PALMS FOR LIFE, WATER & FOOD, SWAZILAND

Interviewees

Name of area	Name of respondents	Position of respondent	Venue	Date
Ebenezer Primary	Mr Solomon Mabuza	Head Teacher	Ebenezer Primary	22 April 2014
Gebeni Primary	Mrs P Ginindza	Head Teacher	Gebeni Primary	21 April 2014
Geza Primary	Miss Lomasontfo K Dlamini	Head Teacher	Geza Primary	24 April 2014
Geza Primary	Sarafina Myeni	Chairperson of School Committee	Geza Primary	24 April 2014
Geza Primary	Sphiwe Mbamali	School Committee member	Geza Primary	24 April 2014
Geza Primary	Fikile Twala	School Committee Member	Geza Primary	24 April 2014
Geza Primary	Samuel Matse	Inner Council	Geza Primary	24 April 2014
Geza Primary	Gabriel Kumalo	Inner Council	Geza Primary	24 April 2014
Geza Primary	Elliot Myeni	Security	Geza Primary	24 April 2014
Geza Primary	Albert Myeni	Security	Geza Primary	24 April 2014
Herefords Primary	Mr Hanson Dlamini	Head Teacher	Herefords Primary	23 April 2014
Holy Family Primary	No teacher present – Bruce Jameson provided information		Holy Family Primary	22 April 2014
Ndlamabi Primary School	Mr Mandla Mdluli	Head Teacher	Ndlamabi Primary School	23 April 2014
Nhletjeni High School	Mr Semelani	Deputy Head Teacher	Nhletjeni High School	22 April 2014
Salem Primary	Mr Ndzinisa	Head Teacher	Salem Primary	22 April 2014
St Bernards Primary	Mr Cyprian Manyatsi	Head Teacher	St Bernards Primary	21 April 2014
Nkamazi Primary	Mr Simon Fakutse	Head Teacher	Nkamazi Primary	22 April 2014
Nkamazi Primary	Make Dlamini	Chairperson of	Nkamazi Primar	22 April 2014

		School Committee		
Nkamazi Primary	Lucky Dlamini	Vice-Chairperson of School Committee	Nkamazi Primary	22 April 2014
Nkamazi Primary	Ntombfuthi Makhanya	Committee Member	Nkamazi Primary	22 April 2014
Nkamazi Primary	Lomasontfo Mvalo	Committee Member	Nkamazi Primary	22 April 2014
Nkamazi Primary	Baba Motha	Community Memeber	Nkamazi Primary	22 April 2014
Ministry of Education – High Level Official	Mr Simon Dlamini	Senior School Inspector – Agriculture	Timbali Lodge	24th April 2014
Palms For Life – Project Personnel	Ms Philisiwe Nkambule Dlamini	M&E Officer and Office Manager	Timbali Lodge	25th April 2014
Palms For Life – Project Personnel	Mr Bruce Jameson	Water Harvest Field Technical Officer	Timbali Lodge	25th April 2014

INR LESOTHO CC ADAPTATION

PERSONS INTERVIEWED

Name of area	Name of respondents	Position of respondent	Venue	Date
Institute of Natural Resources – Project Personnel	Jon McCosh	Senior Scientist	Scottsville, Pietermaritzburg	9 May 2014
Institute of Natural Resources – Project Personnel	Nisha Rabiduth	Programmes Manager	Scottsville, Pietermaritzburg	9 May 2014
Institute of Natural Resources – Project Personnel	Fonda Lewis	Chief Scientist	Scottsville, Pietermaritzburg	9 May 2014
Government Department	Mme Mahahabisa	Principal Meterologist	Lesotho Metrological Society	14 May 2014
Government Department	Mme Mehloa Jockey	Weather Forecaster	Lesotho Metrological Society	14 May 2014
Serumula – Project Personnel	Bonang Mosiuoa	Business Development Facilitator	Ha Tsiu	13 May 2014
Serumula – Project Personnel	Ignatius Lekholoane	Acting Managing Director	Maseru	16 May 2014

Serumula – Project Personnel	Simon Fako	Project Officer	Maseru	13 May 2014
Ministry of Agriculture & Forestry	Nthabiseng Phaila	Agricultural Assistant	Ha Lejone	14 May 2014
Ministry of Agriculture & Forestry	Leketla Seqhee	Agricultural Assistant	Ha Lejone	14 May 2014
Ministry of Agriculture & Forestry	Lisema Matsoso	Range Technical Officer	Ha Lejone	14 May 2014
Ministry of Agriculture & Forestry	Molahlehi Tseole	Range Technical Officer	Ha Lejone	14 May 2014
Ministry of Forestry and Land Reclamation	Ntate Matsuso		Ha Lejone	14 May 2014
Tenesolo Community Council	Ntate Mohapi	Councillor	Bokong	13 May 2014
Tenesolo Community Council	Johannes Khaothela	Council Secretary	Bokong	13 May 2014
Ha Tsiu Community	Matau Mhlabana	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Maklaas Futho	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Makhama Khama	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Matsoeu Khobatha	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Mpuseletso Mathosi	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Malereko Futho	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Pholo Mothae	Community Member	Ha Tsiu	13 May 2014
Ha Tsiu Community	Mpho Khama	Community Member	Ha Tsiu	13 May 2014
GROW – Project Personnel	Mamello Tsekoa	CEO	Ha Lejone	14 May 2014
GROW – Project Personnel	Mamello Tsekoa	CEO	Ha Lejone	14 May 2014
GROW – Project Personnel	Makalo Sekgwete	Project Co-ordinator	Ha Lejone	14 May 2014
Government Official	Bore Motsamai		Maseru	12 May 2014
Local Council	Councillor Seeisa Molapo	Councillor	Ha Tsiu	12 May 2014
Lesotho Highlands Development Authority (LHDA)	Mamolopi Cecilia Lebusa	Terrestrial Biologist/Environment Officer since 1997.	Mohale	12 May 2014

WESSA STEPPING UP TO SUSTAINABILITY

PERSONS INTERVIEWED

Name of area	Name of respondents	Position of respondent	Venue	Date
Grahamstown Sustainability Commons	Prof. Robert O'Donoghue	Head of Rhodes University Environmental Learning Centre	Rhodes University	11 April 2014
Treasure Beach, Durban	Sudira Haripersadh	Head of Treasure Beach Environment Centre	Treasure Beach Environment Centre, Bluff, Durban	6 May 2014
WESSA – Project Personnel	Larette Schultz	PMO Manager	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Ncami Zondi	SustainEd Administrator	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Siphesihle Radebe	SustainEd Facilitator	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Pamella Magida	SustainEd Facilitator	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Shelley Short	CFO	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Shanitha Govender	Project Finance Manager	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Helen Cohen	Project Finance Administrator	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Londiwe Msomi	SustainEd Facilitator	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Wayne Peddie	SustainEd Project Manager	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Jim Taylor	Director EE	WESSA Howick Offices	8 May 2014
WESSA – Project Personnel	Nokwanda Ndebele	SustaineEd Facilitator	WESSA Howick Offices	8 May 2014

NATURE SEYCHELLES REEF RESCUERS

PERSONS INTERVIEWED

Name of area	Name of respondents	Position of respondent	Venue	Date
Nature Seychelles – Project Personnel	Dr Nirmal Jivan Shah	Chief Executive Officer	Nature Seychelles Offices	19 May 2014
Nature Seychelles – Project Personnel	Kerstin Henri	Projects Co-ordinator	Nature Seychelles Offices	19 May 2014
Seychelles Government High Level Official	Mr. Andrew Greiser Johns	UNDP – Programme Co-Ordinator / CTA Gov UNDP GEF programme	UNDP Offices, Victoria, Mahe,Seychelles	20 May 2014
Seychelles Government High Level Official	Denis Matatiken	Seychelles National Parks Authority	UNDP Offices Victoria, Mahe, Seychelles.	19 May 2014
UNDP Seychelles	Roland Alcindor	UNDP Head of Environment, Seychelles.	UNDP Offices Victoria, Mahe, Seychelles.	19 May 2014
Octopus Divers - Partner	Ms. Helene Museau (Octopus Divers)	Owner	Octopus Divers	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Sarah Frias-Torres	Project Co-ordinator	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Maxime Beraud	Technical Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Henry Gohlick	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Tom Hiney	Cousin Island Manager	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Phanor Montoya Maya	Technical Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Michael Mullins	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	David Quinian	Diver	Reef Rescuers Offices - Praslin	21 May 2014

Nature Seychelles – Project Personnel (Reef Rescuer Team)	Claude Reveret	Technical Team Lead	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Katherine Rowe	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Kaylee Smit	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Nature Seychelles – Project Personnel (Reef Rescuer Team)	Derek Soto	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Part-time Nature Seychelles	Fabian	Diver	Reef Rescuers Offices - Praslin	21 May 2014
Black Pearl Company	Anders Hennie	Black Pearl Farm Owner/manager	Reef Rescuers Offices - Praslin	22 May 2014

ANNEX V: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Matthew Stern
Title	Project Director
Organization	DNA Economics
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	SQL-674-14-000009
USAID Project(s) Evaluated *(include project name(s), implementer name(s) and award number(s), if applicable)*	USAID DGP Projects Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* 1. *Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* 2. *Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* 3. *Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* 4. *Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* 5. *Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* 6. *Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	17 July 2014

2

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Edward Russell
Title	Mr.
Organization	DNA Economics
Evaluation Position?	■ Team Leader ☐ Team member
Evaluation Award Number *(contract or other instrument)*	
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	USAID Development Grants Program (DGP) Southern and Eastern Africa
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* 1. *Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* 2. *Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* 3. *Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* 4. *Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* 5. *Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* 6. *Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

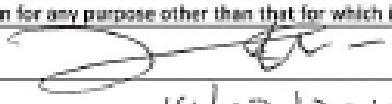
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	E.M. Russell
Date	

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Kgomotso More
Title	Principal Consultant
Organization	DNA Economics - Change Tactics
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Palms for Life - Enhanced Water and Sanitation Project Swaziland WESSA - Stepping up to Sustainability Institute of Natural Resources - Lesotho Highlands Climate Change Project Nature Seychelles - Reef Rescuers Project
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

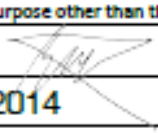
Signature	
Date	14/07/2014

2

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Barry Clark
Title	Marine specialist
Organization	DNA Economics
Evaluation Position?	☐ Team Leader ■ Team member
Evaluation Award Number *(contract or other instrument)*	SQL-674-14-000009
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	USAID DGP Projects Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ■ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* 1. *Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* 2. *Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* 3. *Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* 4. *Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* 5. *Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* 6. *Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	16 July 2014

2

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	HERMAN THIMMESMAN
Title	SPECIALIST ADVISER
Organization	PRIVATE / HT DEV. ADVISORY SERVICES
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number *(contract or other instrument)*	
USAID Project(s) Evaluated *(include project name(s), implementer name(s) and award number(s), if applicable)*	
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* 1. *Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* 2. *Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* 3. *Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* 4. *Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* 5. *Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* 6. *Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	11/07/14

2

ANNEX VI: SCOPE OF WORK:

PROJECTS TO BE EVALUATED

Project name: Enhanced Water Supply and Sanitation in Swaziland
Cooperative Agreement No.: 674-A-00-10-00105-00
Project Dates: 2010-2014
Agreement Value: $2.2 million
Implementing Organization: Palms for Life Fund

Project name: Climate Change Adaptation in the Lesotho Highlands
Cooperative Agreement No.: 674-A-00-10-00124-00
Project Dates: 2010-2014
Agreement Value: $1.3 million
Implementing Organization: Institute of Natural Resources, Serumula Development Association, GROW Lesotho

Project name: Reef Rescuers
Cooperative Agreement No.: 674-A-00-10-00123-00
Project Dates: 2010-2014
Agreement Value: $0.57 million
Implementing Organization: Nature Seychelles

Project name: Stepping Up to Sustainability
Cooperative Agreement No.: 674-A-00-11-00015-00
Project Dates: 2011-2014
Agreement Value: $2.2 million
Implementing Organization: Wildlife and Environment Society of South Africa (WESSA)

1. Objective

USAID/Southern Africa's Development Grants Program (DGP) environment portfolio (see Appendix 1) consists of four on-going projects (see factsheets, Appendix 2a-d) that aim to increase direct partnerships with local organizations for greater sustainability and long-term effectiveness. Building institutions that can continue to provide needed goods and services in country after a donor project or program ends is a critical part of development.

Through partnerships with local organizations, DGP projects contribute toward the achievement of Development Objective (DO) 1, Increased Sustainable Economic Growth in Selected Areas, of USAID/Southern Africa's Results Framework under the Regional Development Cooperation Strategy (RDCS; see Appendix 3). This DO is based on the established premise that the efficient and cooperative flow of goods and services that capitalizes on regional comparative advantages, while taking into account the long-term sustainability of resources needed for growth, will advance overall quality of living through increased prosperity. While the RDCS was finalized after the four DGP projects had started, they fit well under Intermediate Result (IR) 1.3, Integration of Climate Change into Policy and Decision Making. The Enhanced Water Supply and Sanitation in Swaziland project, one of the four, also contributes to IR 1.4, Improved Management of Trans-boundary Natural Resources.

The objectives of this evaluation are to determine the extent to which DGP projects have delivered the intended technical results and USAID's effectiveness of strengthening local organizations. Specifically, USAID seeks to understand if local organizations have been successful in their interventions to improve the capacity of communities to cope with climate change and advance environmental innovation, and if there have been positive impacts for the organizations themselves as participants in the DGP.

2. Purpose and Audience

As per Automated Directive Systems (ADS) 203 (Appendix 4), USAID plans and implements programs designed to

improve the development status of the people in the selected countries and regions around the world in which it works. In order to meet these development results and to ensure accountability for the resources used to achieve them, USAID Operating Units must strive to continuously learn and improve their approach in achieving results. The purpose of strong evaluation and performance monitoring practices is to apply learning gained from evidence and analysis. USAID must rely on the best available evidence to rigorously and credibly make hard choices, learn more systematically, and document program effectiveness.

This evaluation's primary purpose is to assess: (1) whether local organizations have been successful in their interventions to improve the capacity of communities to cope with climate change and advance environmental innovation; and (2) the extent to which USAID has helped increase the organizational as well as the technical capacity of the local implementing partners. The results, identified best practices, and lessons learned will shape the nature and scope of similar future interventions.

The primary audience of the evaluation is USAID/Southern Africa. Secondary audiences include the USAID Office of Innovation and Development Alliances (IDEA; DGP is managed by this office) and USAID missions worldwide who implement or are planning to implement projects or programs with local organizations, service providers, and other local stakeholders. Working closely with local implementing partners and building their capacity is a key aspect of the Agency's implementation and procurement reform efforts, and evaluation recommendations are expected to provide valuable guidance for other missions.

This will be an end-of-term performance evaluation, with a focus on descriptive and normative questions aimed at answering what the projects have achieved, how they are perceived and valued, and whether expected results occurred within the proposed time frame.

3. Background

All four projects described below are funded under the DGP and contribute toward the achievement of DO 1, Increased Sustainable Economic Growth in Selected Areas, of USAID/Southern Africa's RDCS Results Framework. These projects mainly fall under IR 1.3, Integration of Climate Change into Policy and Decision Making, which focuses on strengthening regional capacity for utilization of clean energy technologies and expanding key stakeholder capacities to adapt to anticipated climatic changes. (The Enhanced Water Supply and Sanitation in Swaziland project additionally contributes to IR 1.4, Improved Management of Transboundary Natural Resources). Climate change has the potential to be a major stressor limiting economic growth potential for decades to come. As such, USAID/Southern Africa also promotes climate change mitigation, as well as adaption, strategies to cope with the short- and long-term impacts of climate change. As climate change is likely to cause negative impacts on water availability and quality, efforts focus on adaptive management strategies within priority river basins that contain the most vulnerable resources and/or populations (according to current global circulation models and predictions). Furthermore, USAID/Southern Africa aims to climate-proof its investments in the agricultural sector by integrating climate change science and adaptation strategies into its agricultural research and regional extension support agenda. Integrating climate change considerations into policy and decision making along with improved management of natural resources will help to ensure the long-term sustainability of essential resources and contribute to increased sustainable economic growth. The projects undertaken through the DGP support the President's Global Climate Change Initiative, as well as long-standing Congressional Earmarks for water, climate change, and biodiversity funding.

The Development Grants Program

The United Nations Development Program (UNDP) defines capacity as the ability of people, institutions, and societies to perform functions, solve problems, and set and achieve objectives. As guided by USAID Forward (http://forward.inside.usaid.gov/), working closely with local implementing partners and building their capacity is a key aspect of the Agency's implementation and procurement reform efforts. USAID aims to increase direct partnerships with local organizations for greater sustainability and long-term effectiveness. Building institutions that can continue to provide needed goods and services in-country after a project or program ends is a critical part of successful development. A broader range of local partners can also help USAID and other stakeholders benefit from new ideas and approaches. Local organizations have a better understanding of the economic and political context and environment and greater sensitivity to social and cultural issues, allowing for greater collaboration with and

empowerment of their clients.

USAID/Southern Africa's DGP is a multimillion dollar annual grant program focused on building and expanding partnerships with U.S. and local, in-country organizations that have little direct experience in working with USAID. The DGP program supports grantees to develop their organizational and technical capabilities while implementing innovative development projects in their home countries. Through the DGP, USAID aims to create stronger, more flexible and sustainable organizations which can rapidly respond to the evolving needs of those they serve. In addition to receiving funding for activities and institutional support, DGP grantees have access to capacity development support to enhance their organizational and/or technical capabilities. This support is nimble and customized to grantees' needs, with a focus on empowering local capacity building service providers where possible. The DGP provides an opportunity for U.S. Private Voluntary Organizations (PVOs) and local NGOs (LNGOs) to contribute to USAID objectives, including addressing the development challenges of local communities through strengthening civil society organizations. USAID's IDEA Office, which was created to pioneer, test, and mainstream models, approaches, and mechanisms that can lead to large-scale improvements in development while establishing and coordinating partnerships that can lead to more sustainable outcomes, manages the DGP.

The core objectives of the DGP are:

- Broadened participation in USAID programs of LNGOs and U.S. PVOs with experience and expertise relevant to priority USAID and partner country development objectives;
- Expanded numbers of LNGOs and U.S. PVOs with planning, management, and service delivery systems adequate to implement USAID-funded projects, and adequate organizational capacity to sustain development activities beyond USAID and DGP support;
- Measurable contributions by LNGOs and U.S. PVOs to the achievement of the development objectives for participating USAID Missions' country programs; and
- To enable grantees to develop their organizational and technical capabilities to become stronger, more flexible, and more sustainable development partners that can rapidly respond to the evolving needs of those they serve.

3.1 Enhanced Water Supply and Sanitation in Swaziland

Swaziland's people, particularly children, are plagued with food insecurity and poverty, fueled in part by insufficient access to clean water and poor sanitation. Schools are working to become support centers where students can drink clean water, eat locally grown food, wash hands, and learn about proper sanitation.

USAID supports the Palms for Life Fund, working closely with the Swazi Ministry of Education and Training, in leading a $2.2 million project to provide 120 schools with clean drinking water and sanitation facilities. Education programs focus on proper maintenance of the new or refurbished water and sanitation systems and also link to school vegetable gardening programs to improve student nutrition. Running from October 2010 until March 2014, this project expects to reach 42,000 students and their families, calling on parents and community members to assist with the construction and upkeep of rainwater harvesting systems, latrines, fences, gardens, and plumbing.

<u>Objectives</u>:

1. Equip 120 schools with water harvesting/storage, drinking water, and sanitation systems.

Expected outputs:

- 1.1 Schools value the ongoing sustainability of their water and sanitation systems.
- 1.2 Schools prioritize the day to day function of their water harvesting/storage and sanitation systems, as intended.
- 1.3 Schools provide on-going safe drinking water for their school-community

2. Establish productive and sustainable school gardens in 120 schools.

Expected outputs:

- 2.1 School gardens are productive.
- 2.2 Schools value on-going garden-sustainability.

3. Ensure the dissemination of best sustainable practices to students and the surrounding communities with

extensive education and training on water harvesting, garden management and sanitation/hygiene.

Expected outputs:

3.1 Students, school-communities, and communities have increased awareness/knowledge on agricultural/nutrition/sanitation/hygiene/water systems/conservation.

3.2 Students improve their daily sanitation/hygiene practices at school.

3.3 Peer educators act as a two-way information sharing mechanism, bringing information into the homestead-community, and sharing homestead-community obstacles and concerns or questions with the school-community/project.

3.2 Climate Change Adaptation in the Lesotho Highlands

Water plays a crucial role in supporting Lesotho's economy, fueling the country's agriculture, economic trade, and livelihoods. As climate change makes water supply and cycles less predictable, Lesotho's economy will have to adapt to changing rainfall patterns and water availability.

Working in four water catchments in the Lesotho Highlands, the Institute of Natural Resources (INR), in cooperation with Serumula Development Association and GROW Lesotho, are collaborating with government and local communities to strengthen their ability to respond to the potential impacts of climate change through better policies and practices. Operating on a $1.3 million budget, this four-year project (October 2010 - September 2014) aims to adapt the management of rangeland and water resources to ensure a more sustainable future.

Objectives:

1. Assess climate change vulnerabilities and design livelihood adaptation practices that can be undertaken by communities to enhance resilience to climate change and ensure provision of ecosystem services, focusing particularly on:
    i. Rangeland management (e.g., livestock production, stocking rates, grazing patterns).
    ii. Crop production (e.g., soil management, farming practices).
    iii. Sustainable harvesting of natural resources (e.g., indigenous foods, medicinal plants).
    iv. Alternative livelihood strategies that are more resilient to impacts of climate change.

2. Build capacity and knowledge linked to land use and integrated catchment management to better equip and facilitate communities' ability to adapt to the impacts of climate change:
    i. Explore indigenous knowledge and traditional practices that inform local adaptation of land use practices and build on this to inform climate change adaptations.
    ii. Understand local factors (e.g. social beliefs, traditions, value systems) that will affect adaptability and behavioral change among mountain highland communities.
    iii. Develop an understanding of social learning processes and knowledge creation that can facilitate behavioral change and adaptability in the face of climate change.
    iv. Build capacity of local communities through social learning processes to understand climate change and facilitate the uptake of adaptation strategies for management of rangelands, farming and resource harvesting, and integrated catchment management.

3. Integrate an understanding of climate change risks and adaptation strategies into Lesotho's policy, planning, and operations as well as on-the-ground activities to sustain adaptation over time:
    i. Develop decision support tools that can be applied to enhance adaptability and resilience of livelihoods through an assessment of alternative livelihood activities.
    ii. Enhanced knowledge, skills, and partnerships at all levels for identifying and addressing adaptation responses.
    iii. Develop a process of socio-institutional co-learning that considers competing needs and goals and facilitates adjustments and changes at all levels from community through to local and national government.

3.3 Reef Rescuers

Coral reefs are among the ocean's most biologically diverse and ecologically important habitats. While they are vital to the survival of many marine species as well as the economy and food security of many coastal communities, they are threatened by pollution, global climate change, overfishing, and natural disasters.

Nature Seychelles, a local NGO, is actively working to reduce the pressure on coral reefs in the Indian Ocean by developing a model for capacity building and habitat restoration along Cousin and Praslin islands in the Seychelles. By improving the reef management skills of those most dependent on coral reef resources, and developing a sustainable coral culturing and replanting program, Nature Seychelles is conserving remaining, healthy coral reefs and restoring reefs that have been degraded by recent coral bleaching events and human activities. From 2010 to 2014, USAID is providing $513,825 to support the important coral restoration work of Nature Seychelles.

Objectives:

1. Stakeholder capacity developed in Seychelles and the region to generate a pool of skilled managers for sustained coral reef restoration and a tool kit published.

Expected outputs:

1.1. Vulnerability assessed and stakeholders identified.
1.2. Vulnerability assessment and stakeholder involvement plan produced.

2. Seascape restoration of selected reef sites initiated as a model for the Seychelles and the region.

Expected outputs:

2.1. Stock of coral colonies prepared for cultivation.
2.2. Nursery-grown coral colonies transplanted.

3. Business plan to ensure long-term sustainability of targeted habitats adopted and stakeholders committed to continuing reef restoration.

3.4 Stepping Up to Sustainability

As the changing climate increasingly threatens food security, biodiversity, and general livelihood, the South African community is being brought together to learn about how they can live more sustainably and prepare for inevitable ecological change.

Working across South Africa, the Wildlife and Environment Society of South Africa (WESSA) develops capacities in municipalities that stand to be most affected by climate change. This $2.2 million project funded by USAID implements an innovative seven-step program to cultivate sustainable practices in local communities, including rainwater harvesting and water storage, organic agriculture, solar power, and energy efficiency, among others. In collaboration with the South African Qualification Authority (SAQA), WESSA is able to provide accredited trainings to junior and mid-level professionals to expand their environmental skills and employment opportunities. Initiated in January 2011 and continuing until April 2014, the program has and will continue to inspire thousands of South African leaders to positively influence their environment.

Objectives:

1. To establish eleven permanent "sustainability commons" as well as two satellite commons where interested people can access resources and build their skills to live more sustainably.

2. To develop and administer a curriculum consisting of both accredited and unaccredited trainings to empower people to address climate change.

3. To develop and advance the use of innovative sustainable technologies that enhance human resiliency in the face of climate change.

4. Evaluation Questions

The final evaluation questions to be addressed relate to both technical and organizational results, which are in many cases overlapping:

1. To what extent have the projects been successful in achieving results for their stated technical objectives? What have been the key drivers of and limitations on performance to date?
2. How is the work of the implementing organizations perceived and valued by beneficiaries?
3. To what extent has the partnership with USAID strengthened or otherwise changed the capacity (e.g. organizational, financial, technical) of implementing partners?
4. To what extent has USAID's approach supported local organizations in meeting their priorities, which may have changed over time?
5. What, if any, challenges have the implementing partners faced in meeting USAID program requirements?
6. What is the likelihood that the interventions (organizational development, technical results, etc.) supported by USAID will be sustainable over the long-term? How could these interventions have been improved to increase their long-term sustainability?
7. What are the key strategic, programmatic, technical, and managerial lessons learned that should be taken into account in similar future initiatives in the region/worldwide?

5. Evaluation Design and Data Collection Methods

The Contractor will use the attached Evaluation Design Matrix to answer the evaluation key questions. Upon award, but before fieldwork is conducted, the contractor will submit a detailed evaluation design, methodology, and implementation plan for review and approval by USAID. This document should include an elaborated data analysis plan and some explanation on how the analyses will effectively address the evaluation questions. The Contractor will provide a detailed evaluation methodology to use under this Task Order in the Inception Report.

USAID expects that both quantitative and qualitative methods will be used in the evaluation. The Contractor will be required to disaggregate project data by sex and other relevant categories. In preparing this report, the evaluators will ensure that their research includes the following:

- Review of existing project documentation. Most project reports and assessments are available on USAID's Development Experience Clearinghouse (DEC; https://dec.usaid.gov/dec). USAID/Southern Africa will make program documents not posted on the DEC, including program descriptions, performance management plans, quarterly and annual reports, etc., available within one week of the signing of the contract.
- Interviews with relevant stakeholders and program staff to learn more about implementation of the projects.
- Visits to field offices and communities in all four countries (Lesotho, Seychelles, South Africa, and Swaziland) to learn firsthand how projects are progressing.
- Analysis of pertinent reports, assessments, and laws/bills/regulations associated with the projects.

The evaluators will have access to routine project data, but will be expected to collect primary data in order to get the most objective evaluation possible. This will be particularly important in responding to evaluation questions on capacity and organizational development.

Data Analysis

Before data collection begins, the contractor in coordination with USAID will finalize the Evaluation Design Matrix and include it in the overall evaluation design and methodology plan. When doing so, the contractor is expected to include a data analysis plan and provide some explanation on how the analyses will effectively answer the evaluation questions.

6. Team Composition:

Project Director

Matthew STERN will assume overall responsibility the management of the project and the team. Matthew is the Managing Director of DNA Economics. As head of all project operations, the Project Director will be responsible

for the following:

- Representing the project in strategic and financial relations with the USAID;
- Supervising the Project Team;
- Evaluating overall project performance and proposing corrective or optimisation actions wherever required;
- Managing project resources, including back-stopping support;
- Managing risks which could affect directly the Project's plan and strategy;
- Organising the implementation of actions or adjustments proposed by USAID;
- Performing high-level quality control of major reports;
- Performing thorough quality control of all administrative reports;
- Approving prepared/adjusted project work-plans and activities.

The Project Director is the main link between the contractor and the implementing authority and the contracting authority. Any issues related to the contract and its implementation will be dealt with directly by the Project Director. The Project Director will also be responsible for the coordination of experts' deployment, for contracting with all experts, for ensuring experts receive appropriate technical and logistical support, and for monitoring the performance of the experts.

Internal monitoring and evaluation is an important tool for project management. The Project Director, as Head of Backstopping, will implement DNA's established internal M&E system for this project. This will ensure that the Team Leader makes weekly reports to the Project Director, highlighting progress, issues and remedial actions that may be required. This information will be summarised and included in the regular reports prepared for the counterpart.

Team Members:

The team members are composed of the following:

- Team Leader/M&E Expert: Edward Russell
- Reef Management Expert: Dr. Barry Clarke
- Water, Sanitation and Halth (WASH) Expert: Malcom White
- Rural Development Expert: Herman Timmermans
- Organizational Development Specialist and Fieldworker: Kgomotso More

The Team Leader will oversee the overall drafting of the evaluation framework, including methodology determinations; organization of calendar/travel/meetings; coordinating the desk study, interview, survey and other data collection; and analyzing the data with input from team members and USAID to draft an evaluation report. In the field, the Team Leader will be responsible for day-to-day direction of team members. All evaluation team members should have defined roles and know in advance an outline of the report and the portion they are expected to draft.

In addition to their specific responsibilities, the above staff will all have the following common responsibilities:

- Implementing the project according to its plan and the guidelines of the Contract Director/Project Leader;
- Reporting progress of their tasks to the Project Leader;
- Proactively raising any issues that might affect project performance;
- Conforming to the project's quality guidelines; and
- Co-operating with other Team Members to ensure overall success of project activities.

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