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## EVALUATION

# Mid-term Performance Evaluation of the Leadership Development Program

**April 2015**

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by William Cartier, Shantanu Majumder, AKM Saifullah, Kazi Maruful Islam, and Naim Mostofa for Social Impact, Inc.

Cover Photo: “Gamvira” theatre program for awareness-raising on local issues in Rajshahi, organized by Leadership Development Program (LDP) sub-grantee Manab Kallayan Parishad (MKP).

(Photo Credit: MKP)

# **MID-TERM PERFORMANCE EVALUATION OF THE LEADERSHIP DEVELOPMENT PROGRAM**

**April 13, 2015**

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## **DISCLAIMER**

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# ACRONYMS

ACT	Action for Combating Trafficking-in-Persons
AI	Appreciative Inquiry
BDGPE	Bangladesh Democracy and Governance Program Evaluations
CBP	Community Based Policing
CDC	Community Development Committee
CDCS	Country Development and Cooperation Strategy
CI	Counterpart International
CSO	Civil Society Organization
DO	Development Objective
DPR	Democratic Participation and Reform
DRG	Democracy, Human Rights, and Governance
DW	Democracy Watch
DYD	Department of Youth Development
FGD	Focus Group Discussion
FTF	Feed the Future
GOB	Government of Bangladesh
ICT	Information and Communications Technology
IP	Implementing Partner
IR	Intermediate Result
JFA	Justice for All
KII	Key Informant Interview
LDP	Leadership Development Program
LOI	Leaders of Influence
MKP	Manab Kallayan Parishad
MOU	Memorandum of Understanding
MoYS	Ministry of Youth and Sports
NGO	Non-Governmental Organization
PC	Program Coordinator
PD	Program Description
PHR	Protecting Human Rights
PMP	Performance Management Plan
PO	Program Officer
PRA	Participatory Rural Assessment
PRODIP	Promoting Democratic Institutions and Practices
RFA	Request for Applications
SDLG	Strengthening Democratic Local Governance
SI	Social Impact, Inc.
SMC	School Management Committee
UP	Union Parishad

USAID	United States Agency for International Development
UYDO	Upazila Youth Development Officer
VDC	Village Development Committee
WF	Wave Foundation
YAN	Youth Activist Network
YPSA	Youth Power in Social Action
YTC	Youth Training Center

# EXECUTIVE SUMMARY

This document reports on the findings of a mid-term performance evaluation of the United States Agency for International Development (USAID)/Bangladesh Leadership Development Program (LDP) implemented by Counterpart International (CI). The goals of LDP are to increase the capacity of citizens to effectively and actively engage in democratic processes and to enhance community development. LDP's objective is to build the capacity of community leaders and youth to become change agents for democratic processes and development.

## THE DEVELOPMENT PROBLEM AND USAID'S RESPONSE

Bangladesh's weak governance institutions often fail to respond to development and governance challenges. Local governance is particularly weak, owing in part to the influence of patron-client politics. Citizens of all ages, and particularly youth, lack understanding of their civic rights and responsibilities to enable them to participate in decision-making or to hold their elected officials accountable.

Youth are an untapped potential for addressing political and development challenges. USAID/Bangladesh's Country Development Cooperation Strategy (CDCS) for 2011-2016 puts "opportunities for youth" as a cross-cutting issue for all four Development Objectives (DOs). USAID's development hypothesis under DO-1 is that: *support for increased citizen engagement and improved governance will generate increased demand for democratic practices and better services, which in turn, will culminate in improved accountability and responsiveness to citizen needs, thereby increasing citizen confidence in governance institutions.*

LDP intends to mobilize community leaders and youth who can effectively lead initiatives to prevent corruption, protect human rights, and promote good governance. LDP will seek to "fill a void of leadership that is free of political and financial gain." To achieve this, the project works with five sub-grantees to provide training and community engagement activities for local leaders who will lead development initiatives and hold local governments accountable.

## EVALUATION PURPOSE AND EVALUATION QUESTIONS

The objective of this mid-term performance evaluation is to assess the LDP implementer's performance to date in achieving results, determine whether the program is on course to meet set objectives, and assess sustainability aspects of the project. It seeks to answer the following questions, in order of priority:

### Effectiveness

1. To what extent is LDP contributing to its objective of creating change agents for democratic processes and community development? To what extent were LDP's program implementation approach principles (pages 5-6 of the Program Description (PD)) successful in achieving the results of the program? Were there gaps? If yes, what were they and how is LDP addressing them?
2. To what degree are LDP participants engaging in community development and democratic governance?
3. Thus far, what are the successful program components/elements that change attitudes on democratic values?

### Sustainability

4. How effectively has LDP engaged host country government and community stakeholders? To what degree is this engagement likely to contribute to sustainability of the principles of LDP?

5. What are the most promising opportunities to connect participants to leadership opportunities? How can these opportunities be leveraged in the second half of the program?
6. What needs to be done to ensure participants continue to be “change agents” after their training and community projects are done?

### **Synergy**

7. How is LDP coordinating with past, existing, and upcoming youth and community leadership programs to ensure harmonization and avoid duplication of efforts?

## **EVALUATION METHODOLOGY AND LIMITATIONS**

The evaluation employed a mixed methods design: document review, key informant interviews (KIIs), focus group discussions (FGDs), and a survey of LDP trainees and grantees. The findings, conclusions, and recommendations are based upon data collected from KIIs with 89 persons (72 male, 17 female); FGDs with 189 LDP youth and community leaders (102 male, 87 female); and a survey of 364 LDP participants (231 male, 133 female); across 12 *upazila* clusters and all 40 LDP grantees. The evaluation team conducted fieldwork in 11 LDP sites.

The evaluation team sought to mitigate the limitations related to recall bias, response bias, and selection bias. One limitation was the “socially desirable response bias” in the responses to the survey. The contrast with FGD results was useful in triangulating survey results. Finally, there were limitations in assessing the activities of LDP sub-grantees in Year 2, owing to the evaluation team’s lack of access to progress reports.

## **FINDINGS AND CONCLUSIONS**

### **Effectiveness**

The sub-grantees found it very challenging to meet the numerical targets in each Union Parishad (UP) and often resorted to “marketing” the LDP project as an opportunity to receive funding through an LDP small grant for income-generating activity, which led to a mismatch between expectations and program objectives. From the meetings with LDP management, it is clear that they were aware of the problem. In the absence of a critical criteria in the LDP selection process, i.e., “demonstrated ability to organize and lead,” it appears that LDP has chosen a large number of people who perhaps do not have the necessary motivation, education, or experience required to be leaders. What this means in practical terms is that LDP is dedicating a large proportion of its budget resources to train people who most probably will not be able to use the training.

Most of the program approach principles were not effectively applied to the implementation of activities in the field. The principle of “local ownership” was applied through the partnerships with local non-governmental organizations (NGOs); however, there was a problem of messaging, as most of the LDP participants interviewed by the evaluation team do not understand the program goal of promoting leadership. Insofar as the principle of “building on past experience,” as of the end of Year 2, LDP had still not been able to engage the Leaders of Influence graduates as mentors. Thus, the evaluation team sees this as a major performance issue.

There was little engagement between LDP trainees and local civil society organizations (CSOs), understood as committees, cooperatives, voluntary organizations, foundations, associations, recreation and sports clubs, and cultural institutions, along with other formal and informal bodies. The governance activities that were supported in the “non-training” activities were organized by the sub-grantees. LDP was unable to entrench leadership in CSOs; there is almost no evidence of LDP leaders working with CSOs once training has been completed. LDP, though, was more successful in promoting engagement

with local governments, which was valued by the youth and community leaders. Survey results show a remarkable increase in the confidence of LDP participants in their ability to hold local governments accountable for services. However, local government officials themselves report no engagement with the trainees outside of the initial exposure visits.

The challenge of linking leaders to local CSOs was exacerbated by the failure of LDP to apply its methods and tools. On the basis of the FGDs in the 11 selected sites, the evaluation team found no evidence that the tools taught in the classroom sessions were actually used by participants in the community. The formulation of the project ideas and the grant proposals was therefore just a “classroom exercise.” Thus, the central methodological innovation that was supposed to be introduced by LDP was not found in the field activities in the 11 sites visited by the evaluation team.

The program produced a spike in the trainees’ reported frequency of participation in community development and governance activities. However, this result measures the effectiveness of the sub-grantees in bringing the trainees into “non-training” activities. While progress in this area is quite impressive given the small budget, trainees in the evaluation team’s FGDs reported that they are not continuing to participate in community development or governance activities without being directly convened and organized by the sub-grantee staff.

### **Sustainability**

According to the LDP results framework, the main objective is to build the capacity of community and youth leaders to become “change agents for democratic processes and development.” There is evidence of stronger relations between the LDP leaders and their local governments; and LDP has been successful in linking participants to Government of Bangladesh Department of Youth Development (DYD) training opportunities. However, the development committees organized by LDP are inoperative. There is no local “network” of trainees beyond the lists of contacts maintained by the LDP sub-grantees.

The small grants component of LDP is failing to meet its objectives of linking the LDP youth and community leaders to concrete opportunities to exercise their leadership skills. Small grants to establish community facilities, for example, are entirely dependent on LDP grant resources—not to mention that most grants do not involve other stakeholders and have a weak volunteer component. Many advocacy activities funded are “micro” versions of awareness-building activities implemented by NGOs. There is evidence of “elite capture” and “rent seeking,” such as grantees paying themselves rent for premises. Similarly, there were also fiduciary risks in some of the small grants owing to the failure to adequately control the use of cash disbursements.

LDP management recognized the need for more robust follow-up activities after training, but the proposed response is not sufficient. The small proportion of the program budget dedicated to follow-up will not allow for a stronger response. LDP told the team that it does not track performance in each program site to look at where its program interventions are more or less successful, and thus is not taking remedial action in those areas (*upazilas* or UPs) that are under-performing. Its principle monitoring and evaluation (M&E) tool, i.e., the three surveys of LDP participants at the start, mid-point, and end of the program, are timed too far apart to be useful for program management purposes—particularly in evaluating sub-grantee performance. LDP does not have a tool for monitoring on a regular basis or reporting on its main objectives, i.e., whether the trainees are in fact acting as “change agents.”

### **Synergy**

Following the Request for Applications requirement, LDP was able to select about half of its Year 1 and Year 2 program sites (*upazilas* and UPs) to overlap with other USAID Democracy, Human Rights, and Governance (DRG) programs and with Feed the Future. Other DRG programs mention cooperation with LDP, but there was no follow-up after the initial contacts; hence it did not result in any substantive

activities in the field in those sites that overlapped. This was confirmed by both LDP participants and sub-grantee staff, who could not recall cooperation with other USAID-funded youth or community development programs in their respective *upazilas* or UPs.

## RECOMMENDATIONS

1. **USAID should work with CI to make immediate changes in the LDP program design and implementation plans.** This could be accompanied by a temporary stop-work order for the sub-grantees. While this may seem drastic, the evaluation team considers that LDP and its local partners have not been applying the program approaches and methods set out in the PD. This situation should be remedied quickly if LDP is to be effective and sustainable.
2. **The LDP redesign should look carefully at the suppositions about the intensity of LDP interventions.** Specifically LDP should ask whether it is possible to achieve the desired results with such a large group of trainees, across a large number of UPs, and with only three training sessions and minimal follow-up activities.
3. **As part of a program review and design exercise, USAID and CI might contemplate reducing the quantitative program targets and suspending the plans to expand the program to new areas in Years 3 and 4.** However, if the Year 3 activities of selection of the target UPs and the proposed trainees are too far advanced, it would cause reputational issues not to continue in these selected areas.
4. **For the current Year 3 selection process, LDP should introduce some filtering activities to ensure that the program is attracting people with an interest in leadership rather than income generation.** This would require more effective communication during orientation and training to explain clearly to participants that no one will receive individual grants or funding for individual income generation and employment projects. These filtering activities should be based on the Appreciative Inquiry (AI) and Participatory Rural Assessment (PRA) methods and tools set out in the LDP PD and should have as an output real community action plans, carried out by LDP trainees with other community stakeholders.
5. **A new program implementation plan should seek to return to the Year 1 and Year 2 areas to engage the trainees in the AI and PRA activities with their communities that were not carried out as planned in 2013-2014.** The objectives of this exercise would be to give participants the opportunity to use their skills in working with other community stakeholders and to filter those youth and community participants with a clear interest and motivation in LDP goals.
6. **The program redesign should be accompanied by a budget modification that allocates a higher proportion of funding to LDP field activities, especially for the facilitation of community development activities and engagement with local stakeholders.** LDP's USD 10 million budget is stretched thin given the quantitative targets, and cost savings should be found to allow for deeper interventions in the Year 1, 2, and 3 target communities.
7. **The budget modification should take savings from a reduction in quantitative targets and reallocate them to the small grants program, with the goal of generating a significant number of opportunities for the exercise of leadership in each targeted UP.** While the evaluation team understands the argument about mobilizing community resources, international best practices suggest that this can be done effectively through matching requirements for grants. The program should aim to allocate at least 10 percent (USD 1 million) of total LDP program resources to these community grants.

8. **The grants program should be rethought, perhaps using only in-kind grants and allowing for purchase of equipment and furniture only if and when there is a formal community partner (school, clinic, mosque, UP, CSO, etc.) that is able to receive the property at project end.** For this to happen, the project preparation should be linked to the community mobilization and planning exercises (as stated in Recommendations 4 and 5). Any grant project would require a formal community institution as a partner.
9. **Grants should support community projects, with confirmed community support and with real possibilities for sustainability.** For example, a proposed library or preschool should be located in a building that does not require rent (an existing school, for example, or a UP complex). Any training inputs should be sourced from the DYD programs if possible. No non-technical activity (i.e., facilitation) should be funded by the project, but should be provided by youth volunteers or adults with available time. While the project might contribute materials to small-scale construction or renovation projects for community facilities, some of this work, too, could be done by volunteers.
10. **LDP should not support income generation projects unless it can bring to bear adequate technical expertise in the design, evaluation, and support of these projects.** Also, LDP should consider whether it has the management capacity to effectively monitor multiple income-generation projects in the field and control for the associated fiduciary risks.
11. **The community projects that involve awareness-raising or communications components should respond to community needs, resources, and opportunities—not serve as recycled “cookie cutter” NGO interventions.** For example, train students to do street dramas as volunteers, instead of returning time and again to the same cottage industry of theatre troupes created by the NGO sector. This is not to say that the street drama techniques have not been successful, but they are also very easy to replicate on a volunteer basis.
12. **CI should conduct an evaluation of the existing sub-grantees and identify measures to correct weaknesses in the grantees’ implementation of activities.** The evaluation findings and conclusions are that the sub-grantees did not implement the program approach principles, and LDP did not require them to do so. In some *upazilas*, there are signs of underperformance of trainees in their understanding and use of training. LDP needs to take its proposed approaches and methods more seriously, and monitor their use in each targeted UP to ensure consistency. If it does not, the other redesign elements proposed in this report will be for naught.
13. **The program redesign should eliminate the promotion of UP and ward development committees.** In LDP to date, these committees have not operated. The community projects funded by LDP might create such coordination mechanisms if they need them. LDP, though, should not make this an overall program objective, or even a small grant requirement.
14. **The DRG Office should take the lead in enabling LDP to effectively cooperate with other DRG programs in carrying out field activities.** This could be done through a design exercise with each DRG program to agree on specific modalities for the participation of LDP trainees in the work of other DRG programs, including their respective sub-grantees. Without this kind of specific, actionable agreement, synergy will remain a vague intention.

# INTRODUCTION

Local and community leadership in Bangladesh is dominated by political parties, organized through tens of thousands of local committees that are critical to the workings of the multiple patron-client mechanisms that permeate Bangladesh governance and decision-making. Youth and women are brought into this process through the youth, student, and women’s “wings” of the parties. There are few opportunities for exercising leadership free of material and political gain in local and community ambits. While there is a robust Bangladeshi civil society, it is more evident at national and regional levels through the work of thousands of non-governmental organizations (NGOs). Although these NGOs have a community presence, most of their programs are focused on direct service provision, involving people as beneficiaries.

The United States Agency for International Development (USAID)/Bangladesh sought to promote local leadership through the Leaders of Influence (LOI) program implemented by The Asia Foundation during 2007-2011, which provided 20,000 community leaders with exposure to development challenges in areas ranging from women’s rights, early marriage, birth registration, family planning, modern agricultural and fish cultivation, and combating trafficking in persons and drug addiction. As a result, these leaders—locally elected representatives, youth, journalists, and religious leaders—enhanced their abilities to share development knowledge and serve as catalysts for community development activities. According to the Leadership Development Program (LDP) Request for Applications (RFA) and program description (PD), LOI found that the program could have benefited from more emphasis on engagement of leaders in local governance.

In June 2012, USAID signed a five-year, USD 10 million cooperative agreement with Counterpart International (CI) in support of LDP. The goals of LDP are to increase the capacity of citizens to effectively and actively engage in democratic processes and to enhance community development. The overarching LDP objective is to build the capacity of community and youth leaders to become change agents for democratic processes and development. The program’s theory of change is that *if youth and community leaders are provided knowledge about democratic practices and community development, and given the opportunity to develop skills and confidence to put this knowledge into action, then their civic participation will increase*. Through increased knowledge and participation, these leaders will develop the capacity to become change agents in their communities.

Within this overall objective, LDP has separate components for community leaders (>25 years) and for youth leaders (18-25 years). The expected Intermediate Results (IRs) of LDP are as follows:

- IR 1: Increased understanding of democratic principles and community development among LDP leaders
- IR 2: Increased participation of LDP leaders in addressing community needs

This document reports on the results of a mid-term performance evaluation of LDP, conducted by Social Impact, Inc. (SI) through the Bangladesh Democracy and Governance Program Evaluations (BDGPE) project. In what follows, the evaluation team lays out the development problem and USAID’s response; evaluation methodology and limitations; main findings and conclusions; recommendations; and lessons learned for USAID and CI going forward.

# THE DEVELOPMENT PROBLEM AND USAID'S RESPONSE

## THE DEVELOPMENT PROBLEM

The world's most densely populated country, Bangladesh faces a number of development challenges. Forty percent of the population lives in poverty, usually without access to clean water, electricity, or sewage, which deteriorates health and reduces economic opportunities. Bangladesh is highly vulnerable to climate change, which impacts livelihoods of hundreds of millions and further deteriorates health and food security. Bangladesh's weak governance institutions often undermine effective responses to these challenges. Local level governance is particularly weak, owing to a dysfunctional legal framework for local governments, lack of fiscal budgetary resources, low administrative capacity, and entrenched patron-client politics.

Citizens lack understanding of their civic rights and responsibilities to actively participate in decision-making processes at the local level or to hold their elected officials accountable. This is particularly the case with youth. Bangladesh has a large youth population; 52 percent of the total population is under 25 years. Youth are an untapped potential for addressing political and development challenges. In order for youth to contribute effectively to resolving Bangladesh's daunting development and governance challenges, they need better tools for understanding democratic processes and local development issues.

## USAID'S RESPONSE

USAID/Bangladesh's Country Development Cooperation Strategy (CDCS) for 2011-2016 identified "opportunities for youth" as a cross-cutting issue. For Development Objective I (DO-I), "Citizen Confidence in Governance Institutions Increased," the hypothesis is that support for increased citizen engagement and improved governance will generate increased demand for democratic practices and better services. This increased demand for democratic practices and improved services, in turn, will culminate in enhanced accountability and responsiveness to citizen needs—thereby increasing citizen confidence in governance institutions. USAID programming will increasingly focus on the local level, emphasizing engagement of youth and women in decision-making. LDP will contribute directly to three of the DO-I IRs:

- IR 1.1: "Strengthened Political Processes," by engaging women and youth in the political process
- IR 1.2: "Greater Accountability and Transparency in Public Institutions," by promoting citizen participation in government, increased accountability, and transparency
- IR 1.4: "More Responsive Elected Local Government," by promoting citizen participation in local decision-making

The LDP RFA emphasizes the need to engage and mobilize individuals who are viewed as local leaders and who will be able to hold service providers accountable as well as enable communities to be more

responsible in the decisions affecting their lives. According to the LDP PD,<sup>1</sup> it will seek to “fill a void of leadership that is free of political and financial gain.” To achieve this, LDP delivers training and orchestration of community engagement activities with the purpose of building a cohort of leaders with strong leadership skills, which will take responsibility for development and hold local governments accountable for their role in service delivery and the development process.

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<sup>1</sup> LDP Cooperative Agreement, Modification of Assistance No. 4, 5/20/2014, which includes a restatement of the RFA program approach, results framework, and implementation strategies.

# EVALUATION PURPOSE AND QUESTIONS

## EVALUATION PURPOSE

The objective of this mid-term performance evaluation is to assess LDP's technical and programmatic validity, assess the LDP implementer's performance to date in achieving actual results against targeted results, determine whether the program is on course to meet set objectives, and assess sustainability aspects of the program. The audience includes USAID/Bangladesh, CI, U.S. Embassy Dhaka, USAID Asia Bureau, other bi-lateral and multi-lateral donors working for democratic governance, and other concerned development partners. The evaluation was carried out by the BDGPE project under contract with USAID/Bangladesh.

## EVALUATION QUESTIONS

The mid-term performance evaluation of LDP implementation covers the period from June 2012 to October 2014. The evaluation reviews, analyzes, and evaluates the program using the following prioritized questions:

### Effectiveness

1. To what extent is LDP contributing to its objective of creating change agents for democratic processes and community development? To what extent were LDP's program implementation approach principles (pages 5-6 of the PD) successful in achieving the results of the program? Were there gaps? If yes, what were they and how is LDP addressing them?
2. To what degree are LDP participants engaging in community development and democratic governance?
3. Thus far, what are the successful program components/elements that change attitudes on democratic values?

### Sustainability

4. How effectively has LDP engaged host country government and community stakeholders? To what degree is this engagement likely to contribute to sustainability of the principles of LDP?
5. What are the most promising opportunities to connect participants to leadership opportunities? How can these opportunities be leveraged in the second half of the program?
6. What needs to be done to ensure participants continue to be "change agents" after their training and community projects are done?

### Synergy with other USAID and Donor Funded Programs

7. How is LDP coordinating with past, existing, and upcoming youth and community leadership programs to ensure harmonization and avoid duplication of efforts?

# EVALUATION METHODOLOGY AND LIMITATIONS

The evaluation team was made up of BDGPE Chief of Party William Cartier, Deputy Chief of Party AKM Saifullah, Evaluation Specialist Naim Mostofa; and two local consultants, Dr. Shantanu Majumder and Dr. Kazi Islam from Dhaka University, Faculty of Social Sciences.

Data collection took place from October 15 to December 16, 2014. The mid-term performance evaluation began with a review of LDP project documentation including the RFA, PD, annual work plans, periodic performance reports, Performance Management Plan (PMP), and the LDP Baseline Survey. BDGPE submitted the work plan, site selection, and schedule to USAID/Bangladesh on October 27. During the Team Planning Meeting in Dhaka on November 16, the evaluation team finalized the data collection methods and fieldwork sites.

The evaluation team chose a simple random sample of 11 sites, or Union Parishads (UPs), for conducting key informant interviews (KIIs) and focus group discussions (FGDs) on the basis of information provided by CI on its Year 1 and Year 2 activities. The Year 1 sites were in northern Bangladesh: three UPs in Rajshahi District and three UPs in Mymensingh District. The Year 2 sites were in southern Bangladesh: three in Jessore District, one in Chittagong District, and another in Bandarban District. See the map of sites in Annex II.<sup>2</sup>

**Table 1: LDP Performance Evaluation Data Collection Sites**

Year 1				
District	Sub-Grantee	UP		
Rajshahi	Manab Kallayan Parishad (MKP)	Harinan	Hargram	Parila
Mymensingh	Democracy Watch (DW)	Dapunia	Char Nilaxmia	Parangonj
Year 2				
District	Sub-Grantee	UP		
Jessore	Wave Foundation (WF)	Darajhat	Narkelbaria	Dhalgram
Chittagong	Youth Power in Social Action (YPSA)	Sayedpur	-	-
Bandarban	Toymu	Bandarban Sadar	-	-

<sup>2</sup> The selection of only one UP in Chittagong and Bandarban was because of limitations in field work logistics and travel times.

## DATA COLLECTION METHODS

The evaluation team employed a combination of qualitative and quantitative methods. See Annex IV for a list of key informants and Annex V for an evaluation matrix.

- Document Review:** The evaluation team reviewed documents produced by USAID/ Bangladesh, including the 2011-2016 CDCS, RFA for LDP, and Modification to Assistance No. 4; documents produced by the LDP project, including annual work plans, the approved PMP, quarterly progress reports, and the 2013 Baseline Survey; and documents related to the LDP grants program, including sub-grantee agreements, grantee reports, and small grants agreements. See Annex III for a list of documents reviewed by the evaluation team. The team's findings and conclusions are informed by analysis of both quantitative and qualitative data in the documents.
- KIIs:** The team interviewed 89 key informants (72 male, 17 female). At the local level, UP chairs/members, imams, School Management Committee (SMC) chairs, teachers, LDP grantees, presidents of LDP Union Development Fora, *Upazila* Youth Development Officers (UYDOs), CI staff, and staff of LDP sub-grantees: Democracy Watch (DW), Manab Kallayan Parishad (MKP), Toymu, Wave Foundation (WF), and Youth Power in Social Action (YPSA). In Dhaka, the team interviewed officials from the Government of Bangladesh (GOB) Department of Youth Development (DYD), staff of USAID implementing partners (IPs), and the USAID AOR.

**Table 2: KIIs for LDP Performance Evaluation**

Category	Male	Female	Total
UP Chairs	9	0	9
UP Members	0	10	10
Imams	10	0	10
SMC Chairs	9	0	9
Presidents of local Civil Society Organizations (CSOs)	9	0	9
LDP Grantee/Committee leaders	11	3	14
Teachers/Headmasters	7	0	7
UYDO	5	0	5
LDP Sub-Grantee Field Staff	5	0	5
LDP Sub-Grantee Management	2	0	2
LDP Management	3	0	3
Other USAID IPs	0	3	3
GOB DYD Officials	2	0	2
USAID AOR	0	1	1
<b>Total</b>	<b>72</b>	<b>17</b>	<b>89</b>

- FGDs:** In each of the selected 11 LDP sites, the evaluation team carried out two FGDs (one with community leaders and the other with youth leaders) for a total of 22 FGDs with 189 LDP participants (102 male, 87 female). The participants were selected at random by the evaluation team using a database provided by CI. There were differences between UPs in the number of people interviewed owing to lack of availability of key informants. The FGDs were organized in accordance with the USAID Technical Note on Focus Group Interviews Version 1.0 (November 2013) and facilitated by National Team Members. See Annex VI for FGD protocols.

- Survey of LDP Participants and Grantees:** SI sub-contracted with a local firm, Force N' Focus, to conduct a telephone survey of a random sample of 364 LDP participants from Year 1 and Year 2, and all 40 LDP Year 1 grantees. The evaluation team developed a short survey instrument consisting of 25 closed questions and six demographic/social/political variables. Four questions were taken from the LDP Baseline Survey conducted in 2013. The survey instrument was translated, back-translated and pre-tested (with 10 LDP participants). The survey was applied via cellular phone using a computer assisted telephone survey system, which eliminated data entry errors and allowed for rapid analysis of results. The telephone survey application was made possible by the fact that LDP has an updated contact list of the participants. The overall non-response rate to the survey questions was very low (<3 percent on average). See Annex VII for the survey instrument.

**Table 3: Telephone Survey Sample by Upazila**

Upazila	Gender		Total	%
	Male	Female		
Bagharpara	21	12	33	9.1
Banderban Sadar	15	5	20	5.5
Chapai Sadar	21	12	33	9.1
Hossainpur	11	14	25	6.9
Muktagacha	19	14	33	9.1
Mymensingh Sadar	17	8	25	6.9
Natore Sadar	18	7	25	6.9
Paba	17	8	25	6.9
Purbodhola	18	15	33	9.1
Puthia	25	8	33	9.1
Rupsha	24	9	33	9.1
Sitakunda	25	21	46	12.6
<b>Total</b>	<b>231</b>	<b>133</b>	<b>364</b>	<b>100.0</b>

## LIMITATIONS

### Attribution

Other donors have worked in the districts and 11 UPs selected for the LDP performance evaluation fieldwork. The GOB DYD has programs in all of the 11 sites, supporting youth clubs and training (mainly for income generation). This presents challenges for making judgments about attribution. For example, DYD has carried out a lot of training, which could be reflected in youth leaders' responses to some questions. Given that this limitation was understood by the evaluation team from the outset, this report focuses less on attribution and more on the approach principles, implementing arrangements, and contributions of the LDP project.

## **Generalizability**

Due to time and budget constraints, the evaluation team conducted data collection in 11 (18 percent) of the 60 UPs targeted by LDP in Year 1 and Year 2. Thus, the evaluation team is somewhat limited in its ability to generalize findings beyond the sampling of participants in these UPs. However, the sample does cover all of the targeted divisions and districts, and all of the sub-grantees currently working with LDP. Thus, the evaluation team contends that the relatively small sample size does not weaken overall evaluation findings. Moreover, as will be discussed below, the evaluation findings are consistent across all of the data collection sites.

## **Data Limitations**

The evaluation team had access to data on LDP activities, except the following: the most recent quarterly reports and PMP figures from LDP (July-September 2014); the sub-grant reports to LDP from the sub-grantees for 2014 (Year 2); and the copies of all of the 40 small grants for youth and community projects. Failing to receive them opportunistically from LDP, the evaluation team was able to obtain 26 small grant agreements directly from the LDP sub-grantees. Thus, the evaluation does not incorporate all of the documentation on LDP activities up to October 2014, which limits somewhat the relevance of the findings for Year 3 activities. However, this is compensated by the KIIs and FGDs, which referred to present activities.

## **Potential Bias**

The evaluation team is aware of several bias-related risks for data analysis:

- First, recall bias is a common problem. Some participants in FGDs responded to questions posed by the evaluation team with answers that blended their experiences into a composite memory. However, the length of the FGDs (two hours on average) and the strong facilitation by two Bangla speaking team members allowed the evaluation team to probe the details of the participants' experience with LDP activities and to correct for recall bias, as the statements of the first participants to speak in the FGDs were clarified and expanded by subsequent speakers.
- Second, the evaluation team did encounter response bias on the part of some participants in the FGDs. For example, it was common for the FGDs to commence with very general, positive statements about LDP, and the desire that LDP should continue and deepen its involvement with participants' respective communities. Over the course of the discussion, the participants' comments always became more specific, identifying both positive and negative elements of the program. Also, the evaluation team triangulated data provided by LDP participants in the FGDs with the KIIs with non-LDP participants. In the telephone survey of LDP participants and grantees, there were instances of response bias. While in the face-to-face KIIs, the LDP grantees noted that it was not possible to get support from other stakeholders, in the telephone survey almost all of the grantees (97 percent) said that "their" project will have support from other community stakeholders. There were two cases in which a KII with a grantee coincided with the call from the survey firm to the same interviewee, who answered all of the questions affirmatively, contradicting some of what was being said in the face to face interview.
- Third, selection bias is an inherent risk when implementers help to facilitate contact with program beneficiaries. The evaluation team worked closely with the LDP sub-grantees to identify key informants in the community; however, from the responses of most of the non-LDP participants, it was evident that there was no bias toward the program. The FGD participants were chosen directly by the evaluation team from the LDP database. The sample for the telephone survey, contracted by SI to a local firm, was drawn at random from the LDP participant database, thus eliminating any selection bias.

# FINDINGS AND CONCLUSIONS

## FINDINGS—EVALUATION QUESTION I

***1. To what extent is LDP contributing to its objective of creating change agents for democratic processes and community development? To what extent were LDP’s program implementation approach principles (pages 5-6 of the PD) successful in achieving the results of the program? Were there gaps? If yes, what were they and how is LDP addressing them?***

### **Creating Change Agents**

In the LDP results framework, the main objectives are to create change agents who will “take the lead on promoting democratic governance and community development.” However, creating such change agents starts with selection.<sup>3</sup> The LDP Year 1 Work Plan proposes a blended approach using referrals, recommendations, or past participation, alongside a more competitive selection process using a formal application to filter interested people. The participant selection criteria include “demonstrated ability to organize and lead citizens to engage with government; education and professional experience; commitment to volunteering in community and mentoring/training new participants; and clarity and presentation of application.” The Year 2 Work Plan proposes the same “blended approach,” saying that it will give precedence to people linked to organized community activities “such as SMCs or Village Development Committees (VDCs), members of existing local clubs, DYD graduates, religious leaders, part of the social leadership of their community (doctors, teachers, social activist, etc.).”

**Table 4: Spending on Selection (as percent of total sub-grant)**

<b>Sub-Grantee/Year</b>	<b>Selection</b>
DW Y1	0.81 percent
MKP Y1	0.78 percent
WF Y1	0.32 percent
DW Y2	0.81 percent
MKP Y2	0.81 percent
WF Y2	1.79 percent
YPSA Y2	1.11 percent
Toymu Y2	4.93 percent

Source: LDP Sub-Grants in Year 1 and Year 2

<sup>3</sup> The RFA issued by USAID supposed that LDP would need to use a careful selection process for participants. For example, the RFA states that “It is imperative to engage individuals who are viewed as local leaders,” and notes that “the program might consider the possibility that community leaders, including religious leaders, and youth are already in some manner engaged in some form of community-based development.” See LDP RFA, Section 1, pps. 5-7.

It should be noted that in the Year 1 sub-grants, the budget allocation for activities (non-salary costs) to support LDP participant selection is less than one percent of the total sub-grant budgets, and the selection activities to be funded are mainly limited to holding one or two meetings in the UP. As Table 4 shows above, for the Year 2 sub-grants, in the case of three of the five sub-grantees, the allocation to cover selection activities was somewhat larger. Also, LDP issued new instructions on selection, which were included in the sub-grant agreements. They consisted of: 1) transect walk to talk to local people; 2) ward meetings with “community people” and local elites; 3) consultation with the UYDO; 4) household visits to verify commitment of the proposed participants; and 5) a meeting with the UP chair, members, and officers from various *upazila* departments to finalize the selection list and obtain commitments to support LDP activities.

FGD participants reported that, in both Year 1 and Year 2, selection was managed by sub-grantees’ program staff in the field: Program Officers (POs) and Program Coordinators (PCs), in part through their networks. Some FGD participants mentioned that the USAID Strengthening Democratic Local Government (SDLG) program and the Sharique program funded by Swiss Agency for Development and Cooperation both had strong networks of participants in the LDP areas, many of whom entered LDP as trainees. The KIIs with sub-grantee program staff (POs and PCs) show that they depended on referrals and recommendations from UP chairs and members, from local elites, from other NGOs, and from UYDOs—but again, mainly from their own networks from past programs. The sub-grantees did not use the application process outlined in the Year 1 and Year 2 Work Plans in any of the UPs visited by the evaluation team. FGD participants noted that the sub-grantees did not hold events with community people, with the exception of FGD Year 2 participants from Bagharpara *upazila* (Dararajhat & Narkelbaria UPs).

**Table 5: Occupation and Education of all LDP Participants**

Occupation	Education		Total
	Low	High	
Employed full time	49 percent	51 percent	100 percent
Homemaker	72 percent	28 percent	100 percent
Student	2 percent	98 percent	100 percent
Unemployed	14 percent	86 percent	100 percent
Retired	50 percent	50 percent	100 percent
Total	41 percent	59 percent	100 percent

Source: SI Survey of LDP Participants

FGDs with LDP participants found that many are from low-income households and were attracted to the program by the possibility of receiving financial assistance for an income-generation project. At the time of designing the data collection tools, the evaluation team was unaware of this significant factor in the participant selection. Thus, the telephone survey instrument included only three relevant

demographic questions on education, employment, and occupation that can help to shed light on the makeup of the LDP participant pool. In Table 5 above, overall, 41 percent of all of the LDP participants have low levels of formal education (< class 8), which in Bangladesh is a good proxy for low-income families.<sup>4</sup> Among participants who are employed full-time, the proportion of low-education participants rises to 49 percent; and among homemakers, 72 percent.<sup>5</sup>

As Table 6 shows, among the category of “employed,” participants in LDP, the majority (57 percent overall for Years 1 and 2) are farmers, farm laborers, or manual laborers. While there is a large proportion of “businesspeople” (29 percent of the total “employed” participants), FGDs found that most of the businesspeople participating in LDP were affiliated with “micro” businesses, such as tea stalls, tailor shops, or similar single-person businesses. The telephone survey of LDP participants found that 41 percent of these businesspeople have low education levels. The evaluation team’s survey found that the category of “government/private employees/professionals,” which according to LDP’s selection criteria set out in the PD in Modification 4 are among the priority categories for selecting potential community leaders,<sup>6</sup> is in fact only 14 percent of the total Year 1 and Year 2 participants. Farmers and artisans made up over 50 percent.

**Table 6: Occupation of Employed LDP Participants by Program Year**

Occupation	Year 1	Year 2	Total
Farm owner/laborer	44 percent	47percent	46 percent
Skilled worker/artisan	10 percent	11percent	11 percent
GOB/Private Employees/Professionals	15 percent	13 percent	14 percent
Businesspeople	28 percent	29 percent	29 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>	<b>100 percent</b>

Source: SI Survey of LDP Participants

The LDP management team in Dhaka recognized that the Year 1 selection process was problematic due to time constraints. In the first quarter of Year 2, CI conducted an orientation for the sub-grantees to correct the problems encountered in the Year 1 selection process.<sup>7</sup> Findings from KIIIs with the sub-grantee program staff (POs and PCs) and FGDs with participants show that the Year 2 selection process varied considerably depending on the strategy employed by each of the sub-grantees and the individual POs and PCs. FGDs confirmed that each PO or PC would make the rounds in the UP, talking to the

<sup>4</sup> See discussion in S. Kolenikov and G. Angeles. 2009. "Socioeconomic status measurement with discrete proxy variables: Is principal component analysis a reliable answer?." *Review of Income and Wealth* 55.1 (2009): 128-165.

<sup>5</sup> Full time employed people and homemakers are the two main categories in the “community leader” component of people 35 years of age or more.

<sup>6</sup> The Modification 4 PD in the LDP Task Order was emphatic that LDP target the training to specific groups: “community service leaders (teachers, doctors, social workers).” It went on to state that LDP’s local partners should provide “a link to particular leader target groups such as government, non-government, community service, media, professional, women, youth, and religious leaders.”

<sup>7</sup> CI reports that “In Program Year 1 the program did not have enough time to establish a strong and formal connection to the UP leaders and subnational governance officials due to the late start to the initial program roll out. In Program Year 2, this formal relationship building/networking was a highly essential step for our partners to undertake as it not only creates buy-in from the community, it is a really effective marketing tool in attaining community interest in our project.” LDP Quarterly Report, October 1, 2013 – December 31, 2013, p. 6.

chair and some of the council members, local elites, and representatives of other NGOs. In several UPs, the chair requested the members to compose lists of LDP candidates from their respective wards.

However, sub-grantee program staff (POs and PCs) reported to the evaluation team that they were unable to meet with such a large number of LDP candidates (120-160 in each UP); hence they did not verify the experience, characteristics, and motivations of each candidate. In other words, the process of filtering LDP applicants (the other element in LDP's "blended approach" to selection) was not carried out as planned by CI.

The results of the telephone survey conducted by SI, presented above in Table 5, show no major difference between the Year 1 and Year 2 LDP participant profiles in terms of formal education, employment, or occupation. In both cohorts, and in contraposition to the formal selection criteria set out in LDP documents, few of the "community leader" FGD participants had experience working with local CSOs, or any local committee such as SMCs, VDCs, or the like. There were few "doctors, teachers, social activist, etc." among the participants. The evaluation team was unable to verify why and how the selection process broke down, as it happened long before the evaluation took place, and neither LDP management nor the grantees were forthcoming in explaining the cause of the breakdown. The LDP management team in Dhaka recognizes that the program participants do not fit the original profile set out in the RFA and PD. However, this issue was not mentioned in any of the quarterly progress reports or in the LDP Baseline Survey. The team was unable to verify why and how the selection process broke down, as it happened long before the evaluation took place, and LDP management and grantees limited their explanations to 1) the short time available and 2) the lack of budget resources for selection.

### ***Applying Program Approach Principles***

The findings below are organized by each of the principles set out in the LDP PD, contained in LDP Modification to Assistance No. 4.

#### *Ensure Local Ownership and Sustainability*

This approach principle called on LDP to maximize use of local partners and resources; align with GOB strategies (Digital Bangladesh, Youth Strategy); and brand the program to resonate with local culture. The findings of the evaluation illustrate that CI has made good use of NGOs as IPs, in most cases with experience and knowledge of the areas in which they were contracted to support LDP implementation. The notable exception to this finding is DW, which does not have experience in the specific UPs selected by LDP (although it does have experience in greater Mymensingh). DW compensated by engaging with other donor-funded programs and NGOs (notably with the local NGO, Hunger Watch).

With respect to government, the evaluation team found that LDP was aligning with GOB programs, particularly with the Ministry of Youth and Sports (MoYS), with which it has signed a Memorandum of Understanding (MOU). KIIs with UYDOs and FGDs with LDP participants confirm a high level of engagement: UYDOs have participated in LDP training; at the same time, they have approved training for LDP participants in income generation; and LDP participants have joined Youth Clubs supported by the DYD.

In the case of Digital Bangladesh, LDP's activities with youth have emphasized information and communications technology (ICT) and the use of the Bangla Tele-Centers as a way of promoting the use of social media to support youth leadership. From the LDP reports, it is clear that the ICT component is the anchor for the Youth Activist Network (YAN). However, in the FGDs, the evaluation team found that this was still incipient; most of the youth leaders reported that the youth committees in their UPs were not functioning and only a handful knew anything about the YAN. This is supported by the survey of LDP participants: only 15 percent of respondents reported belonging to an LDP youth committee and

2 percent said that they are members of the YAN.

Insofar as the program branding, neither fieldwork in the 11 selected sites nor the document review point to the use of an innovative branding strategy by LDP to resonate with local culture, as required by the LDP PD. FGD and KII participants in the UPs knew of LDP mainly as a project implemented by the local sub-grantee with USAID funds. They referred to USAID and the sub-grantee much more often than to LDP. The absence of references to LDP appear to reflect weak messaging with respect to the concept of “leadership.” The 22 FGDs show that in only four of the 11 UPs, the leaders had an understanding of LDP’s objectives with respect to creating change agents. The majority of FGD participants perceived LDP either as an income-generation project or in some cases as an “awareness-raising” project about general social issues in their localities. Among the youth leaders trained by LDP, only in the FGD in Sitakunda *upazila* (Sayedpur UP) under the sub-grant to YPSA, could the youth participants state clearly that the purpose of the program “aimed at creating youth leadership at the grassroots level.”

#### *Build on Past Experience*

This program approach principle focused on deepening training of LOI graduates and engaging them as mentors. From the FGDs, the evaluation team found that there was no involvement of LOI graduates in any LDP activity in the 11 selected UPs, either in Year 1 or Year 2 to date. LDP explained to the evaluation team that the problem was due to the absence of an LOI database; it was necessary to review a large number of paper files (attendance sheets) to reconstruct the LOI participant database. However, LDP did not start this work until Year 2. The respective sub-grantee POs, for their part, said that they were unable to locate the LOI graduates; and those graduates who they did manage to locate “were not interested in training.” The CI management team in Dhaka was aware of this problem and, in early 2014, took remedial action. With the LOI database in hand, LDP is now working with the Islamic Foundation to identify LOI graduates (250 in total) and design and conduct a training program for 120 selected graduates who will provide mentoring to LDP trainees beginning in Year 3.

#### *Drive Social Partnership for Sustainable Development*

This approach principle is to be applied by engaging local stakeholders in consultative fora, increasing private sector involvement in community development initiatives, and leveraging NGO coordination meetings in UPs. The evaluation team found that LDP has had some success in promoting engagement of the community and youth leaders with local governments. FGD participants in four of the 11 selected UPs reported engagement with the UP Chairs, members, or Secretaries; in all 11 of the selected sites, FGD participants also stated that they now know more about UP roles and responsibilities.

CI’s quarterly reports note the increasing use of “formal communications” between LDP trainees and UPs. This is confirmed by the results of the telephone survey: 72 percent of survey respondents contacted a local government official in the last year; 65 percent have supported the work of UP committees in standing committees, monitoring of services, or improving tax collection; and 60 percent report having attended a ward meeting. However, FGDs with participants and KIIs with sub-grantee POs indicate that, up to now, most of the contact between LDP trainees and local government officials has been promoted by the sub-grantees themselves, whose grant budgets support “exposure visits,” engagement with UP committees, and the organization of ward meetings to discuss budget priorities. In several cases, sub-grantees convened Year 1 LDP participants to assist UPs in campaigns for promoting payment of local taxes.

FGD participants also reported holding events with the support of the sub-grantees to raise awareness about gender issues, particularly gender-based violence, child marriage, and dowry. Like the engagement with UPs, these activities were initiated by the sub-grantees, who convene LDP participants via telephone. There were few mentions of independent actions taken by the LDP participants without sub-

grantee support. In addition, LDP supported some of the leaders to participate in regional youth fairs and radio programs.

**Table 7: Reported Frequency of Participation in Community Development**

Frequency	Baseline Survey 2013	SI Survey 2014	Difference
Very frequently	7 percent	18 percent	11 percent
Somewhat frequently	14 percent	34 percent	20 percent
Occasionally	27 percent	37 percent	10 percent
Rarely	15 percent	7 percent	-8 percent
Never	29 percent	4 percent	-25 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>	

Source: SI Survey of LDP Participants and LDP Baseline Survey

Alongside this progress in engaging LDP participants in local governance processes, the FGDs and KIs suggest that LDP has been less successful in assisting LDP participants to engage with local civil society stakeholders in support of community development activities. The findings from this qualitative data contrast with the results of the quantitative survey research carried out by the evaluation team. Comparing the SI telephone survey to the LDP Baseline Survey conducted in 2013, in Table 7, the evaluation team’s data demonstrates a large increase in the frequency of participation in community development activities. There is no doubt that this is due to LDP interventions (i.e., the training and “post-training” activities).

However, as was mentioned above, the FGD results show that most of this participation was convened and organized by the LDP sub-grantees rather than being initiated by the LDP trainees. FGD results for both Year 1 and Year 2 cohorts are unequivocal in this regard. In addition, in most UPs, according to the FGDs, the community development activities that were carried out did not involve the other community stakeholders (including local CSOs) as required by the program design. This is confirmed by the KIs with local stakeholders in the respective UPs—such as imams, teachers, headmasters, and members of SMCs—who report little or no engagement with LDP activities.

The findings of the qualitative data collected in the 11 selected UPs with respect to the relative lack of engagement with local CSOs are confirmed by responses to other questions in the SI telephone survey. Asked about how these reported community development activities were conducted, 58 percent of the survey respondents say that the activity was organized with other LDP trainees; 32 percent reported that it was done with members of the community. Only 8 percent of respondents reported that they joined with existing CSOs, though almost all of these respondents were from only two of the District clusters in the survey (Paba and Puthia)—in the remaining seven District clusters, less than 1 percent of the respondents reported joining with CSOs to conduct activities.

#### *Entrench Leadership at the Community Level*

This program approach principle of entrenching leadership at the community level was to be applied by building leadership skills in Participatory Rural Assessment (PRA) and strategic planning and by creating a cadre of community leaders embedded in local CSOs. The LDP PD describes the process as follows:

Upon completion of Phase I training, community leaders will return to their communities and work in teams with youth leaders to put their learning to action by working with a larger group of community members (including women, youth,

minorities, religious leaders, local council, local government and local business) as a 'development committee' to chart a strategy and develop a community action plan. The action planning process will give the committee the skills and tools to mobilize citizens and secure resource commitments from both the government and private sector for community-based projects to be cofinanced by LDP.<sup>8</sup>

CI reported that it delivers an orientation to the sub-grantees on how to manage the PRA and action planning processes. In a Year 2 quarterly report, for example, CI states that it trained the POs in each sub-grantee on the "need for leaders to create community development focused action plans after participants completed their Phase II trainings."<sup>9</sup> However, on the basis of FGDs in the 11 selected UPs and KIs with the sub-grantee POs in each area, the evaluation team found that LDP's approach to carrying out the assessment and action planning activities involved only the LDP trainees.

In all of the sites visited, the action plans were completed as classroom exercises during the training and did not involve consultations with the community. In none of the LDP sites did the trainees return to their communities to carry out action planning with other community members. According to the POs, the sub-grant budgets did not have line items for supporting consultations on community action plans.

In the interviews with LDP and sub-grantees, the team was told that the LDP training materials were oriented toward literate people. Even so, according to the FGDs, the participants considered the materials complex, with many new and unfamiliar concepts. The evaluation team found that in seven of the 11 sites, the LDP participants did not understand the LDP objectives set out in the training materials, owing perhaps to a low level of literacy and comprehension or to the complexity of the materials themselves (or a mix of the two factors). In the FGDs, only a few of the participants could explain LDP's approach to PRA. They could only identify one or two of the methods presented in the training sessions that they had used in LDP activities—usually a map to identify local stakeholders or a Venn diagram—which was described by the LDP trainers as a "chapatti" (a local round-shaped bread), hence relatively easy to remember for the participants. Some of the FGD participants observed that they had difficulty remembering the tools as they had never used them, and that they would require "refresher" training.

In the telephone survey, respondents were prompted to identify specific methods that they had used. The most frequent mention was mapping, followed by social audit and citizen report cards. As Table 8 shows, none of the PRA methods were identified by more than half of the LDP participants surveyed. While the relatively high percentage of participants who could not name any of the methods might reflect recall bias, it should be noted that the survey question gave a prompt for each of the methods. Also, 25 percent of the survey respondents with high education levels reported that they had not used any of the methods presented in the training. Among participants with lower levels of formal education, 33 percent of respondents reported not using any of the methods taught in the LDP training, suggesting that education does play a role in the participants' understanding and retention of the training concepts and tools.

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<sup>8</sup> See LDP Modification of Assistance No. 4, Program Approach Principles, p. 13. This is repeated in the LDP Year 2 Work Plan, pp. 20-21: "The action plans that result from the skills cultivated under this PRA training activity will result in community proposals, developed by key stakeholders at the community level and led by LDP Phase I trainees, to be considered for challenge grants under activity 1.2."

<sup>9</sup> LDP, Quarterly Report, April 1, 2014 – June 30, 2014, p. 5.

**Table 8: Assessment Methods Identified by LDP Participants**

Method	Number of Mentions**	Mentions/Total LDP
Citizen report card	62	17 percent
Social audit	104	29 percent
Community report card	26	7 percent
Venn diagram	24	7 percent
Trend	41	11 percent
Mobility map	179	49 percent
None	102	28 percent

\*\*Multiple responses allowed, thus total responses sum to more than 364

Source: SI Survey of LDP participants

With respect to the program implementation principle of “embedding LDP participants in CSOs,” as was discussed above, a small portion of LDP participants (8 percent) reported that they have joined a committee or other local group to carry out community development activities in the last 12 months. Again, this is confirmed by FGDs and KIs with the participants who report that their participation in community development activities within LDP has principally been in company of other trainees. While some of the LDP-sponsored activities do involve other members of the community, there is no evidence of the trainees joining CSOs or creating new CSOs to carry out these activities. Most participants in the FGDs reported having been involved in LDP UP or ward committee meetings, but they told the evaluation team that these bodies do not meet other than to work with the sub-grantees. This is confirmed by the telephone survey of LDP participants conducted by SI—only 29 percent of respondents say that these bodies will become permanent institutions to promote community and youth development.

#### *Apply Appreciative Inquiry (AI) Approach in Community Mobilization*

AI is a central element in CI’s proposed implementation approach, which seeks to “infuse best practices, achievements, existing resources, traditions, and values into the community mobilization methodology, re-energizing community members by helping them to reinvent themselves as pro-active co-creators of their future.”<sup>10</sup> The evaluation team understands AI as a method for identifying resources in the community. Community and youth leaders learn how to engage other local stakeholders to mobilize those resources.

The evaluation team found mixed results on the use of AI. In the telephone survey of LDP participants, 42 percent of the respondents reported that they had used AI methods, even with prompting. Among participants with higher levels of education, it was 49 percent, and among those with low levels of education, only 34 percent reported using AI. In addition to the education factor, another possible reason for the low proportion of LDP participants who can remember AI concepts may be the lack of

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<sup>10</sup> LDP Modification to Assistance No. 4, Program Approach Principles, p. 6.

practical opportunities for using the AI methods outside the classroom. The training on AI lasted two days, followed by three days of training on PRA; FGDs with LDP participants and KIIs with the POs and other sub-grantee staff members confirm that all of the exercises were done in the classroom.

LDP included a small grants component, intended to provide participants with opportunities to exercise leadership skills in projects with the community. According to the LDP Year 2 Work Plan, there will be “community-based projects to be co-financed by LDP through local challenge grants.” These projects to be funded by the small grants should be developed through the use of AI and PRA tools, involving stakeholder consultation and participation of local CSOs in the “community action plan.” However, FGDs with LDP participants and KIIs with LDP sub-grantee field staff show that the project ideas for the small grants component of LDP were developed entirely in the training sessions, through meetings between the LDP trainees from each of the wards in the respective UPs. The POs facilitated the discussions and sometimes consolidated several project ideas into a single proposal; sub-grantee staff then drafted the grant proposals and submitted them to CI management in Dhaka for selection.

From the FGDs with LDP participants and the KIIs with the sub-grantees, the evaluation team found that in none of the 11 UPs were any local CSOs (i.e., formal or informal committees, associations, clubs, volunteer groups, foundations or local charities, school management committees, etc.) consulted or otherwise involved in the small grants project design process. There is no evidence of a consultative process to design a “community action plan” in any of the 11 sites visited by the evaluation team. This finding is consistent with the findings from the telephone survey. Asked whether they had worked with a local CSO in the last 12 months, only eight percent overall and five percent among LDP participants with low education levels reported having worked with CSOs.

#### *Ensure Gender Sensitivity and Equity*

LDP’s implementation approach emphasized identifying barriers to ensuring women’s participation and taking corrective measures within the program. CI has required its IPs, through the sub-grants agreements, to ensure that at least 38 percent of LDP participants are women. The Baseline Survey conducted by CI shows that it was successful in this respect in Year 1, with 46 percent representation of women in the trainee pool. The quarterly reports, likewise, show that women continue to be active in LDP training: 46 percent in Year 1 and 48.6 percent in Year 2. Likewise, 19 of the 40 LDP Year 1 recipients of small grants are women.<sup>11</sup>

In the telephone survey, generally women show lower rates of participation in community development activities over the last 12 months, as Table 9 shows. The proportion of women who report participating “very frequently” or “somewhat frequently” is 44 percent, compared to 58 percent for the male LDP participants surveyed by SI.

Despite this survey finding, the FGD results show that women have often been able to overcome barriers, which usually involve family and societal pressure to not participate in training or events. Several of the female FGD participants reported harassment by men (so-called “eve teasing”) when they were travelling to LDP training events but said that generally their families were supportive. Nevertheless, in the SI telephone survey of LDP participants, 14 percent of female respondents reported

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<sup>11</sup> LDP Quarterly Report, 3, Annex B Performance Monitoring and Evaluation Plan Update.

that they would not be able to continue with the program, as opposed to only 4 percent of male participants. The most frequent reasons cited were lack of family support or household matters.

**Table 9: Frequency of Participation in Community Development of LDP Participants**

Frequency	Male	Female	Difference Female-Male
Very frequently	23 percent	11 percent	-12 percent
Somewhat frequently	35 percent	32 percent	-3 percent
Occasionally	35 percent	42 percent	7 percent
Rarely/Never	7 percent	16 percent	8 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>	

Source: SI Survey of LDP participants

## FINDINGS—EVALUATION QUESTION 2

### 2. To what degree are LDP participants engaging in community development and democratic governance?

Continuing with the Evaluation Question 1 discussion of the frequency of participation in community development activities and looking at the overall results from the survey question about the frequency of participation in the last 12 months, 52 percent of the respondents say that they participated “very frequently” or “somewhat frequently” in community development activities. As discussed above, this is a significant increase over figures reported in the LDP Baseline Survey conducted in 2013.

Table 10 presents responses by LDP Year 1 and Year 2 cohorts to questions about the frequency of participation in community development activities. What is striking is the slight difference between the two cohorts. LDP’s activities drove a large increase in the Year 1 cohort’s participation in community development since the Baseline Survey in 2013. At the time of the evaluation team’s survey, the Year 2 cohort was still in the middle of its cycle of orientation, training, exposure visits, and advocacy events. The fact that survey responses are nearly identical suggests that the increase in participation was driven by the LDP-sponsored activities.

**Table 10: Participation in Community Development Activities**

Frequency	Year 1	Year 2
Very frequently	20 percent	17 percent
Somewhat frequently	33 percent	36 percent
Occasionally	37 percent	37 percent
Rarely/Never	10 percent	10 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>

Source: SI Survey of LDP Participants

This interpretation of the Table 10 figures is supported by answers to other survey questions. Almost all of the LDP participants surveyed (91 percent of Year 1 and 92 percent of Year 2 cohorts) report participating in an “organized effort to resolve a community problem” in the last 12 months, up from 47 percent in the LDP Baseline Survey conducted in 2013. Again, the evaluation team interprets this to

mean that LDP was successful in keeping its trainees involved in program activities alongside the formal training (exposure visits, meetings with UPs and UYDOs, Youth Clubs, etc.), but it has not increased the frequency of involvement of the Year 1 cohort in other “community development activities” once the sub-grantee-sponsored events were finished.

In the FGDs, there was a consistent interpretation of what is considered to be a community development activity. Most of the LDP participants see it in terms of an income-generating activity for themselves, in that this was the message communicated by the LDP sub-grantees responsible for recruiting trainees. This was evident in several LDP sites visited by the evaluation team (Narkelbaria, Haragram, Darajhaat, Paranganj, Sayedpur, and Char Nilaxmia), in which the participants told of their interest in carrying out a fish-farming project. They considered that LDP grants should go toward start-up of these initiatives. There was not an understanding of the “community” nature of the projects, as a response to needs identified and prioritized through a community-wide planning process, rather than just the ideas of the LDP trainees.

Except for in Bandarban, which has a well-rooted structure of local bodies (“paras”) at the ward level, FGDs with community and youth leaders in the LDP sites visited unanimously found that most of the trainees have little or no contact with other program participants once training is completed, other than occasional phone calls from the PO to convene them for an event (rally, demonstration, campaign, etc.) or a meeting (visits to the UP or meetings with the UYDO or other *upazila* officers). The FGDs note that the sub-grantees maintain more contact with the union and ward presidents of the committees formed by LDP, especially during the small grant implementation activities, but they note that most of the LDP trainees are not involved in the committees. In Bandarban, the participants are organized within the existing “para” (ward) network in their communities and are committed to continue working within this framework, whether or not they are supported by LDP.

Another point of consensus in most FGDs was that the LDP trainees did not usually take independent action to initiate community development activities. About one-third of the FGD participants said that they would continue to try to carry out independent activities despite not receiving a small grant for their project, or while waiting on grant decisions: “We will try our best to do what we have thought for the community” said one participant. However, the majority of participants in the FGDs with Year 1 cohort members said that in those wards in which none of the LDP trainees had received a small grant, the LDP trainees were lacking in motivation. This was described in one FGD as a “fall in morale” and “a loss of interest in continuing to participate.” Again, the notable exception to this was Bandarban.

**Table 11: Participation in Activities with UPs and Upazilas**

Activity	Year 1	Year 2	Total
Work with UP standing committees	72 percent	58 percent	65 percent
Open budget ward meetings	69 percent	51 percent	60 percent
Monitor and improve <i>upazila</i> service delivery	47 percent	36 percent	41 percent
Work with UPs to improve revenue collection	44 percent	34 percent	38 percent

Source: SI Survey of LDP Participants

With respect to participation of LDP trainees in democratic governance, the evaluation team’s survey figures again show a notable increase over the 2013 Baseline Survey values. In response to the survey question concerning whether they had contacted a local government official about a community problem in the last 12 months, 74 percent of Year 1 participants and 71 percent of Year 2 participants replied affirmatively, compared to only 51 percent of respondents in the Baseline Survey. Other survey

questions show a high level of engagement of participants with UPs and *upazila* administration. As Table 11 shows, a majority of LDP trainees reported working with UP standing committees or in “open budget” meetings at the ward level, while fewer have participated in activities to monitor *upazila* services or assist UPs to increase their own-source revenue collection.

**Table 12: Participation in Democratic Governance Activities**

Community Development Activity	Year 1	Year 2	LDP Baseline Survey
Participated in a public protest or demonstration	49 percent	41 percent	18 percent
Advocated for women’s rights	85 percent	90 percent	28 percent
Advocated for minority rights	56 percent	58 percent	8 percent
Advocated for youth rights	80 percent	74 percent	13 percent
Encouraged others to participate in political process	49 percent	49 percent	26 percent

Source: SI Survey of LDP Participants and LDP Baseline Survey

Sub-grants provided resources for “advocacy” in the form of rallies, awareness-raising campaigns, human chains, and demonstrations. In Table 12, SI survey respondents show large increases (23-62 percentage points) in these forms of involvement in democratic governance when compared to the Baseline Survey conducted by LDP in 2013—whether participating in public protests or demonstrations, advocating for rights through human chains and rallies, or encouraging other community members to participate in public affairs. Like the results for frequency of participation in community development activities discussed above, in most of these democratic governance activities, the reported increase in participation is owed to direct LDP activities during and immediately after the training period. The question becomes what proportion of LDP trainees will continue to take initiative to engage in democratic processes on their own, without LDP support.

The FGD findings on LDP participants’ involvement in local governance are similar in most respects to the findings reported above on community development; that is, the LDP participants in the Year 1 cohort—who have completed training, grant proposals, and the “non-training” activities covered by the sub-grants—are not taking independent action. An important point of consensus in the FGDs (again with the exception of Bandarban) is that after the cycle of meetings convened by the POs at the union or ward levels, LDP trainees have not ever met again with other LDP participants in their same wards; they do not even have their telephone numbers. Most LDP trainees report that they have not attended the meetings of the ward or UP committees convened by LDP after the initial orientation meetings. When asked if there was a consensus about the objective of these committees, all of the FGD participants (including those in Bandarban) said that it was never clear to them what the objective was in creating these bodies.

### **FINDINGS—EVALUATION QUESTION 3**

#### **3. Thus far, what are the successful program components/elements that change attitudes on democratic values?**

The LDP training most relevant for changing attitudes on democratic values in the case of the community leaders is the Phase III training on “Democracy and Good Governance,” which emphasizes analysis of local and national governance institutions and processes, with the purpose of identifying opportunities for civic engagement in the community. Similarly, for youth leaders, the Phase II training covers political participation, civic education, engagement in electoral processes, and engagement in local government accountability activities. The previous section of this report also presented findings showing Mid-term Performance Evaluation of the Leadership Development Program

that alongside the formal training, LDP promoted frequent contacts and engagement with UPs.

From the FGDs, the evaluation team found that generally the LDP participants (both community leaders and youth leaders) value highly the activities that link them to their local governments. In fact, most of the FGD participants mentioned the Phase II (youth) or Phase III (community leaders) training on the roles and responsibilities of local government bodies (UPs and *upazilas*) as the most useful. Both Year 1 and Year 2 cohorts usually could discuss in detail the contents of these sessions on local government, with respect to service delivery functions and the rights of people to receive quality services. The youth and community leaders in the FGDs described themselves as “newly confident” in approaching UP officials, after having received LDP training.

**Table 13: Confidence in Holding Local Governments Accountable**

Confidence	Baseline Survey 2013	SI Survey 2014	Difference
Extremely confident	9 percent	56 percent	45 percent
Very confident	16 percent	33 percent	17 percent
Somewhat confident	26 percent	9 percent	-17 percent
Not so confident	49 percent	1 percent	-48 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>	

Source: SI Survey of LDP Participants and LDP Baseline Survey

This attitudinal change reported by FGD participants is supported by the survey results. In Table 13, one of the notable findings in comparing the 2013 Baseline Survey and the SI telephone survey of LDP participants is the increase in the proportion of respondents who state that they are “extremely confident” or “very confident” in their ability to hold local governments accountable for services that they deliver.

## CONCLUSIONS—EVALUATION QUESTIONS 1, 2, AND 3

This section draws conclusions from the findings in response to Evaluation Questions 1, 2, and 3 with respect to the effectiveness of LDP in achieving its stated objectives as well as the existence of gaps between the stated program approaches and implementation of activities.

One important conclusion from the evaluation findings presented above has to do with the selection of community and youth trainees. The sub-grantees found it very challenging to meet the numerical targets of 120 (Year 1) and 160 (Year 2) participants in each UP. According to the FGD participants, some of the sub-grantee staff resorted to “marketing” the project as an opportunity to receive funding for income-generating activity, which led to a mismatch between the participants’ expectations and program objectives. KIs and FGDs highlighted the short time available for selection in Year 1 owing to planning problems. In Year 2, CI did take more time to orient the sub-grantees on the selection criteria and approach, and CI updated the approach and methods in response to some of the difficulties encountered in Year 1.

Another conclusion from the evaluation findings is that the LDP budget does not invest enough in selection. LDP depended in large part on lists of participants from other projects, many of them income generation projects, and for this reason failed almost entirely to recruit trainees from the categories that it identified as important: “local elected officials, community service leaders (teachers, doctors, social workers), private sector leaders, NGO employees, media leaders, youth leaders, women leaders, and religious leaders.” In the absence of a selection process that filters for participants’ “demonstrated ability

to organize and lead,” LDP has chosen a large number of people who perhaps do not have the necessary motivation, education, or experience required to be leaders. What this means in practical terms is that LDP is dedicating a large proportion of its budget resources to train people who most probably will not be able to use the training.<sup>12</sup>

This discussion of the LDP participant selection process is not to suggest that farmers, farm laborers, manual laborers, low-income homemakers, or “micro”-businesspeople cannot benefit from training and support to become leaders in their communities. Rather, as the survey and FGD findings underscore, many people in these categories have low education levels, are from low-income households, and state that their motivation in joining the project was an income generation opportunity. Also, comprehension of written materials matter in a program like LDP, which is heavily dependent on training.

With respect to the application of LDP’s program approach principles, the evaluation team found that most of them were applied to the implementation of program activities. The principle of “local ownership” was applied through the partnerships with NGO sub-grantees, which became the implementing mechanism for most activities. There was a problem of messaging, as most of the LDP participants interviewed by the evaluation team do not understand the program goals of promoting leadership through community development and governance activities. Insofar as the principle of building on past experience, as of the end of Year 2, LDP had still not been able to engage the LOI graduates as mentors, thus was unable to build on USAID’s earlier program. In Year 3, it is expected that this will be remedied.

The evaluation team found a gap between the program activities in the field and the approach principle of “Drive Social Partnership for Sustainable Development” set out in the formal LDP PD. The participants reported almost no contact or engagement between LDP trainees and CSOs in the sites visited by the evaluation team. The governance activities that were supported in the “non-training” activities were organized by the sub-grantees for the LDP trainees. Thus, LDP also failed notably in applying the approach principle “Entrench Leadership at the Community Level;” there is almost no evidence of LDP leaders working with CSOs once training is completed.

LDP did promote frequent contact between trainees and local governments through participation in exposure visits, exchanges with local officials, participation in UP standing committees and ward meetings, and support for campaigns to improve the UP’s own-source revenues. All of these activities were highly appreciated by the youth and community leaders. The survey results show a remarkable increase in the confidence of LDP participants in their ability to hold local governments accountable for services.

The challenge of linking leaders to local CSOs was exacerbated by the failure of LDP to “Apply AI Approach in Community Mobilization.” The evaluation finds that the AI and PRA tools were not used by LDP participants in the community. Only half of the survey respondents could identify AI; more than one-quarter could not mention even one tool. There were no action plans in any of the sites visited by the evaluation team. Thus, the central methodological innovation that was to be introduced by LDP was

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<sup>12</sup> There are likely many low-income participants who in fact would be able to apply this training; however, LDP requires a “filter” to identify and promote them within the cohort of leaders. As we discuss below, weak “follow-on” and infrequent contact with trainees subsequent to training prevents LDP from identifying these potential leaders.

not found.

LDP has produced a large spike in the frequency of participation in community development and governance activities. The mid-term survey planned to be carried out by LDP in March 2015 will probably show the same result when compared against the LDP Baseline Survey conducted in 2013. However, this result measures the effectiveness of the sub-grantees in bringing the trainees into some initial “non-training” activities (which is quite impressive given the small budgets), but the trainees report that they do not continue to participate without the organizing and convening support provided by the sub-grantee staff.

Finally, with respect to gaps and LDP’s response, in the interviews with LDP management, the evaluation team did not perceive any recognition of the serious gap between the stated program approaches and the actual field activities carried out by the sub-grantees. As mentioned above, LDP’s reporting places emphasis on quantitative training outputs, and the “non-training” activities are always treated in an anecdotal fashion. Thus, from the quarterly reports, it is not obvious at all that LDP has failed to implement any of the approaches and tools for community development set out in the Year 1 and Year 2 Work Plans.

#### **FINDINGS—EVALUATION QUESTION 4**

**4. *How effectively has LDP engaged host country government and community stakeholders? To what degree is this engagement likely to contribute to sustainability of the principles of LDP?***

It was stated above that LDP had better success in engaging with GOB agencies and local governments than with CSOs. This difference in the success of LDP in engaging with governmental versus non-governmental community stakeholders is shown graphically in Table 14 below, which estimates a level of “Significant,” “Minimal,” and “No Engagement” by each of the sites and for each local institution/actor. The governmental stakeholders show some engagement with LDP, while all of the non-governmental institutions/actors show no engagement at all with LDP participants, individually or in the proposed “Community Development Committees (CDCs).”

It should be highlighted, as a positive finding, that LDP has successfully engaged the MoYS leadership, and its subordinate department within the Ministry, the DYD, first through an MOU signed in January 2013. This agreement included provisions for LDP participants to receive livelihood training from the DYD; District and upazila DYD officers were given “training of trainers” instruction on LDP’s training for youth leaders; and the DYD agreed to allow LDP to use its Youth Training Centers (YTCs) in the Districts for LDP activities and to involve LDP trainees in the DYD-sponsored Youth Clubs that have been created in the UPs.

The evaluation team found that the MOU is being implemented throughout the 11 UPs selected for evaluation fieldwork. The UYDOs cooperate with the sub-grantees in contacting the Youth Clubs created under the DYD programs, encourage the Youth Clubs to cooperate with LDP trainees; and promote LDP’s YAN. In some cases, the UYDOs worked as trainers in the LDP training sessions. The UYDOs also helped connect the LDP youth leaders with the GOB officials in Department offices in the Upazila and District administration: the Department of Agriculture Extension, Department of Women’s Affairs, Department of Cooperatives, Department of Fisheries, and Directorate of Social Welfare.

**Table 14: Summary of LDP Stakeholder Engagement in 11 UPs\***

UP	UP		UYDO	Health Center	Other Stakeholders				
	Chair	Members			SMC	School	Religious Institution	Other CSOs	CDCs
Harian	+	+	+	-	-	-	-	-	-
Hargram	-	+	+	-	-	-	-	-	-
Parila	-	+	+	-	-	-	-	-	-
Darajhat	+	+	+	+	-	-	-	-	-
Dhalgram	+	+	+	-	-	-	-	-	-
Narkelbaria	+	+	+	+	-	-	-	-	-
Dapunia	+	+	+	-	-	-	-	-	-
Char Nilaxmia	-	+	+	-	-	-	-	-	-
Parangonj	-	+	+	-	-	-	-	-	-
Sayedpur	++	+	+	-	-	-	-	-	-
Bandarban	+	+	+	-	-	-	-	-	-

\*Source: FGDs with LDP Participants, conducted by SI

Key: ++ (Significant Engagement); + (Minimal Engagement); - (No Engagement)

With respect to UPs and *upazilas*, as reported above, the evaluation team found that LDP promoted activities to involve LDP trainees in local governance, particularly in support of UP planning and budgeting, standing committees, and own-source revenue enhancement. The sub-grants specifically require the recipients to “conduct meetings with sub-national governance structures to facilitate an avenue for Youth and Community leaders to engage” with the local governments.<sup>13</sup> Again, this explains why the reported level of engagement of Year 1 and Year 2 LDP cohorts with UPs and *upazilas* increased substantially over the Baseline Survey results for 2013.

The community and youth leaders in the FGDs stated that they value these contacts, which have made them much more confident in their dealings with GOB agencies, as shown above in the presentation of Evaluation Question 3 findings about effectiveness of LDP interventions. But the evaluation team found that LDP was unable to promote many additional opportunities for engagement beyond these initial activities with the GOB (except DYD to some extent) and local governments, owing to several

<sup>13</sup> LDP, Standard Grant Format, Year 2. Attachment A: Program Description, p. 11

problems related to LDP program design and implementation. As will be discussed below, these problems are the excessive emphasis on training, the low level of program resources dedicated to “non-training,” and the failure of the small grants component.

From KIIs with the five sub-grantee program management teams (PCs and POs) it is clear that they face time and budget constraints in carrying out “non-training” activities to effectively link the participants to their communities. Working with the GOB and local governments requires lower investments of time and money, in that these GOB actors are known to the POs and have the advantage of formal organization, hierarchical leadership, and established channels for communication. The CSOs, in contrast, are informal and membership based; it requires legwork to identify and establish communications with CSOs, and any proposed activity with them will require consultation with leaders and members—all of which require higher investments of time and budget resources.

**Table 15: Sub-Grantee Spending on “Non-training” Activities**

<b>Sub-Grantee/ Year</b>	<b>Non-Training (percent of Total Sub-Grant)</b>
DW Y1	0.09 percent
MKP Y1	0.06 percent
WF Y1	0 percent
DW Y2	4.12 percent
MKP Y2	8.42 percent
WF Y2	7.58 percent
YPSA Y2	9.53 percent
Toymu Y2	10.55 percent

Source: LDP Sub-grants, Year 1 and Year 2

Part of the problem is the emphasis of the LDP program implementation approach on training, as opposed to practical exercises and activities to link the trainees to other stakeholders. As shown in Table 15, reviewing the three sub-grants in Year 1, the evaluation team found that the proportion of grant resources dedicated to “non-training” activities was less than one percent of the total grant budget (in the case of the grant to WF, there was apparently no provision for “non-training” activities). CI management in Dhaka and the sub-grantees both recognize that they required more budget resources to engage the community and youth leaders in activities alongside of the training. Thus, the budgets for “non-training” activities in the community were increased as a proportion of the five Year 2 sub-grant budgets, ranging from 4 to 11 percent.

## **FINDINGS—EVALUATION QUESTION 5**

### **5. What are the most promising opportunities to connect participants to leadership opportunities? How can these opportunities be leveraged in the second half of the program?**

According to the Standard Grant Format used by CI to issue sub-grants, the purpose of training is to ready LDP participants to work with the community: “After completing the trainings, LDP participants will form development committees and conduct PRAs of their community’s needs using the tools that they learned during the three phases of trainings. Based on the needs of their communities, the LDP

participants will develop small community action plans and proposals to fund these plans.”<sup>14</sup> This process to connect the youth and community leaders has suffered from several flaws, the first of which is the lack of participation of other stakeholders.

The evaluation team found that there had been no process of action planning or project design with the community—whether with the UP, the DYD, other GOB departments, local CSOs, or even community members. When queried about the latter, 8 out of 10 FGD participants stated that there was no consultative process to design the proposals for small grants to individuals. FGD participants in Harian and Sayedpur who stated that there was consultation clarified that it had been through “informal” consultations with “some community members,” not the action planning process as set out in the LDP program design. The evaluation team understood this to mean that the sub-grantees negotiated some of the details of the grant, for example, a venue for a courtyard meeting or a space for the training for income generation.

#### *Community Development Committees (CDCs)*

CI’s Year 1 Quarter 5 report submitted in 2013 describes the CDCs in each UP: “the CDCs are Union level forums for community action where LDP leaders are intended to utilize the practical skills learned in their leadership trainings to ensure that union level action is taken.... As of the end of the quarter, all of the LDP trained leaders have joined and/or formed CDCs in their unions.”<sup>15</sup> In all of the Year 2 reports presented in 2014, CI stated that 60 CDCs had been established in the selected UPs from Years 1 and 2. One of the quarterly reports states that the CDCs established at the UP level are “a collaborative space wherein our leaders can garner access to elected and appointed government officials,” who will be involved in the LDP small grants proposal selection, events, and other advocacy measures.<sup>16</sup>

Looking at the findings of the telephone survey, about half of the respondents reported having been a member of the UP-level committees created by LDP (i.e., the CDCs). However, in practice these UP committees were composed of only two or three of the executive members of each of the ward-level committees; thus, they had at most one-quarter of the LDP trainees in the respective UP. This difference between the actual membership of the CDCs and the percentage of the SI survey respondents saying that they were members of a CDC is clearly a response bias, perhaps melding the ward committee and the UP committee, or providing the survey enumerator with a “socially desirable response.”<sup>17</sup>

In any case, in every one of the 22 FGDs conducted by the evaluation team in the 11 selected sites, without exception, the LDP community and youth leaders stated that the committees are inoperative. The FGDs show that one out of 10 participants reported having attended either a ward committee or a union level committee (i.e., CDC) after the initial meeting. Of the few who reported having participated in an UP-level meeting, they report that it was at most one or two times over the last year. About two-thirds of the FGD participants stated that LDP had not defined the purpose of these committees.

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<sup>14</sup> LDP, Standard Grant Format, Year 2. Attachment A: Program Description, p. 12.

<sup>15</sup> See LDP Quarterly Report No. 5, 2013, p. 6. To accommodate the USAID fiscal year cycle, LDP “extended” its Year 1 reporting cycle and produced a fifth quarterly report.

<sup>16</sup> LDP Quarterly Report No. 3, 2014, p. 6.

<sup>17</sup> A more extreme response bias in the telephone survey is the 99 percent of respondents who said that the committees will continue to function after LDP ends, which contradicts everything the participants told the evaluation team in the FGDs.

From the FGDs with the trainees, it is evident that there were no (non-LDP) community members in these UP-level committees. As for the elected and appointed local government officials, in none of the CI quarterly reports or the sub-grantee reports is there mention of local government participation in these committees. The KIIs with the UP chairs and council members and with the sub-grantee POs confirm this finding from the document review. While all of the UP chairs had been in contact with the sub-grantees, had met with some of the LDP trainees during the exposure visits, and were aware of the LDP activities in general terms, none could identify an instance of substantive consultation for joint activities in support of community development.

### *Small Grants*

LDP's Year 1 and Year 2 Work Plans reference a small grants component, intended to provide the trainees with concrete opportunities for exercising leadership through the implementation of projects designed through consultation with other community stakeholders. These were termed in the Year 2 Work Plan as "challenge grants," whose selection criteria would include the contributions of the community. The LDP budget allocated funds for two small grants of about USD 1,500 per UP (one for the community leaders and another for the youth leaders). According to CI management in Dhaka, it was the intention of LDP that the small grants involve groups of LDP trainees and other community stakeholders.

The evaluation team was able to review 26 of the 40 small grant documents, which were provided by the sub-grantees;<sup>18</sup> the evaluation team also interviewed 14 of the grantees at length about their respective projects. What follows in this discussion of fieldwork findings is based on this partial sample (two-thirds) of the 40 grants. See Annex VIII for a summary description of the 26 grant documents reviewed by the evaluation team.

In KIIs with sub-grantee field staff, there was considerable ambiguity about the small grant selection criteria, and about whether they were intended as individual grants or group grants (i.e., to the trainees in a single ward). CI management said that they were meant to be group grants, but that in practice the grants had to be awarded to a specific individual as a "signatory." KIIs with sub-grantee staff show that having only two small grants in each UP was a major problem, which POs attempted to resolve by "pooling" the proposals of several of the ward groups of LDP trainees during the training sessions, which was intended to incentivize trainees to work with one another. However, sub-grantee staff also recognized that in practice, the small grants ended up being managed by just one or two people as "individual" rather than "group" projects. This ambiguity as to the "ownership" of the small grants caused serious problems for LDP during implementation in that the small grants lacked broad community buy-in, community contributions to make them sustainable, or oversight by other community members.

As in the case of the CDCs, in the 22 FGDs conducted by the evaluation team, the management of the small grants program was subject to intense discussion and criticism on the part of most participants. One of the points reiterated time and again by a majority of the FGD participants was the lack of transparency in the grants process. About two-thirds of the participants said that the selection process

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<sup>18</sup> The evaluation team requested information on the small grants from CI, but it was not provided. The team obtained the grant documents through the sub-grantees.

was not open, but rather managed by a small group of LDP trainees in each UP.

The LDP trainees who were chosen for the CDCs, and especially the President and General Secretary, were informed early on about the submission process. They developed the final small grant proposals in the form of a brief profile, which was then expanded and translated into English by the sub-grantee field staff (the POs and PCs at the *upazila* level) prior to submitting to CI management in Dhaka. Although the grants were nominally for a group, in practice, the small grant signatories were usually either the President or the Secretary of the CDCs. In that the committees established by LDP only existed on paper, this meant that the information about the small grants selection process and criteria was closely held by just a handful of the LDP trainees in each UP. Also, the signatories effectively excluded the other trainees from involvement in the grants, which limited the oversight that other trainees might exercise over the implementation of grant activities.

**Table 16: Status of Small Grant Applications**

Status	Year 1	Year 2
No, our group did not apply for a grant	35 percent	46 percent
Yes, applied but it was not approved	21 percent	16 percent
Yes, applied and waiting to hear if it was approved	33 percent	35 percent
Yes, applied and it was approved	11 percent	3 percent
<b>Total</b>	<b>100 percent</b>	<b>100 percent</b>

Source: LDP Telephone Survey

LDP established a formal process for grant approvals, which was to involve the committees created by the program; but it was not followed.<sup>19</sup> From the FGDs, the evaluation found that there was no community consultation or prioritization in the small grants design and selection process. Again, this is because the “development committees” existed only on paper. Nor was the grant selection coordinated with local authorities or consulted with the female members of the UP Council, as part of the gender orientation requirement. Rather, all of the grant proposals were developed in the classroom and vetted by the program staff of the LDP sub-grantees.

The majority of the LDP participants in the FGDs reported that they were not informed about which projects were awarded grants, who the grantees were, and how the projects would be implemented. This problem of limited information flow is corroborated by the telephone survey results. As shown in Table 16, in response to the question of whether they had presented a grant proposal, 35 percent in Year 1 and 46 percent in Year 2 said that their group had not presented a proposal. This contradicts what the evaluation team was told by CI management and the sub-grantee field staff, who said that all of

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<sup>19</sup> Upon completion of Phase I training, community leaders will return to their communities and work in teams with youth leaders (engaged under Objective 2) to put their learning to action by working with a larger group of community members...as a “development committee:” to chart a strategy and develop a community action plan. The action planning process will give the committee the skills and tools to mobilize citizens and secure resource commitments from both the government and private sector for community-based projects to be cofinanced by LDP through “community development grants”.

the groups of LDP trainees organized on a ward basis during the training were asked to submit. The evaluation team was unable to clarify this difference of opinion between the LDP participants and LDP management. However, sub-grantee field staff recognized that given that the LDP ward committees did not actually operate, there was no follow-up work by the LDP trainees to develop non-grant projects after the training.

It is possible either that a large number of ward groups did not actually submit a grant proposal, or that not all of the ward members were aware that it had been submitted. In either case, there appears to be a great deal of uncertainty about the process. FGD participants' comments that they were not informed about the grant decision are also borne out by the survey results. In Table 16, 33 percent of the Year 1 cohort said that they had applied and were waiting for a decision. Bearing in mind that the telephone survey was conducted in December 2014, this means that hundreds of participants were unaware that selection committee decisions on the Year 1 grants had been made several months back by CI management in Dhaka.

Another aspect of the small grants component that merits mention is the "elite" nature of the grantees themselves. Thirty-five were from the "high" education category; and only one of the 40 grantees surveyed (3 percent) was in farmer/farmworker/manual workers category, which represents 25 percent of the LDP participants. The FGDs were critical of this aspect, too. In one of the UPs visited by the evaluation team, the community and youth leaders who received the grants were a brother and sister, which again elicited very negative comments from the FGD participants. There is a consensus among the FGD participants that each of the grants is in fact managed by just one or two people, usually the signatory, without involving the other LDP trainees in the ward or the wider UP.

FGD participants mentioned cases in which few of the trainees were invited to take part in the implementation, although the small grant was for the entire UP or several wards. The LDP trainees who criticize this aspect of the grants component say that this tendency limits their opportunities for continuing to work within the framework of LDP. In their words, this closed process has "created frustration, apathy, and disinterest among the large part of the trainees."<sup>20</sup> The KIIs with the small grant recipients confirm that the projects are generally managed as individual grants, without the participation of other LDP trainees; the CDC members have no role in the grant implementation. Some of the other common characteristics of the 26 grants reviewed by the evaluation team are listed below:

- In only two of the 26 small grants was there evidence of coordination with a GOB agency: in one case with the Department of Fisheries, which helped the grant participants obtain fish fry for a fish-raising project; and in the other case with a public hospital to organize a blood donation campaign.
- In 15 of the 26 grants, the budgets included rental of private houses as venues. The evaluation team found cases in which the projects were paying to rent houses owned by the grantees. While one project with a community library was located in a warehouse loaned by a shopkeeper, in any case it was virtually unusable, as it lacked electricity and windows. In 21 of the grants, a portion of the budget went to rental of equipment and/or furniture.

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<sup>20</sup> In some cases, it may be that the LDP trainees, especially the unemployed youth leaders, were frustrated because some other participants were able to take advantage of the grants to generate income.

- In 21 of the 26 grants reviewed by the evaluation team, the budgets went toward salaries of trainers, facilitators, teachers, librarians, and support staff. In KIIs with some of the grantees, it seemed that the grantees themselves were being paid for these functions. It was difficult to ascertain, however, because the grantees were evasive on this point.
- None of the 26 grants reviewed by the evaluation team involved the UP or the *upazila* in carrying out joint campaigns on social issues, for example, or the use of a UP complex for training. Only two of the 26 grants consulted with the UP. None of UP chairs and council members interviewed by the evaluation team were aware of any of the details of the grants awarded.
- One of the grants reviewed by the evaluation team is an income-generation project, which was not subject to the typical assessment tools used by NGOs in micro business support programs. Also, there was a lack of clarity about who was benefitting; the evaluation team was told that the participants had made the investment prior to the LDP grant and had “recovered” their investment through the grant.
- There is a similarity about many of the 13 grants that involve “advocacy” on women’s rights, domestic violence, child marriage, and dowry. These activities are described in the same way as “courtyard meetings,” “advocacy meetings with UP and NGO leaders,” or various kinds of street dramas. Five of the grants involve paying for professional performers to produce and present the dramas. Some of the grant documents are identical in wording and activity descriptions.
- While 20 of the grants reviewed by the evaluation team involve training, none of them draw on the UYDOs, YTCs, or any other resources within the GOB, *upazila*, or NGOs working in the locality. In principle it would have been possible to involve UYDOs and YTCs within the MOU terms, but UYDOs report that they were not consulted or otherwise involved in the grants.
- Eleven of the grants created “community resource centers,” libraries, adult education centers, or preschool education centers. None of these is linked in any way to existing educational institutions in the communities—either to schools, colleges, or mosques. The KIIs conducted with teachers, headmasters, and religious authorities in these UPs showed that these community leaders had not been approached at any time by the sub-grantees or the LDP trainees themselves to dialogue on the grant ideas or the possibility of partnering, for example, by providing venues.
- None of the 26 grants bring in other local CSOs in any way, shape, or form to contribute through volunteering. There is no involvement of Youth Clubs and no mention of mobilizing student volunteers, except in two of the grants with tree-planting activities. None of the grants have any matching contributions, in kind or cash, from other stakeholders.

The evaluation team observed fiduciary risks in the grants awarded by CI through its sub-grantees. In the experience of the evaluation team, it is uncommon for programs to provide cash grants to individuals in Bangladesh. In that the objective of this evaluation is to assess the mid-term performance of LDP, rather than to conduct an audit, it was beyond the scope to investigate the prevalence or severity of these fiduciary risks.

## **FINDINGS—EVALUATION QUESTION 6**

- 6. What needs to be done to ensure participants continue to be “change agents” after their training and community projects are done?***

One of the important design features of LDP is the incorporation of new program areas (*upazilas* and UPs) each program year and, by definition, new cohorts of LDP youth and community trainees in these areas. Each area/cohort receives the three training modules, along with some “non-training” activities. “Non-training” activities consist of exposure visits; interactions with UPs, UYDOs, and other GOB officials; some work with UPs (standing committees, ward meetings, and tax collection campaigns); and some civic campaigns around rights for youth, women, and minorities, including “international day celebrations.” As discussed above, the budget to support these “non-training” activities is a small proportion of each sub-grant.

The telephone survey of LDP participants included an evaluative question about whether the participants will continue in community development activities after LDP has ended; only 15 percent of the respondents said “no,” which again may reflect a strong response bias in favor of the program. The FGD results are less positive. Two-thirds of the participants in the FGDs were of the opinion that it would be difficult to continue in the absence of a small grant. The leaders were also skeptical about the availability of other sources of funding; the majority thought that there are no funds forthcoming from UPs, *upazilas*, or private individuals to support community initiatives.<sup>21</sup> Approximately nine of 10 participants in the FGDs thought that the UP or ward committees established by LDP would not survive without continued support.

CI and sub-grantee field staff are aware of this challenge. The KIs with CI management revealed that the program is undergoing some modifications to create a minimum capacity for follow-up support to the Year 1 and Year 2 areas. LDP informed the evaluation team that there would be one PO assigned to follow-up support in each *upazila*, perhaps assisted by paid interns. There was also a change in the sub-grant budgets. As Table 17 shows, the Year 2 grants to DW, MKP, and WF allocate between 2.6 percent and 5.8 percent of the budget to follow-up activities with the Year 1 cohort.

**Table 17: Sub-Grant Budget Support for Follow-Up Activities**

<b>Sub-Grantee/Year</b>	<b>Follow-Up Activities Budget as percent of Total Sub-Grant</b>
DW Y1	N/A
MKP Y1	N/A
WF Y1	N/A
DW Y2	5.8 percent
MKP Y2	2.6 percent
WF Y2	3.3 percent
YPSA Y2	N/A
Toymu Y2	N/A

Source: LDP Sub-Grants. Attachment A: Program Description.

<sup>21</sup> Again, there is a strong response bias in the telephone survey of LDP participants on this point. 74 percent of respondents thought that the grants projects could receive matching funds from community stakeholders. Among the LDP grantees themselves, it was 87 percent, despite the fact that none of the 40 grants approved by LDP had received matching funds.

As for the nature of follow-up activities, about 80 percent of the FGD participants reported that there are many activities that could be carried out alongside the grants. These include: day observation (e.g., Youth Day, Women’s Day, Human Rights Day); creating awareness about government service provision; cleanup campaigns in the community; initiatives to promote tree planting and gardening; promotion of adult literacy; awareness campaigns on preventing child marriage, dowry, and domestic violence; early-childhood education; and awareness on youth problems including drop-out from school, drug use, and addictions.

As is usual in program evaluations, when asked if they wanted more training, the survey respondents answered overwhelmingly “yes” (98 percent). As to what kind of training, there was a consensus among all of the youth FGD participants that LDP should provide additional training for income generation and self-employment. This might include: ICT/computer training; web design; entrepreneurship development; project management; agro-business; sewing and tailoring; and livestock rearing. However, LDP’s ability to offer these trainings effectively would require a good technical understanding of employment opportunities, labor markets, etc.<sup>22</sup>

Finally, although an examination of LDP’s monitoring and evaluation (M&E) practices was not part of the Scope of Work for the evaluation, in thinking about “what needs to be done” to ensure that the LDP trainees continue to be change agents, the evaluation team notes that LDP monitoring does not look into the possibility that there may be differing degrees of effectiveness and sustainability in the different program areas, which are under the responsibility of different sub-grantees. CI’s quarterly reports place emphasis on the numbers of participants trained in each cycle and present anecdotal examples of the “non-training” activities carried out in selected UPs, but there appears to be no systematic monitoring and reporting of the program results by UPs or *upazilas*.

In looking at the telephone survey results, the evaluation team found patterns of “underperformance” in some of the *upazila* clusters of respondents. Annex IX presents a summary of the responses to 20 of the survey questions disaggregated by *upazila* cluster, highlighting those *upazila* clusters in which the respondents’ average scores are below the average scores for the entire sample. For example, for the item “Will probably continue to be involved in community development after LDP ends” in Chapai Sadar, Hossainpur, Mymensingh, Natore Sadar, Paba, and Purbodhola *Upazila* clusters, the percentage of respondents who said that they will continue is below the average percentage for the entire sample.

Four of the *upazila* clusters underperform on at least 15 of the 20 survey questions. These are Chapai Sadar, Hossainpur, Mymensingh Sadar, and Purbodhola.<sup>23</sup> The evaluation team could not analyze the LDP Baseline Survey data to determine to what extent these results reflect underlying conditions in these areas, the sub-grantees’ implementation approach, or the performance of the individual POs. However, these disaggregated data highlight that LDP interventions are more successful in some areas than others.

## **CONCLUSIONS—EVALUATION QUESTIONS 4, 5, AND 6**

While these evaluation questions are framed so as to invite a reflection on the future direction of the program, the evaluation team’s analysis on that topic will be discussed in the Recommendations section

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<sup>22</sup> See, for example, the alternative strategies and sector discussed in the Education Development Center 2008 Assessment Report, Bangladesh Youth Employment Pilot.

<sup>23</sup> Note that the survey covers all 60 UPs in the 12 *upazilas* included in the LDP Year 1 and Year 2 activities. This table is not comparable with Table 14, which presents a summary of FGD results for 11 UPs visited by the evaluation team.

of this report. The evaluation team's conclusions about the findings on these questions are largely negative. The two positive conclusions are the evidence of strong relations between the LDP leaders and their local governments; and the success of LDP in engaging with the DYD and linking participants to DYD training opportunities led by the UYDOs in the program areas visited. However, the findings also point to a major failure on the part of LDP to actually use its approach principles in applying AI and other tools to engage the trainees with community stakeholders. This has repercussions for other program components.

The CDCs organized by LDP at the UP level, which are described as fora to link LDP leaders with other local actors (especially local government officials) are inoperative in the 11 sites visited by the evaluation team. The LDP leaders say they have never participated in the meetings after the initial cycle of training and "non-training" activities. There is no "network" of trainees beyond the lists of contacts maintained by the sub-grantees. The lack of relevance of the committees was confirmed in all of the KIIs, without exception, with other local stakeholders—the UPs and non-governmental actors like teachers, headmasters, and imams.

The small grants component of LDP is failing to meet its objectives of linking the youth and community leaders to concrete opportunities to exercise their leadership skills. The evaluation team found major problems with the grants design and budgeting. Of the grants reviewed that purport to establish community facilities (community resource centers, libraries, pre-schools, adult education centers), none are sustainable in any sense and are entirely dependent on LDP grant resources. While the training components of LDP small grants are in principle compatible with the training provided by DYD, they do not incorporate any training inputs other than those funded directly by LDP grant budgets. In this sense, they duplicate existing GOB capacity at the *upazila* level and waste scarce project funds.

Most of the small grants do not involve other stakeholders, and they have a weak volunteer component. This runs counter to LDP's PD, which states that it will enable leaders to identify how to use their own resources. Many of the advocacy activities funded are just "micro" versions of the same kind of awareness-building activities implemented by NGOs in Bangladesh over recent decades. There was ample evidence of "elite capture" and significant "rent seeking" in which grantees paid themselves honoraria and facilities rentals. Similarly, there were also fiduciary risks in some of the grants.

While CI management has recognized the need to plan follow-up activities with the Year 1 and Year 2 cohorts, the proposed response is weak and will probably not be able to produce sustainable results. The evaluation team concludes that LDP has placed excessive emphasis in training a large group of potential leaders, and then has moved on to new cohorts without providing necessary continuity of support. When the newly trained cadre of LOI graduates is brought in to mentor the LDP trainees in Year 3 of the program, they will find that there are no concrete activities being planned by the sub-grantees. The small proportion of the program budget dedicated to follow-up will not allow for a stronger response.

Finally, thinking about what needs to be done to ensure that the LDP graduates will continue to be change agents, LDP is not looking at where (i.e., in which program sites and with which sub-grantees) it is more or less successful and making course corrections where necessary. For example, in that LDP does not have any indicators of effectiveness or success of the sub-grantees other than the number of people trained, it is not possible to undertake a rigorous evaluation of sub-grantees' performance before issuing new grants or extending grants. CI's principle M&E tool, the surveys of LDP participants, are timed too far apart to be useful for program management purposes, particularly in evaluating sub-grantee performance.

## **FINDINGS—EVALUATION QUESTION 7**

### **7. How is LDP coordinating with past, existing, and upcoming youth and community leadership programs to ensure harmonization and avoid duplication of efforts?**

According to the LDP reports, the selection of UPs was based on a) presence of USAID Democracy, Human Rights, and Governance (DRG) programs, b) presence of USAID Presidential Initiatives including Feed the Future (FTF), c) presence of LOI participants, and d) the capacity and outreach of the selected sub-grantees. The USAID DRG programs were SDLG, Action for Combating Trafficking-in-Persons (ACT), Community Based Policing (CBP), Protecting Human Rights (PHR), Promoting Democratic Institutions and Practices (PRODIP), Justice for All (JFA), and Democratic Participation and Reform (DPR). Looking at the 60 UPs selected by LDP in the first two years, the evaluation team found that 25 of the UPs overlapped with one of the other DRG programs or FTF; six of the LDP-selected UPs overlapped with two of the other programs; and one UP overlapped with three of the other programs. The list of the LDP UPs and the overlap with other DRG programs and FTF is found in Annex X.<sup>24</sup>

Of the 11 LDP sites visited by the evaluation team, Dapunia, Char Nilaxmia, Parangonj, and Parila were JFA sites; Harinan was a site of JFA and CBP programs; Hargram was also a CBP site; Darjahat and Dhalgram were SDLG sites. The UPs visited in Jessore (Darajhat, Narkelbaria, and Dhalgram) were all FTF sites. In none of the sites could the LDP participants or the POs recall any cooperation with either staff, IPs, local counterparts, or beneficiaries of these other USAID-funded DRG programs or with FTF.

Also, this evaluation found that as of the end of Year 2 of the program, there was no engagement with LOI graduates in the sites visited by the evaluation team. As discussed above under Evaluation Question 3 on the application of LDP approach principles, LDP is now training LOI graduates to become mentors in Year 3 of the program. In KIs with management of the other DRG programs mentioned, SDLG, PHR, and ACT mentioned cooperation with LDP through participation in LDP orientation and training for the sub-grantee staff. They also participated in a conference organized by LDP on youth leadership in 2014, but the collaboration did not result in any substantive activities in the field.

## **CONCLUSION—EVALUATION QUESTION 7**

LDP has been successful in selecting program sites that overlap with other USAID programs to some extent. While LDP has reached out to other DRG programs to coordinate participation in seminars and the like and has also encouraged its sub-grantees to engage with other programs in the field, in practice this has not occurred. The evaluation team did not find any instances of substantive cooperation in the field activities, although there were several public events (panel discussions) held involving LDP and other DRG programs. The other USAID programs report that they continue to be receptive to LDP initiatives in this direction.

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<sup>24</sup> FTF reports its program areas as Districts. Thus it was assumed that all of the Jessore UPs in the LDP selection overlap with FTF.

# RECOMMENDATIONS

The recommendations presented by the evaluation team take into consideration the major evaluation findings and conclusions: that there was no community action planning, that there was scarce engagement with other stakeholders outside of a few exposure visits as well as formal orientation and “sharing” meetings, and that the sub-grantees did not have the time and budget resources to connect the LDP trainees with other local stakeholders.

1. **USAID should work with CI to make immediate changes in the LDP program design and implementation plans.** This could be accompanied by a temporary stop-work order for the sub-grantees. While this may seem drastic, the evaluation team considers that LDP and its local partners have not been applying the program approaches and methods set out in the PD. This situation should be remedied quickly if LDP is to be effective and sustainable.
2. **The LDP redesign should look carefully at the suppositions about the intensity of LDP interventions.** Specifically LDP should ask whether it is possible to achieve the desired results with such a large group of trainees, across a large number of UPs, and with only three training sessions and minimal follow-up activities.
3. **As part of a program review and design exercise, USAID and CI might contemplate reducing the quantitative program targets and suspending the plans to expand the program to new areas in Years 3 and 4.** However, if the Year 3 activities of selection of the target UPs and the proposed trainees are too far advanced, it would cause reputational issues not to continue in these selected areas.
4. **For the current Year 3 selection process, LDP should introduce some filtering activities to ensure that the program is attracting people with an interest in leadership rather than income generation.** This would require more effective communication during orientation and training to explain clearly to participants that no one will receive individual grants or funding for individual income generation and employment projects. These filtering activities should be based on the AI and PRA methods and tools set out in the LDP PD and should have as an output real community action plans, carried out by LDP trainees with other community stakeholders.
5. **A new program implementation plan should seek to return to the Year 1 and Year 2 areas, to engage the trainees in the AI and PRA activities with their communities that were not carried out as planned in 2013-2014.** The objectives of this exercise would be to give participants the opportunity to use skills in working with other community stakeholders and to filter those youth and community participants with a clear interest and motivation in LDP goals.
6. **The program redesign should be accompanied by a budget modification that allocates a higher proportion of funding to LDP field activities, especially for the facilitation of community development activities and engagement with local stakeholders.** LDP’s USD 10 million budget is stretched thin given the quantitative targets, and cost savings should be found to allow for deeper interventions in the Year 1, 2, and 3 target communities.
7. **The budget modification should take savings from a reduction in quantitative targets and reallocate them to the small grants program, with the goal of generating a significant number of opportunities for the exercise of leadership in each targeted UP.** While the evaluation team understands the argument about mobilizing community resources, international best practices suggest that this can be done effectively

through matching requirements for grants. The program should aim to allocate at least 10 percent (USD 1 million) of total LDP program resources to these community grants.

- 8. The grants program should be rethought, perhaps using only in-kind grants and allowing for purchase of equipment and furniture only if and when there is a formal community partner (school, clinic, mosque, UP, CSO, etc.) that is able to receive the property at project end.** For this to happen, the project preparation should be linked to the community mobilization and planning exercises (as stated in Recommendations 4 and 5). Any grant project would require a formal community institution as a partner.
- 9. Grants should support community projects, with confirmed community support and with real possibilities for sustainability.** For example, a proposed library or preschool should be located in a building that does not require rent (an existing school, for example, or a UP complex). Any training inputs should be sourced from the DYD programs if possible. No non-technical activity (i.e., facilitation) should be funded by the project, but should be provided by youth volunteers or adults with available time. While the project might contribute materials to small-scale construction or renovation projects for community facilities, some of this work, too, could be done by volunteers.
- 10. LDP should not support income generation projects unless it can bring to bear adequate technical expertise in the design, evaluation, and support of these projects.** Also, LDP should consider whether it has the management capacity to effectively monitor multiple income-generation projects in the field and control for the associated fiduciary risks.
- 11. The community projects that involve awareness-raising or communications components should respond to community needs, resources, and opportunities—not serve as recycled “cookie cutter” NGO interventions.** For example, train students to do street dramas as volunteers, instead of returning time and again to the same cottage industry of theatre troupes created by the NGO sector. This is not to say that the street drama techniques have not been successful, but they are also very easy to replicate on a volunteer basis.
- 12. CI should conduct an evaluation of the existing sub-grantees and identify measures to correct weaknesses in the grantees’ implementation of activities.** The evaluation findings and conclusions are that the sub-grantees did not implement the program approach principles, and LDP did not require them to do so. In some *upazilas*, there are signs of underperformance of trainees in their understanding and use of training. LDP needs to take its proposed approaches and methods more seriously, and monitor their use in each targeted UP to ensure consistency. If it does not, the other redesign elements proposed in this report will be for naught.
- 13. The program redesign should eliminate the promotion of UP and ward development committees.** In LDP to date, these committees have not operated. The community projects funded by LDP might create such coordination mechanisms if they need them. LDP, though, should not make this an overall program objective, or even a small grant requirement.
- 14. The DRG Office should take the lead in enabling LDP to effectively cooperate with other DRG programs in carrying out field activities.** This could be done through a design exercise with each DRG program to agree on specific modalities for the participation of LDP trainees in the work of other DRG programs, including their respective sub-grantees. Without this kind of specific, actionable agreement, synergy will remain a vague intention.

# LESSONS LEARNED

1. An IP designing and implementing a leadership program in a country like Bangladesh—with a long history of donor programming in income generation, micro-business support, and skills development—needs to clearly differentiate its approach from that of other programs working at the community level. Otherwise, it will run the risk of generating a mismatch between participants’ expectations and program objectives. USAID IPs need to pay attention to messaging and communications strategies.
2. Individual sub-grantees might interpret program objectives and approaches according to their sector experience and strengths, their own local networks of prior program participants, and the preferences of individual program officers. In the initial months of program implementation, if USAID IPs do not monitor closely their sub-grantees’ approaches and methods, they may find too late that they are not meeting program requirements. Monthly reports with anecdotal references to program achievements are clearly not sufficient in this regard.
3. M&E systems for field programs with numerous program sites need to have a way of identifying non-performing or under-performing sites and activities and be able to take corrective action on a timely basis. M&E plans using baseline, mid-term, and end-term surveys might be useful for assessing program outcomes and impacts, but they do not allow for timely monitoring. Other monitoring tools might be more useful and cost effective for tracking program effectiveness. The telephone survey used by BDGPE, for example, was quick and relatively inexpensive; it could be applied twice each year to monitor the activities of program trainees, whether in the entire program or in specific *upazilas*.
4. Using the promise of individual cash grants creates distorted incentives, attracting participants whose motivations may be other than leadership for community development and good governance. The design of a grants program in a country with extreme levels of poverty and unsatisfied basic needs should take this into consideration. Grants should be aimed at supporting projects of community groups, whose members include verified institutions. Otherwise, a grants program may give rise to rent-seeking by program beneficiaries and even fiduciary risks owing to collusion.
5. Leadership programs need to establish “threshold activities” early on to filter for those participants with a strong motivation for exercising community leadership. Program design might incorporate approaches of entrepreneurship programs, which typically weed out a significant proportion of the initial participant cohort. In other words, the program should focus on quality, not quantity of leaders. Understanding that USAID does require quantitative impacts, these should be seen not in the number of leaders trained but in the beneficiaries of the community projects that they are able to lead, funded by the program’s grant component. Well-designed grants with strong community buy-in will generate the quantitative impacts that USAID seeks.
6. Finally, a program that seeks to generate opportunities for the exercise of community leadership needs to allocate more than 5-10 percent of its field activity budgets to this objective. Exercising community leadership should in no way be conceived as “follow-up” to training, but should be at the center of the program approach and closely linked to a grants component with a similarly large share of budget resources.

# **ANNEXES**

## **ANNEX I: EVALUATION SCOPE OF WORK**

**Scope of Work  
for the Leadership Development Program  
External Mid-term Performance Evaluation  
USAID/Bangladesh  
Office of Democracy and Governance**

### **Program Identification Data**

Program Title : Leadership Development Program  
Program Number : AID-388-LA-12-00001  
Program Dates : June 14, 2012 - June 13, 2017  
Program Funding : \$10,000,000

Implementing Organization: Counterpart International  
Agreement Officer's Representative (AOR): Sherina Tabassum

### **I. Background**

Bangladesh, the world's most densely populated country, faces a number of developmental challenges. Forty percent of the population lives under the poverty line and lack access to clean water, electricity and sewage systems – all of which have a very detrimental impact on both health and economic opportunity. These are compounded by the fact that, as the largest downstream delta, Bangladesh is highly vulnerable to climate change impact. Over the past years, floods and cyclones have killed some 680,000 people and adversely impacted the livelihoods of more than 400 million citizens, deteriorating health and food security in an already vulnerable ecosystem.

An insular and entrenched political culture, the unstable and highly centralized system of political administration (colored by divisive partisan loyalties) is based on a patron-client relationship between the central and sub-national governments. Union Parishads (UPs), the lowest elected units of local government, lack resources, capacity and transparency to be accountable to their constituencies. Additionally, citizens lack understanding of their civic rights and responsibilities to enable them to actively participate in decision-making at the local level through mechanisms to hold their elected officials accountable. While some youth organizations have emerged, their reach and focus has been limited to date: tapping mainly urban youth, and with a limited range of activities that falls short of reaching the full potential of the country's youth, particularly those in rural areas. Gender inequities continue to present obstacles to the country's overall development, as women experience gender-based violence, lower socio-economic status and access to resources, and fewer opportunities for upward mobility.

Despite these challenges, Bangladesh has a proud history of civic activism as well as a vibrant and experienced civil society sector, both of which have increased the country's resiliency in alleviating poverty, delivering social services and holding government accountable. Few countries have witnessed the dramatic growth of civil society that Bangladesh, and NGOs have found a constructive role between the individual and the state to promote the welfare of the population. Active engagement from NGOs has driven the growth of civil society nationally; however, development at the community level has been dominated by those who control "the purse" and align themselves with contemporary power holders.

This dynamic creates a void of leadership that is free of political and financial gain. The youth of Bangladesh are eager to fill this void and create a vision that puts the country's development first. Issues such as global climate change, unemployment, underemployment and political instability make it increasingly important that Bangladeshi youth are given an opportunity to carve out their futures and that of the country which will eventually be left in their hands.

## **II. The Leadership Development Program**

USAID signed the cooperative agreement with Counterpart on June 14, 2012, in support of the Leadership Development Program to increase capacity of citizens to effectively and actively engage in democratic processes and enhanced community development in Bangladesh.

The LDP technical approach is based on careful consideration of the challenges and opportunities relevant to the unique development context of Bangladesh. The cornerstone of LDP's design is local ownership of community people: by building the capacity of individual leaders and key implementing partners in target geographies, the program's inputs for sustainable change will be localized and continued long after the program ends. Primary partnership structure includes: (1) LDP implementing partners (IPs) to serve as the institutional infrastructure for delivery of training and orchestration of community engagement activities for each of the two objectives; and (2) Training Resource Partners which will be commissioned as needed to: design key LDP training curricula; deliver training of trainers to the IPs; and deliver customized sector training modules.

The goal of LDP is to increase the capacity and participation of citizens to effectively and actively engage in democratic processes and enhanced community development in Bangladesh. To accomplish this goal, the program seeks:

- Objective 1: To build the capacity of community leaders to become change agents for democratic processes and development.
- Objective 2: To build the capacity of youth to become change agents for democratic processes and development.

These dual objectives are essentially a restatement of the program goal for two participant groups, community leaders and youth leaders. To abbreviate the goal and objectives, the results framework highlights one activity-level objective of "increased capacity of youth and community leaders to become change agents for democratic processes and development." The program's theory of change is that if youth and community leaders are provided knowledge about democratic practices and community development, and given the opportunity to develop skills and confidence to put this knowledge into action, then their civic participation will increase. Through increased knowledge and participation, these leaders will develop the capacity to become change agents in their communities.

The program recognizes that capacity and participation are mutually reinforcing, and that the casual link between participation in democratic processes and community development to "becoming change agents" remains unclear. The bifurcated themes of democratic processes and community development, and bifurcated participant groups of youth and community leaders, further muddles the logical progression between intermediate results and project objectives. The result framework of the program is attached as Annex-A.

At the end of the project, LDP is expected to achieve the following:

1. IPs will have the capacity to deliver demand-driven trainings in democratic principles, individual skills and techniques for effective citizen engagement for local development;
2. youths and adults will assume leadership roles in their communities using new knowledge and applied skills;
3. emergent LDP community and youth leaders in 150 UPs will be more empowered to take on community development challenges;
4. 90 percent of target communities will have developed a participatory project;
5. at least 150 UPs will have implemented as many as 40 projects per year, establishing precedent, documenting lessons learned and stimulating sustained local leadership and engagement for community development.

Beyond the organizational, individual and community impacts, LDP will strengthen the fabric of social capital through mentorship and activist networks; organizational partnerships and inter-community linkages through exchanges and visits.

### **III. Objectives of the Evaluation**

The objective of this mid-term performance evaluation is to assess the technical and programmatic validity, assess LDP implementers' performance to date to achieve actual results against targeted results, find whether the program is on course to meet set objectives and assess sustainability aspects of the project.

The audience for this mid-term performance evaluation includes USAID/Bangladesh, Counterpart International, US Embassy state department in Bangladesh, the USAID Asia Bureau and, other bi-lateral and multi-lateral donors working for democratic governance and other concern development partners.

### **IV. Evaluation Questions**

This Scope of Work is for a mid-term performance evaluation of the LDP program implementation from June 2012 to October 2014. The evaluation should review, analyze, and evaluate the LDP program using the following prioritized questions. The evaluation should make conclusions based on the findings, identify opportunities and make recommendations for improvement. In answering these questions, the Evaluation Team should assess both the performance of USAID and that of the implementing partner(s).

#### **Effectiveness**

1. To what extent is LDP contributing to its objective of creating change agents for democratic processes and community development? To what extent were LDP's program implementation approach principles (pages 5-6 of the PD) successful in achieving the results of the program? Were there gaps? If yes, what were there and how is LDP addressing it?
2. To what degree are LDP participants engaging in community development and democratic governance?
3. Thus far, what are the successful program component/elements that change attitude on democratic values?

## **Sustainability**

4. How effectively has LDP engaged host country government and community stakeholders? To what degree is this engagement likely to contribute to sustainability of the principles of LDP?
5. What are the most promising opportunities to connect participants to leadership opportunities? How can these opportunities be leveraged in the second half of the program?
6. What needs to be done to ensure participants continue to be “change agents” after their training and community projects are done?

## **Synergy with other USAID and Donor Funded Programs**

7. How is LDP coordinating with past, existing and upcoming youth and community leadership programs to ensure harmonization and avoid duplication of efforts?

## **V. Proposed Evaluation Methodology**

The evaluation team is encouraged to use mixed methodologies and suggest alternative approaches during the planning stage. The team may use triangulation design in attempts to confirm, cross validate, or corroborate findings. Efforts to determine the outcomes of the LDP Program will rely on a document review; survey; in-depth interviews; focus group discussion and selected key informant interviews with stakeholders, including USAID personnel, implementer staff, CSOs, Government officials from youth ministry etc. The evaluation team should plan to conduct field visits with 1-2 sub-grantees under each type of sub-grant. The Evaluation Team’s work plan should include an interview list, questionnaire and proposed field visits.

The evaluation methodology will include following methods, however the evaluation team is encouraged to propose new methods of data collection and analysis in the work plan:

### 1. Document Review

The Evaluation Team shall review relevant USAID and sector specific documents, as well as key documents from USAID’s implementing partners and outside sources. A suggested list of documents is included in Annex B.

The Evaluation Team will use this literature to develop an initial response to the questions listed above, and to set forth hypothesized cause-effect relationships that can be tested through field research and interviews. The Evaluation Team will also use the information from the desk review to design tools for conducting key informant interviews and focus group discussions.

2. Key informant Interview: The Evaluation Team will conduct interviews with USAID/Bangladesh, relevant USAID/ Washington staff, program participants, implementing partners, sub-contractors and sub-grantees, relevant GOB representatives, civil society representatives, the media, donors, stakeholders, and other relevant beneficiaries. The Team should create sampling frame to conduct interviews of stakeholders

3. Conduct Interviews and Field Research: The Evaluation Team will conduct interviews with USAID/Bangladesh, relevant USAID/ Washington staff, program participants, implementing partners, sub-contractors and sub-grantees, relevant GOB representatives, civil society representatives, the media, donors, stakeholders, and other relevant beneficiaries. The Team should create sampling frame

to conduct interviews of stakeholders and field visits with 1-2 sub-grantees under each type of sub-grant. The Evaluation Team's work plan should include an interview list and proposed field visits.

4. Conduct Focus Group Discussions: The evaluation should include focus group discussions with different stakeholders to get in-depth understanding on project impact.

5. Conduct Survey: The evaluation should include survey with a sample of the target beneficiaries and other stakeholders involved in the implementing of the LDP program. Survey questionnaire should be submitted cleared through USAID prior to field implementation.

The Team will build on the proposed methodology and provide more specific details on the evaluation methodology in the Evaluation Work Plan (see Deliverables below). The evaluation will be participatory in its design and implementation and the evaluation methodology will be finalized through further review and discussion between USAID/Bangladesh and the Evaluation Team. The methodology narrative should discuss the merits and limitations of the final evaluation methodology. In the final evaluation report, the evaluator should also detail limitations and how these limitations were addressed or how limitations were taken to account in proposing recommendations. The Evaluation Team will design appropriate tools for collecting data from various units of analysis. The evaluation team should include data collection tools in the detailed work plan. The tools could be revised and finalized with USAID during the evaluation and as part of the evaluation report.

The information collected will be analyzed by the Evaluation Team to establish credible answers to the questions and provide major trends and issues.

### **Existing Sources of Information**

USAID/Bangladesh DG Office will provide documents for the desk review that are not available from other sources and contact information for relevant interviewees. The list of documents is presented in Annex-B. The list is not exhaustive and the Evaluation Team will be responsible for identifying and reviewing additional materials relevant to the evaluation.

### **VI. Deliverables**

**All deliverables are internal to USAID** and the evaluation team unless otherwise instructed by USAID. Evaluation deliverables include:

**Evaluation Team Planning Meeting (s)** – essential in organizing the team's efforts. During the meeting (s), the team will review and discuss the SOW in its entirety, clarify team members' roles and responsibilities, work plan, develop data collection methods and instruments, review and clarify any logistical and administrative procedures for the assignment and prepare for the in-brief with USAID/Bangladesh.

**Work Plan** – Complete a detailed work plan (including task timeline, methodology outlining approach to be used to answer each evaluation question, and describe in detail the team responsibilities, draft data collection tools and the data analysis plan); the draft work plan will be submitted within 10 working days after commencement of the evaluation; the final work plan will be submitted within 3 days after the international team members' arrival in Bangladesh.

**In-brief Meeting** – An in-brief meeting with USAID/Bangladesh will be held within 2 working days of international team members’ arrival in Bangladesh.

**Evaluation Design Matrix** – A table will be prepared that lists each evaluation question and the corresponding information sought, information sources, data collection sources, data analysis methods, and limitations. The matrix should be finalized and shared with USAID/Bangladesh before evaluation field work starts. It should also be included as an annex in the evaluation report.

**Data Collection Instruments** – Data collection instruments will be developed and submitted to USAID/Bangladesh during the evaluation design phase prior to the commencement of the evaluation field work. These instruments should be the part of evaluation work plan. The completed evaluation report should also include the data collection tools, instruments and list of people interviewed as an annex in the evaluation report.

**Weekly Updates** - The Evaluation Team Leader (or his/her delegate) will brief the Bangladesh Democracy and Governance Programs Evaluation (BDGPE) COR on progress with the evaluation on a weekly basis, in person or by electronic communication. Any delays or complications must be quickly communicated to USAID/Bangladesh as early as possible to allow quick resolution and to minimize any disruptions to the evaluation. Emerging opportunities for the evaluation should also be discussed with USAID/Bangladesh.

**Debriefing with USAID** – A PowerPoint presentation of initial findings, conclusions and preliminary recommendations will be made to USAID/Bangladesh before the international team members depart from Bangladesh.

**Debriefing with Partners** - The team will present the major findings from the evaluation to USAID partners (as appropriate and as defined by USAID) through a PowerPoint presentation prior to the team’s departure from the country. **The debriefing will include a discussion of achievements and activities only**, with no recommendations for possible modifications to project approaches, results, or activities. The team will consider partner comments and incorporate them appropriately in drafting the final evaluation report.

**Draft Evaluation Report** – The Evaluation team will analyze all data collected during the evaluation to prepare a draft Performance Evaluation Report and submit the report within 15 working days on after the departure of international team members from Bangladesh. The draft report must be of a high quality with well-constructed sentences, and no grammatical errors or typos. The report should answer ALL the evaluation questions and the structure of the report should make it clear how the evaluation questions were answered. The draft report must meet the criteria set forth under the final report section below. USAID will provide comments on the draft report within ten working days of submission. The Evaluation Team will in turn revise the draft report into a final Performance Evaluation Report, fully reflecting USAID comments and suggestions.

**Final Report:** The Evaluation Team will submit a final Performance Evaluation Report that incorporates Mission comments and suggestions no later than ten working days after USAID/Bangladesh provides written comments on the draft Performance Evaluation Report. The format of the final report is provided below.

The final report must meet the following criteria to ensure the quality of the report:

- The evaluation report must represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
- Evaluation reports shall address all evaluation questions included in the scope of work.
- The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
- Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
- Evaluation findings will assess outcomes and impact on males and females.
- Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
- Sources of information need to be properly identified and listed in an annex.
- Recommendations need to be supported by a specific set of findings.
- Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

The format of the final performance evaluation report should strike a balance between depth and length. The report will include a cover sheet, table of contents, table of figures and tables (as appropriate), glossary of terms (acronyms), executive summary, introduction, purpose of the evaluation, scope and methodology, findings, conclusions, lessons learned and recommendations. Where appropriate, the evaluation should utilize tables and graphs to link with data and other relevant information. The report should include, in the annex, any "Statement of Differences" by any team member or by USAID on any of the findings or recommendations. The report **should not exceed 30 pages**, excluding annexes. The report will be submitted in English, electronically in both word and PDF forms. The report will be disseminated within USAID. Upon instruction from USAID, Social Impact (SI) will submit (also electronically, in English) this report **excluding any potentially procurement-sensitive information** to Development Experience Clearinghouse (DEC) for dissemination among implementing partners, stakeholders, and the general public. The DEC submission must be within three months of USAID's approval of the final report.

All quantitative data, if gathered, must be (1) provided in an electronic file in easily readable format; (2) organized and fully documented for use by those not fully familiar with the project or the evaluation; (3) owned by USAID and made available to the public barring rare exceptions. A CD with all the data could be provided to the COR.

The final report will be edited/formatted by Social Impact and provided to USAID/Bangladesh 15 working days after the Mission has reviewed the content and approved the final revised version of the report.

## **VII. Team Composition/ Technical Qualifications and Experience Requirements for the Evaluation Team**

The proposed team composition will include one team leader and two team members. USAID will select/approve the proposed candidates for each position based on the proposed methodology and the strength of the candidate(s).

**Team Leader (International):** A mid-level Evaluation Specialist with an advanced degree in social science and at least eight (8) years of experience. Prior experience and ability to conduct evaluations, in particular on civil society strengthening programs, and to write well in English is required. The team leader will provide leadership for the team, finalize the evaluation design, coordinate activities, arrange meetings, consolidate individual input from team members, and coordinate the process of assembling the final findings and recommendations. S/he will also lead the preparation and presentation of the key evaluation findings and recommendations to USAID/Bangladesh. Ability to produce a high quality evaluation report in English is essential.

**Team Members (National):** In-depth knowledge and experience of issues relating to Bangladeshi civil society development and youth development is required. Familiarity with civil society strengthening “best practices” methods and programming is essential. Experience in design, management monitoring and evaluation of democratic participation programs in developing countries is required. Prior experience and ability to conduct evaluations, in particular on democratic participation issues, political party strengthening programs, and to write well in English is required. S/he will work with the BDGPE team members to manage focus group discussions (FGD) and other data collection methods, analyze findings and draft inputs for the evaluation report.

Bangladesh Democracy and Governance Programs’ Evaluation (BDGPE) will include Dhaka office based staff as fourth and fifth team members for this Evaluation, and in this way to be able to conform two teams of Bangla speaking experts to conduct FGDs in the selected project sites.

The Team will be supported by interpreter/translators (as needed) through the auspices of the Bangladesh Democracy and Governance Program Evaluations (BDGPE) project.

## **VIII. Conflict of Interest**

All evaluation Team members will provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest relative to the program being evaluated. USAID/Bangladesh will provide the conflict of interest forms.

## **IX. Scheduling and Logistics/Logistical Support and Government Furnished Property**

The proposed evaluation will be funded and implemented through the BDGPE project. Social Impact will be responsible for all offshore and in-country administrative and logistical support, including identification and fielding appropriate consultants. Social Impact support includes arranging and scheduling meetings, international and local travel, hotel bookings, working/office spaces, computers, printing, photocopying, arranging field visits, local travel, hotel and appointments with stakeholders.

The Evaluation Team will be required to perform tasks in Dhaka, Bangladesh and also will travel to activity sites within the country. The evaluation Team should be able to make all logistic arrangements including the vehicle arrangements for travel within and outside Dhaka and should not expect any logistic support from the Mission. The Team should also make their own arrangement on space for Team meetings, and equipment support for producing the report.

## Schedule

Task/ Deliverable	Proposed Dates	LOE		Team Member (Natl)
		Team Leader (Intl)	Team Member (Natl)	
Review background documents & preparation work: <b>Draft work plan</b> submitted to USAID/Bangladesh by 11/6	11/1-11/06	3	3	1
Travel to Bangladesh by expat team members	11/7-11/8	2		
<b>Team Planning Meeting</b> hosted by BDGPE	11/9	1	1	1
<b>In-brief</b> with USAID/Bangladesh	11/11	.5	.5	
Meet with Counterpart International staff	11/11	.5	.5	
Submit Final <b>Work Plan to USAID</b>	11/13 COB			14
Data collection	11/12- 12/14	14	14	
Analysis and product drafting in-country				
Evaluation Team submits <b>annotated report outline and draft presentation</b> for USAID/Bangladesh DG Team review; data collection continues after submission	12/14	-	-	
USAID provides comments (as needed) on report outline and draft presentation; team continues field work	12/15	2	2	
<b>Presentation and debrief</b> with DG Team and USAID/Bangladesh	12/16	.5	.5	
<b>Debrief meetings with key stakeholders</b>	12/16	.5	.5	
Expat Team members depart Bangladesh	12/16- 12/16	2		
Produce draft report to USAID	12/16-1/06	6	6	3
USAID and partners review draft and provide <b>comments</b>	1/06 – 1/14	-	-	
BDGPE reviews draft comments, edits, finalizes, and submits to USAID	1/28	3	2	1
<b>TOTAL</b>		<b>35</b>	<b>30</b>	<b>20</b>

## **X. REPORTING REQUIREMENTS**

The total pages, excluding references and annexes, should not be more than 30 pages. The following content (and suggested length) should be included in the report:

Table of Contents

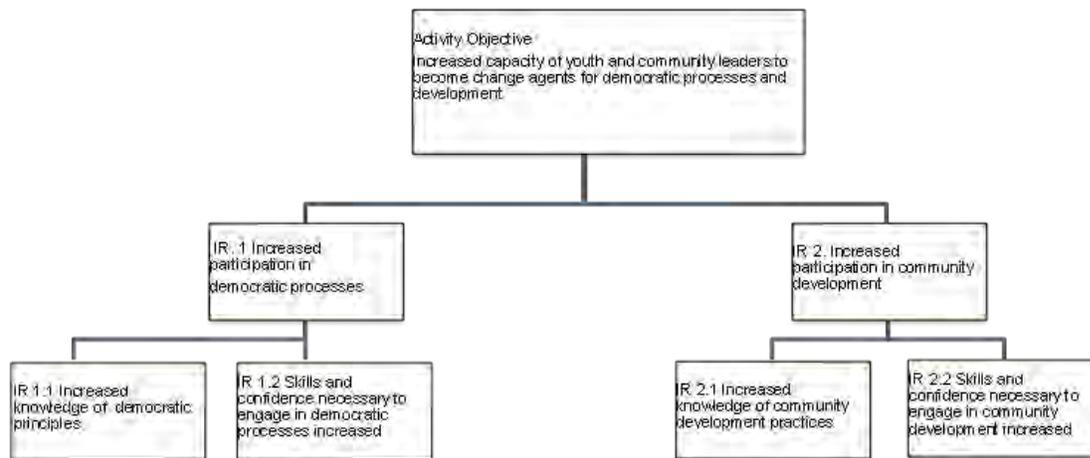
Acronyms

Executive Summary - concisely state the project purpose and background, key evaluation questions, methods, most salient findings and recommendations (2-3 pp.);

1. Introduction – country context, including a summary of any relevant history, demography, socio-economic status etc. (1 pp.);
2. The Development Problem and USAID’s Response - brief overview of the development problem and USAID’s strategic response, including design and implementation of the PHR program and any previous USAID activities implemented in response to the problem, (2-3 pp.);
3. Purpose of the Evaluation - purpose, audience, and synopsis of task (1 pp.);
4. Evaluation Methodology - describe evaluation methods, including strengths, constraints and gaps (1 pp.);
5. Findings and Conclusions - describe and analyze findings for each objective area using graphs, figures and tables, as applicable, and also include data quality and reporting system that should present verification of spot checks, issues, and outcomes (12-15 pp.);
6. Lessons Learned - provide a brief of key technical and/or administrative lessons on what has worked, not worked, and why for future project or relevant program designs (2-3 pp.);
7. Recommendations – prioritized and numbered for each key question; should be separate from conclusions and be supported by clearly defined set of findings and conclusions. Include recommendations for future project implementation or relevant program designs and synergies with other USAID projects and other donor interventions as appropriate (3-4 pp).

Annexes – to include statement of work, documents reviewed, bibliographical documentation, evaluation methods, data generated from the evaluation, tools used, interview lists, meetings, focus group discussions, surveys, and tables. Annexes should be succinct, pertinent and readable. Should also include if necessary, a statement of differences regarding significant unresolved difference of opinion by funders, implementers, or members of the evaluation team on any of the findings or recommendations. The report format should be restricted to Microsoft products and 12-point type font should be used throughout the body of the report, with page margins one inch top/bottom and left/right.

## Annex-A



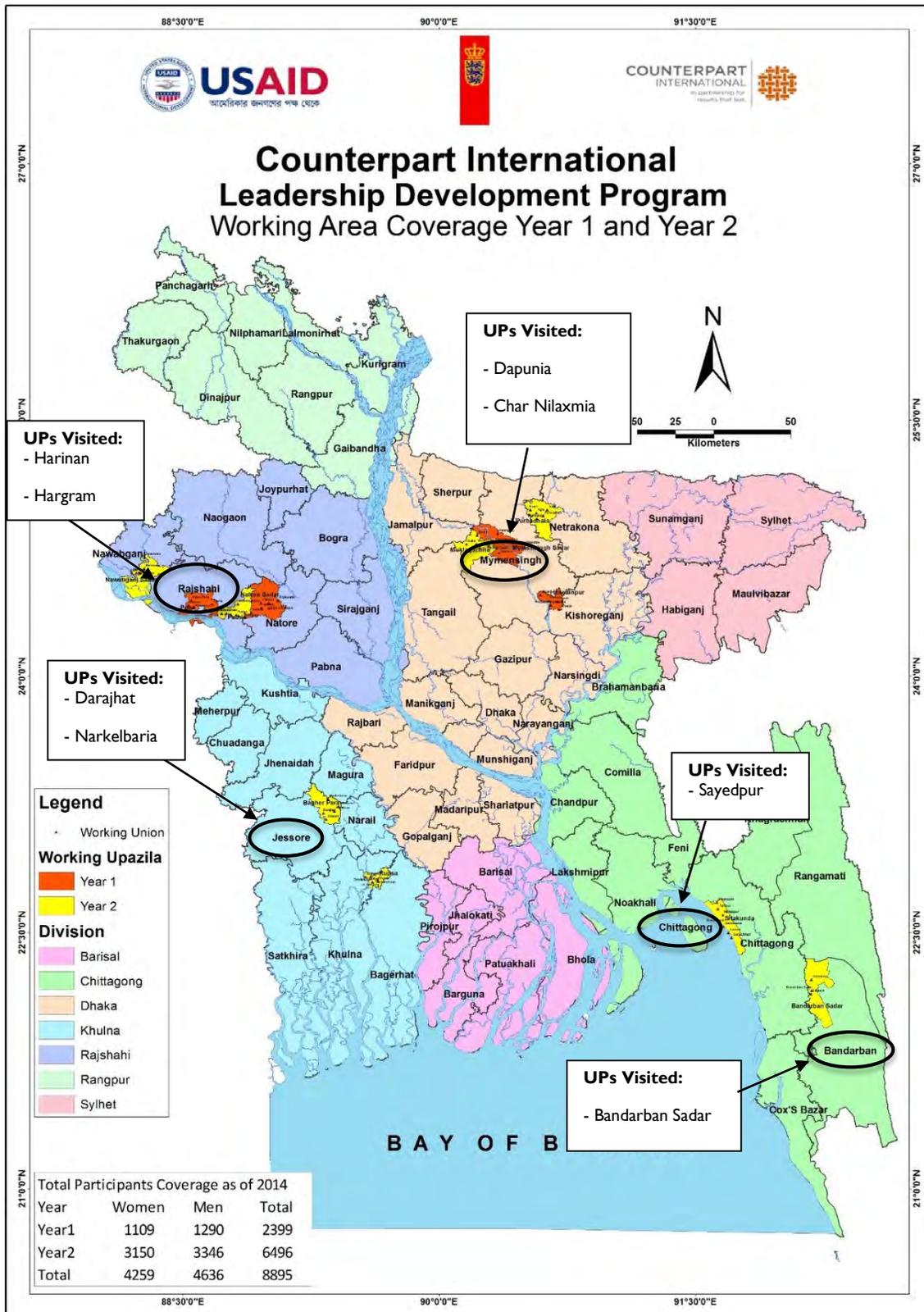
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## Annex-B

List of Documents (would be provided by USAID)

1. LDP program documents (RFA, Cooperative Agreement, work plans, etc.)
2. LDP PMP
3. LDP performance reports
4. LDP deliverables and research reports
5. LDP communications materials
6. LDP data bases of participants
7. LDP sub-grants and contracts for program delivery
8. Other relevant reports from DPs
9. Other relevant national level/government reports

## ANNEX II: MAP OF LDP EVALUATION SITES



**ANNEX III: LDP RESULTS FRAMEWORK**



## **ANNEX IV: DOCUMENTS REVIEWED**

### **LDP Contract Documents:**

1. USAID/Bangladesh. *Bangladesh Country Development Cooperation Strategy FY 2011 – FY 2016*. N.p.: n.p., 2011. Print.
2. USAID/Bangladesh. *Leadership Development Program*, Modification No. 4 (CA#AID-388-LA-12-00001), Page 2 of 30. N.p.: n.p., 2014. Print.
3. USAID/Bangladesh. *Leadership Development Program (LDP) Request for Applications (USAID-Bangladesh-388-12-000003-RFA)*. N.p.: n.p., n.d. Print.

### **LDP Project Documents:**

4. *CPI Performance Indicators - March 2014 Collection*. Publication. N.p.: Counterpart International, 2014. Print.
5. USAID/Bangladesh. *Implementation Plan – Year 1: Leadership Development Program (LDP)*. N.p.: n.p., 2012. Print.
6. USAID/Bangladesh. *Implementation Plan – Year 2: Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
7. USAID/Bangladesh. *Performance Management Plan (PMP): Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
8. USAID/Bangladesh. *Quarterly Report – PY 1 Q1 2012: Leadership Development Program (LDP)*. N.p.: n.p., 2012. Print.
9. USAID/Bangladesh. *Quarterly Report – PY 1 Q2 2012: Leadership Development Program (LDP)*. N.p.: n.p., 2012. Print.
10. USAID/Bangladesh. *Quarterly Report – PY 1 Q3 2013: Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
11. USAID/Bangladesh. *Quarterly Report – PY 1 Q4 2013: Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
12. USAID/Bangladesh. *Quarterly Report – PY 1 Q5 2013: Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
13. USAID/Bangladesh. *Quarterly Report – PY 2 Q1 2013: Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.
14. USAID/Bangladesh. *Quarterly Report – PY 2 Q2 2014: Leadership Development Program (LDP)*. N.p.: n.p., 2014. Print.

### **LDP Sub-Grant Documents:**

15. Standard SubGrant Form. Grant to Democracy Watch, Year 1.
16. Standard SubGrant Form. Grant to Democracy Watch, Year 2
17. Standard SubGrant Form. Grant to MKP, Year 1
18. Standard SubGrant Form. Grant to MKP, Year 2
19. Standard SubGrant Form. Grant to Wave Foundation, Year 1

20. Standard SubGrant Form. Grant to MKP, Year 2 Standard SubGrant Form. Grant to Toymu, Year 2
21. Standard SubGrant Form. Grant to YPSA Year 2

**LDP Surveys, Assessments, and Research:**

22. USAID/Bangladesh. *Baseline Assessment: Bangladesh Leadership Development Program (LDP)*. N.p.: n.p., 2013. Print.

**Other USAID Program Documents:**

23. USAID. *Assessment Report, Bangladesh Youth Employment Pilot (BYEP)*. N.p.: Education Development Center, 2008. Print.
24. USAID/Bangladesh. *The Status of Food Security in the Feed the Future Zone and Other Regions of Bangladesh: Results from the 2011–2012 Bangladesh Integrated Household Survey*. By Akhter U. Ahmed, Kaikaus Ahmad, Victoria Chou, Ricardo Hernandez, Purnima Menon, Farria Naeem, Firdousi Naher, Wahid Quabili, Esha Sraboni, and Bingxin Yu. N.p.: International Food Policy Research Institute, 2013. Print.

**Secondary Research and Documents:**

25. Aziz, Syeda S. *Exploring Social Desirability Response (SDR) Bias in Bangladeshi Social Surveys*. Proc. of European Survey Research Association, Slovenia, Kardeljeva. N.p.: n.p., 2013. Print.
26. Bangladesh. Ministry of Youth and Sports. *National Youth Policy*. N.p.: n.p., 2013. Print.
27. Graner, Elvira, Fatema S. Yasmin, and Syeda S. Aziz. *Giving Youth A Voice BANGLADESH YOUTH SURVEY 2011*. Publication. Dhaka, Bangladesh: Institute of Governance Studies, BRAC U, 2012. Print. Kolenikov, Stanislav, and Gustavo Angeles. "Socioeconomic status measurement with discrete proxy variables: Is principal component analysis a reliable answer?." *Review of Income and Wealth* 55.1 (2009): 128-165.

## ANNEX V: PERSONS INTERVIEWED

### Dhaka

Name	Sex	Position	Affiliation
Mahenur Chowdhury	Female	Capacity Building Specialist	Plan – PHR program
Mir Rakib Ahsan	Male	Chief of Party	Counterpart International
Md. Ekhlash Uddin	Male	Community Leadership Manager	Counterpart International
Rafiqul	Male	M&E Manager	Counterpart International
Rosy Hossain	Female	Team Leader	SDLG
Mohammad Hanif	Male	Project Coordinator	Democracy Watch
Dipta Rakshit	Female	Team Leader	ACT, Winrock International
Anwarul Karim	Male	Director General	DYD, MoYS
Abdur Razzaque	Male	Training Director	DYD, MoYS
Sherina Tabassum	Female	AoR/Governance Advisor	USAID/Bangladesh

### Mymensingh

Name	Sex	Position	Affiliation
Anonymous (9)	Male (6) Female (3)	Trainees	Youth Leaders, Dapunia
Anonymous (8)	Male (6) Female (2)	Trainees	Community Leaders, Dapunia
Anonymous (7)	Male (5) Female (2)	Trainees	Youth Leaders, Char Nilakshmia
Anonymous (7)	Male (4) Female (3)	Trainees	Community Leaders, Char Nilakshmia
Anonymous (7)	Male (3) Female (4)	Trainees	Youth Leaders, Paranganj
Anonymous (9)	Male (4) Female (5)	Trainees	Community Leaders, Paranganj

### Mymensingh

Name	Sex	Position	Affiliation
Zakir Hossain Noman	Male	President	Youth Leader Grantee, Dapunia UP, Mymensing
Mirza Mahbub Islam Beg	Male	President	Community Leader, Grantee, Dapunia UP, Mymensing
Md. Ashraful Islam Beg	Male	President	Youth Leader Grantee, Char Nilaxmia
Zahirul Alom	Male	President	Community Leader Grantee, Char Nilaxmia
Sohidullah	Male	President	Youth Leader Grantee, Parangong
Abdul Jalil Fakir	Male	President	Community Leader Grantee, Parangong
Nur Mohammed Mir	Male	Chairman	Char Nilaxmia UP
Humayun Hasan Ujjal	Male	Chairman	Daponia UP
Md. Liakat Ali	Male	Chairman	Paranganj UP, Mymensing
Rahima Khatun	Female	Women Councilor	Char Nilaxmia UP
Rekha Rani Saha	Female	Women Councilor	Paranganj UP, Mymensing
Sathy Naznin	Female	Women Councilor	Daponia UP
Emdadul Haque	Male	Imam (Religious Leader)	Local Mosque, Jugir Algi, Char Nilaxmia
Mofazzal Hossain	Male	Imam (Religious Leader)	Local Mosque, Dapunia
Rafiqul Islam	Male	President	School Management Committee, Jugir Algi Government. Primary School, Char Nilaxmia
Solaiman Kabir	Male	Head Master	Mirkanda Para High School, Paranganj

### Mymensingh

Name	Sex	Position	Affiliation
Nazmul Hossain	Male	Secretary	Nagorik Sochetan Forum, Daponia
Zahurul Islam	Male	Secretary	Ambicagonj Jubo Club, Parangong UP
Md. Rezaul Haque	Male	Upazila Youth Development Officer	Mymensing Sadar
Manik Miya	Male	Program Officer	Democracy Watch, Mymensing

### Rajshahi

Name	Sex	Position	Affiliation
Anonymous (10)	Male (1) Female (9)	Trainees	Youth Leaders, Hariyan UP
Anonymous (8)	Male (3) Female (5)	Trainees	Community Leaders, Hariyan
Anonymous (6)	Male (3) Female (3)	Trainees	Youth Leaders, Haragram
Anonymous (8)	Male (6) Female (2)	Trainees	Community Leaders, Parila
Anonymous (10)	Male (4) Female (6)	Trainees	Youth Leaders, Parila
Anonymous (10)	Male (4) Female (6)	Trainees	Community Leaders, Haragram
Saiful Bari Bhulu	Male	Chairman	Parial UP
Md. Mofizul Islam Bachchu	Male	Chairman	Horian UP
Md. Abul Kalam Azad	Male	Chairman	Haragram UP
Sharifa Begum	Female	Women Councilor	Parila UP
Rasheda Khatun	Female	Women Councilor	Horian UP

### Rajshahi

Name	Sex	Position	Affiliation
Zarina Begum	Female	Women Councilor	Haragram UP
Md. Golam Mostafa	Male	Head Master	Kharkhari High School
S.M. Aktar Hossain	Male	Head Master	Rajshahi Sugar Mills High School
Nur Mohammad Khan	Male	Head Master	Aliganj Darus Sunnat Alim Madrasa
Md. Yeanus Islam	Male	President	SMC – Hat Ramchandrapur Primary School
Md. Kamal Hossain	Male	President	SMC – Sucharon Junior High School
Md. Ruhul Amin	Male	President	SMC – Kulpara Primary School
Hafez Md. Aslam	Male	Imam	Al Ehsan Jamee Mosque, Parila
Md. Jamal Munsif	Male	Imam	Mridhapara Jame
Md. Emdadul Haque	Male	Imam	Aliganj Madhya para Mosque
Md. Sazzad Hossain	Male	President	Hat Ramchandrapur Club
Md. Abdul Bari	Male	Secretary	Horian Nolkola Tarun Sangha
Atera Begum	Female	President	Prattay Protibandhi Club, Haragram
Syed Ali Reza	Male	Upazila Youth Development Officer	Paba Upazila
Safiul Awwal	Male	Project Manager	MKP

### Jessore

Name	Sex	Position	Affiliation
Anonymous (9)	Male (4) Female (5)	Trainees	Community Leaders, Dhalgram
Anonymous (9)	Male (8) Female (1)	Trainees	Community Leaders, Narikel Baria
Anonymous (10)	Male (6) Female (5)	Trainees	Youth Leaders, Dhalgram

**Jessore**

<b>Name</b>	<b>Sex</b>	<b>Position</b>	<b>Affiliation</b>
Anonymous (7)	Male (6) Female (1)	Trainees	Youth Leaders, Narikel Baria
Anonymous (10)	Male (3) Female (7)	Trainees	Youth Leaders, Darajhat
Anonymous (10)	Male (5) Female (5)	Trainees	Community Leaders, Darajhat
Md. Zakir Hossain	Male	Chairman	Darajhat UP
Md. Hafizur Rahman Molla	Male	Chairman	Dhalgram UP
Abul Sarder (Recently elected through by-election)	Male	Chairman	Narikelbaria UP
Lucky Akter	Female	UP Member	Darajhat UP
Rawsanara Begum	Female	UP member	Dhalgram UP
Rexona Begum	Female	UP member	Narikelbaria UP
Md. Liyakat Ali	Male	Head Master	High School
Md. Jahurul Haque	Male	Head Master	Birproteek Isahak Girls High School
Md. Amdadul Haque	Male	Head Master	Narikelbaria High School
Prodip Kumar Sur	Male	President	Satiyantala High School
Fokor Uddin Biswas	Male	President (SMC)	Agra Government. Primary School
Md. Mustafa Shikdar	Male	President (SMC)	Poschimpara Government. Primary School
Md. Rejaul Islam	Male	Imam	Dori-Jafarpur Jame Masjid
Moulana Md. Eiahiya Ali	Male	Imam	Bolorampur Uttarpara Jame Masjid

**Jessore**

<b>Name</b>	<b>Sex</b>	<b>Position</b>	<b>Affiliation</b>
Kari Md. Yousuf Ali	Male	Imam	Habulla Bazar Jame Mosjid
Md. Sawkat Hossain	Male	President	Agra club
Shahidulla Molla	Male	President	PHL Sporting Club
Amdadul Haque	Male	President	Nobin Surjo Club, Bolorampur
Md. Nazim Uddin	Male	Upazila Youth Development Officer	DYD, Bagharpara (Additional Charge)
Shariful Islam Ratan	Male	Project Coordinator	Wave Foundation

**Chittagong/Sitakunda**

<b>Name</b>	<b>Sex</b>	<b>Position</b>	<b>Affiliation</b>
Anonymous (9)	Male (4) Female (5)	Trainees	Youth Leaders, Sayedpur, Sitakunda
Anonymous (8)	Male (3) Female (5)	Trainees	Community Leaders, Sayedpur, Sitakunda.
HM Tajul Islam Nizami	Male	Chairman	Sayedpur UP, Sitakunda
Md. Borhan Uddin	Male	President	SMC, Zafor Nagor AP High School, Sayedpur, Sitakunda
Md. Shah Alam	Male	Upazila Youth Development Officer	Sitakunda Upazila
Md. Habibullah	Male	Imam	Mirerhat Jame Mosque, Sayedpur, Sitakunda
Md. Abdus Sobur	Male	PC	YPSA, Sitakunda

**Bandarban**

<b>Name</b>	<b>Sex</b>	<b>Position</b>	<b>Affiliation</b>
Anonymous (10)	Male (6) Female (4)	Trainees	Youth Leaders, Bandarban Sadar
Anonymous (8)	Male (6) Female (2)	Trainees	Community Leaders, Bandarban Sadar
Prue Shang Thur	Female	Women Member	Bandarban Sadar UP
Md. Nurul Alam	Male	School Teacher	Local School
Chaihla Marma	Male	President	School Management Committee, Local School
Naba Kumar	Male	President	Minjhiry Jubo Kallan Smity, Bandarban Sadar UP
Md. Shahid Ullah	Male	Upazila Youth Development Officer	Bandarban Sadar Upazila
Mintu Marma	Male	Project Coordinator	Toymu, Bandarban

## ANNEX VI: EVALUATION MATRIX

Evaluation Question/LDP Objective	Sub-Questions	Primary Data Source
<p>1. To what extent is LDP contributing to its objective of creating change agents for democratic processes and community development? To what extent were LDP's program implementation approach principles (pages 5-6 of the Program Description) successful in achieving the results of the program?</p>	<ul style="list-style-type: none"> <li>- How is the development hypothesis framed in the Request for Applications (RFA) and subsequent documents?</li> <li>- Do Quarterly Reports (QRs) and activity reports suggest that activities were framed with an understanding of the development hypothesis and awareness of the social context?</li> <li>- What does LDP's baseline research show us about people's perception of community development and participation?</li> <li>- How has that perception changed?</li> <li>- How do program partners understand the program's development hypothesis?</li> <li>- What do youth and community leaders do well?</li> <li>- Why do they matter?</li> <li>- What role can youth and community groups play in coming years?</li> <li>- How is your community different now than it was 2 years ago, 5 years ago?</li> <li>- What tools and skills did you find most useful and valuable from LDP?</li> </ul>	<ul style="list-style-type: none"> <li>- LDP Program Documents</li> <li>- LDP Research Products</li> <li>- KIIs and FGDs with USAID, LDP management, and staff</li> <li>- KIIs and FGDs with youth and community leaders and experts</li> <li>- Survey of LDP participants</li> <li>- Survey of LDP grantees</li> </ul>
<p>2. To what degree are LDP participants engaging in community development and democratic governance?</p>	<ul style="list-style-type: none"> <li>- How did the LDP program participants make the initial breakthrough with the community groups?</li> <li>- How did they come up with ideas of community projects?</li> <li>- How did they plan to implement those projects with other community stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>- Review of LDP QRs and other documents</li> <li>- KIIs with LDP and partner staff, USAID</li> <li>- FGDs</li> <li>- Survey of LDP participants</li> <li>- Survey of LDP grantees</li> </ul>

Evaluation Question/LDP Objective	Sub-Questions	Primary Data Source
3. Thus far, what are the successful program components/elements that change attitudes on democratic values?	<ul style="list-style-type: none"> <li>- Was selection of the youth and community participants transparent and effective?</li> <li>- Was there political bias in the selection?</li> <li>- Were the training modules appropriate for the participants considering their age and experience?</li> <li>- Were women equally encouraged to participate?</li> </ul>	<ul style="list-style-type: none"> <li>- LDP QRs and Performance Management Plan (PMP)</li> <li>- FGD and KIIs with youth and community participants</li> <li>- FGDs with youth and community leaders</li> <li>- Survey of LDP participants</li> <li>- Survey of LDP grantees</li> </ul>
4. How successful is the program in engaging host country government and community stakeholders? To what degree is this engagement likely to contribute to sustainability of the principles of LDP?	<ul style="list-style-type: none"> <li>- How was the national or local government support to the cause of youth and community leaders utilized by the program?</li> <li>- Was there any sort of understanding with any government agencies to utilize their facilities or resources, especially for the youth leaders?</li> <li>- To what extent have the youth leaders been utilizing those facilities and resources?</li> </ul>	<ul style="list-style-type: none"> <li>- Review of LDP QRs and other documents</li> <li>- KIIs with LDP and partner staff, USAID</li> <li>- FGDs</li> <li>- KIIs with youth and community leaders and experts</li> <li>- KIIs with relevant stakeholders</li> <li>- Survey of LDP participants</li> <li>- Survey of LDP grantees</li> </ul>
5. What are the most promising opportunities to connect participants to leadership opportunities? How can these opportunities be leveraged in the second half of the program?	<ul style="list-style-type: none"> <li>- How do the communities interact with the trained youth leaders?</li> <li>- How did it become acceptable to the communities for youth leaders to address their concerns and take them forward?</li> <li>- Is there any demonstrative success that can be exemplary for others in the project's future?</li> </ul>	<ul style="list-style-type: none"> <li>- Review of LDP QRs and other documents</li> <li>- KIIs with LDP and partner staff, USAID</li> <li>- FGDs with LDP participants</li> <li>- KIIs with youth, community leaders, experts</li> <li>- Evaluation team observations</li> <li>- Survey of LDP participants</li> <li>- Survey of LDP grantees</li> </ul>
6. What needs to be done to ensure participants continue to be "change agents" after their training and community projects are done?	<ul style="list-style-type: none"> <li>- How would you gauge the readiness of the communities to extend support to the community leaders?</li> <li>- What is the turnover rate of youth who drop out of the project either by force or by</li> </ul>	<ul style="list-style-type: none"> <li>- KIIs with LDP and partner staff, USAID</li> <li>- FGDs</li> <li>- KIIs with youth &amp; community leaders and stakeholders</li> <li>- Survey of LDP participants</li> </ul>

Evaluation Question/LDP Objective	Sub-Questions	Primary Data Source
	choice? - How do you suggest keeping the momentum developed in the early phase of the project?	- Survey of LDP grantees
7. How is LDP coordinating with past, existing, and upcoming youth and community leadership programs to ensure harmonization and avoid duplication of efforts?	- What happened next after implementing some community projects? - Were those projects enough, or are there unfulfilled community needs? - How do you suggest fulfilling remaining needs? - How do you suggest keeping the Leadership Mentor Network or the Youth Activist Network alive? - Do project participants feel the urge to keep those alive? If so how?	- KIs with LDP and partner staff, USAID - FGDs - KIs with youth and community leaders and experts - KIs with relevant stakeholders

## ANNEX VII: FGD AND KII PROTOCOLS

### PROTOCOL FOR FOCUS GROUP DISCUSSIONS (FGDS) WITH LDP PARTICIPANTS

<b>Place:</b>	<b>No. of participants:</b>
<b>Sub-Grantee:</b>	<b>Date:</b>

#### INTRODUCTION, GROUND RULES, CONFIDENTIALITY, AND INFORMED CONSENT

The moderator should first **introduce her/himself**, then welcome and thank all of the FGD participants. After that, the moderator should **explain the purpose of the FGD**, how the participants were selected, any potential benefits or risks to participating in the FGD, how long it will take, and whether there will be any compensation for participating. After discussing these logistical issues, the moderator also should **address expectations**, or ground rules, for the FGD. The ground rules will vary depending on the FGD, but in general they will include:

- Everyone is encouraged to share their ideas, and the FGD is strengthened if everyone participates.
- There are no wrong answers and everyone's perspective is equally valued.
- The ideas shared during the FGD should not be shared outside the FGD with non-participants in order to respect participants' privacy.
- Disagreements about ideas can be valuable and productive, but personal attacks will not be tolerated.

After establishing these ground rules, the moderator should ask if there are any questions or concerns participants have, and these issues should be addressed and consensus reached as a group before moving on.

The question of **confidentiality** is also important to address, and the approach to protecting confidentiality as data are gathered, stored, and reported should be discussed and agreed upon between the evaluation manager and the evaluation team during the design phase. The moderator should clearly describe how the data collected will be used, including with whom it will be shared, and crucially, whether names or other personal information will be included with the data. The moderator must be honest about how the data will be used, but should also reassure the participants that the data will be treated sensitively and that their privacy will be respected to the greatest degree possible given the needs and purposes of the evaluation. To ensure the data collected are reliable, participation in an FGD should be entirely voluntary and there should be no consequences for declining to participate. After informing participants of all of this information, **the moderator must ask each member to confirm that they consent to participate in the FGD.**

<b>1</b>	<b>SELECTION</b>
<b>1.1</b>	How did you hear about LDP? <ul style="list-style-type: none"> <li>a. From UP chairman</li> <li>b. From a senior person in the community</li> <li>c. A friend or family member told me</li> <li>d. NGO person told me</li> <li>e. A meeting was organized and I learned it there</li> <li>f. Cannot remember</li> </ul>
<b>1.2</b>	Were you present in the selection meeting in the UP? Who attended? Who presides the meeting? What was discussed there other than the selection process?
<b>1.3</b>	Generally, was the LDP participant selection process widely communicated and disseminated in the community?
<b>2</b>	<b>PROGRAM ACTIVITIES</b>
<b>2.1</b>	What is your idea about the LDP program organized by Democracy Watch (DW), Wave Foundation (WF), or Manab Kallayan Parishad (MKP)? In which activities have you participated during your engagement with LDP? <ul style="list-style-type: none"> <li>a. Training</li> <li>b. Social Assessment</li> <li>c. Project Proposal Preparation</li> <li>d. Project Management and Implementation</li> <li>e. Others</li> </ul>
<b>2.2</b>	Have women been able to participate effectively in LDP activities? What are the obstacles that they face?
<b>2.3</b>	<ul style="list-style-type: none"> <li>a. Can you please name some of the training you have participated in during last two years or so? What was the most useful? Why? Appreciative Community Mobilization</li> <li>b. Participatory Social Assessment</li> <li>c. Community Development and Initiative</li> <li>d. Democracy and Good Governance for Community Leaders</li> <li>e. Informed Youth</li> <li>f. Steps of Youth in Field and Advocacy</li> <li>g. Communication and Leadership</li> </ul>
<b>3.</b>	<b>COMMUNITY DEVELOPMENT/YOUTH DEVELOPMENT</b>
<b>3.1</b>	What are the main problems for the youth in your community? How are these problems being addressed in your community? Who are the main actors in addressing these problems?
<b>3.2</b>	What was the most useful tool that you learned in the training program, according to your understanding? Why? (Do not prompt)
<b>3.3</b>	How confident are you in doing a community assessment on your own? <ul style="list-style-type: none"> <li>a. Confident</li> <li>b. Not very confident</li> <li>c. Not at all confident</li> </ul>

3.4	<p>How confident are you in preparing a project proposal on your own?</p> <ul style="list-style-type: none"> <li>a. Confident</li> <li>b. Not very confident</li> <li>c. Not at all confident</li> </ul>
3.5	<p>As part of the LDP activities, have you cooperated with any other community organizations, such as:</p> <ul style="list-style-type: none"> <li>a. School Committee</li> <li>b. Bazaar Committee</li> <li>c. Mashjid/Mandir/Puja Committee</li> <li>d. Local Sports Club</li> <li>e. Any other association/organization</li> </ul> <p>How did your participation help these organizations achieve their goals?</p>
4	<b>GRANTS</b>
4.1	Did you submit a proposal for receiving a grant to implement a community development project? Was the grant process fair and open?
4.2	Did the LDP grantees consult widely in the community when they prepared their grant requests? Did they convene meetings with the community?
4.3	What will happen in those wards where there have been no grants approved? Will LDP trainees continue to work in volunteer activities?
4.4	Do you think there can be a community development project that does not require financial resources? Give examples.
4.5	Can you tell us a few sources of local resources that can be used for implementing community development project? Does the UP or Upazila administration actively support the community projects?
4.6	Have you joined in the community development committees organized by LDP in the ward or UP? Are they open to all LDP participants? What is the purpose of these committees?
4.7	Do you think that these committees will be able to continue to function without support from LDP?
5	<b>FUTURE AND VISION</b>
5.1	What kind of training would have helped you more to implement your ideas?
5.2	<p>To implement your ideas into action, what support do you need from your community or from outside?</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>a. Greater support from the community</li> <li>b. More grant support from LDP</li> <li>c. Mobilization of local resources</li> <li>d. Support from local government</li> <li>e. Support from wealthy persons</li> <li>f. Other</li> </ul>

5.3	<p>To implement your ideas into action, what support you need from outside?</p> <p>Prompts:</p> <ol style="list-style-type: none"> <li>a. Support from Department of Youth</li> <li>b. Support from Department of Women Affairs</li> <li>c. International Donors</li> <li>d. UP</li> <li>e. Other</li> </ol>
6	<b>SYNERGY</b>
6.1	<p>Have ever received any encouragement from any person who received similar training in community development? If any respondent answers YES, please ask “how?”</p> <ol style="list-style-type: none"> <li>a. Leaders of Influence (LOI) graduates</li> <li>b. Other</li> </ol>
6.2	<p>In your activities within LDP, did you cooperate with other donor programs? With government programs?</p>
7	<b>OVERALL</b>
7.1	<p>Overall, what was your impression of LDP or DW/WF/MKP? [Note to moderator: May be asked at the end of the session.]</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Was the staff knowledgeable?</li> <li>• Did they have a respectful approach?</li> <li>• Did they meet their commitments?</li> <li>• Did they ask your input and opinions about activities?</li> <li>• How often did the project staff meet with you?</li> </ul> <p><b><i>Get the impression of the participation</i></b></p> <ol style="list-style-type: none"> <li>a. Mostly positive</li> <li>b. Mixed</li> <li>c. Mostly negative</li> </ol>

## PROTOCOL FOR KEY INFORMANT INTERVIEWS (KIIS) WITH LDP GRANTEES

The interviewer should first introduce her/himself, then welcome and thank the Key Informants for his/her time and cooperation. After that, the interviewer should explain the purpose of the interview, how he/she was selected, any potential benefits or risks to participating in this interview, how long it will take, and whether there will be any compensation for participating in the interview. The interviewer will ensure the respondent that he has every right to not to answer any question and can quit the interview at any stage of the interview.

The question of confidentiality is also important to address and the approach to protecting confidentiality as data are gathered, stored, and reported should be discussed and agreed upon between the evaluation manager and the evaluation team during the design phase. The interviewer should clearly describe how the data collected will be used, including with whom it will be shared, and crucially, whether names or other personal information will be included with the data.

<b>Place:</b>	<b>Interviewer:</b>
<b>Sub-Grantee:</b>	<b>Date:</b>
<b>Name of Person</b>	<b>Age:</b>
<b>Gender:</b>	<b>Occupation:</b>

<b>1</b>	<b>SELECTION</b>
<b>1.1</b>	How did you hear about LDP? <ul style="list-style-type: none"> <li>a. From UP chairman</li> <li>b. From a senior person in the community</li> <li>c. A friend or family member told me</li> <li>d. NGO person told me</li> <li>e. A meeting was organized and I learned it there</li> <li>f. Cannot remember</li> </ul>
<b>1.2</b>	Were you present in the selection meeting in the UP? Who attended? Who presides the meeting? What was discussed there other than the selection process?
<b>1.3</b>	Generally, was the LDP participant selection process widely communicated and disseminated in the community?
<b>2</b>	<b>PROGRAM ACTIVITIES</b>
<b>2.1</b>	What is your idea about the LDP program organized by Democracy Watch (DW), Wave Foundation (WF), or Manab Kallayan Parishad (MKP)? In which activities have you participated during your engagement with LDP? <ul style="list-style-type: none"> <li>a. Training</li> <li>b. Social Assessment</li> <li>c. Project Proposal Preparation</li> </ul>

	<ul style="list-style-type: none"> <li>d. Project Management and Implementation</li> <li>e. Other</li> </ul>
<b>2.2</b>	<p>How frequently and/or actively have you interacted with LDP or DW/WF/MKP staff?</p> <ul style="list-style-type: none"> <li>a. Very actively participated</li> <li>b. Some participation</li> <li>c. No participation</li> </ul> <p style="text-align: right;">If little or no participation, ask why.</p>
<b>2.3</b>	<p>Have women been able to participate effectively in LDP activities? What are the obstacles that they face?</p>
<b>2.4</b>	<p>How many training programs you have attended so far with DW, WF or MKP?</p> <ul style="list-style-type: none"> <li>a. Attended three training programs</li> <li>b. Attended two training programs</li> <li>c. Attended one training program</li> <li>d. Cannot remember</li> </ul>
<b>2.5</b>	<p>Can you please name some of the training you have participated during last two years or so?</p> <ul style="list-style-type: none"> <li>a. Appreciative Community Mobilization</li> <li>b. Participatory Social Assessment</li> <li>c. Community Development and Initiative</li> <li>d. Democracy and Good Governance for Community Leaders</li> <li>e. Informed Youth</li> <li>f. Steps of Youth in Field and Advocacy</li> <li>g. Communication and Leadership</li> </ul>
<b>2.6</b>	<p>What was the most useful tool that you learned in the training program, according to your understanding? Why? (Do not prompt)</p>
<b>2.7</b>	<p>How confident are you in doing a community assessment on your own?</p> <ul style="list-style-type: none"> <li>a. Confident</li> <li>b. Not very confident</li> <li>c. Not at all confident</li> </ul>
<b>2.8</b>	<p>How confident are you in preparing a project proposal on your own?</p> <ul style="list-style-type: none"> <li>a. Confident</li> <li>b. Not very confident</li> <li>c. Not at all confident</li> </ul>
<b>2.9</b>	<p>What is your understanding about the development needs of your community? What do you want to do for the community you belong to?</p>
<b>2.10</b>	<p>As part of the LDP activities, have you cooperated with any community organizations, such as</p> <ul style="list-style-type: none"> <li>a. School Committee</li> <li>b. Bazaar Committee</li> <li>c. Mashjid/Mandir/Puja Committee</li> <li>d. Local Sports Club</li> <li>e. Any other association/organization</li> </ul>

<b>3</b>	<b>LDP GRANT</b>
<b>3.1</b>	Did you submit a proposal for receiving a grant to implement a community development project?
<b>3.2</b>	Did the LDP grantees consult widely in the community when they prepared their grant requests? Did they convene meetings with the community?
<b>3.3</b>	<ul style="list-style-type: none"> <li>a. How many other LDP participants are involved in your proposal?</li> <li>b. Is the grant limited to just one ward?</li> <li>c. Or does it cover several wards?</li> <li>d. Or the entire UP?</li> <li>e. How many people benefit from your project?</li> </ul>
<b>3.4</b>	<ul style="list-style-type: none"> <li>a. What have you done with your grant?</li> <li>b. What is the purpose of your project?</li> <li>c. Who designed and planned the project?</li> <li>d. Have you learned anything about project management in your training program that you received from the DW/WF/MKP?</li> <li>e. What are you delivering through your project (basically the description of the project)?</li> <li>f. Who are your partners in implementation of the project?</li> <li>g. What is the role of the UP Chair/Member in your project?</li> </ul>
<b>3.5</b>	<ul style="list-style-type: none"> <li>a. Does your project addresses the women issues in the community?</li> <li>b. What are the main barriers/challenges in implementing your project?</li> <li>c. How are you planning to overcome the challenges?</li> <li>d. How much support you are getting from the community to go ahead with your ideas of community development?</li> </ul>
<b>4</b>	<b>SUSTAINABILITY</b>
<b>4.1</b>	Will the activity funded under the project continue after the grant term is ended? How will it be sustained?
<b>4.2</b>	<ul style="list-style-type: none"> <li>a. Do you think you can do something for your community without funds? What are the activities you think do not require funds?</li> <li>b. What is your plan to keep working with your current project beyond the LDP project period?</li> <li>c. How would you make this project sustainable without any financial support from outside of your community?</li> <li>d. Are you confident that you will be able to mobilize funds from the community if you come up with the right project that helps the community?</li> </ul>
<b>4.3</b>	Do you think there can be a community development project which does not require financial resources? Give examples.
<b>4.4</b>	Can you tell us a few sources of local resources that can be used for implementing community development project? Does the UP or Upazila administration actively support the community projects?
<b>4.5</b>	Have you joined in the community development committees organized by LDP in the ward or UP? Are they open to all LDP participants? What is the purpose of these committees?

4.6	Do you think that these committees will be able to continue to function without support from LDP?
5	<b>FUTURE AND VISION</b>
5.1	What other kind of training or support from LDP would have helped you more to implement your ideas?
5.2	<p>To implement your ideas into action, what support you need from your community or from outside?</p> <p>Prompts:</p> <ol style="list-style-type: none"> <li>a. Greater support from the community</li> <li>b. Mobilization of local resources</li> <li>c. Support from local government</li> <li>d. Support from wealthy persons</li> <li>e. Other</li> </ol>
5.3	<p>To implement your ideas into action, what support you need from outside?</p> <p>Prompts:</p> <ol style="list-style-type: none"> <li>a. Support from Department of Youth</li> <li>b. Support from Department of Women Affairs</li> <li>c. International Donors</li> <li>d. Other</li> </ol>
6	<b>SYNERGY</b>
6.1	<p>Have you ever received any encouragement from any person who received similar training in community development?</p> <p>Prompt:</p> <ol style="list-style-type: none"> <li>a. Leaders of Influence (LOI) graduates</li> <li>b. Other</li> </ol> <p>If any respondent answers YES, please ask how?</p>
7	<b>OVERALL</b>
7.1	<p>Overall, what was your impression of LDP or DW/WF/MKP? [Note to moderator: May be asked at the end of the session.]</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Was the staff knowledgeable?</li> <li>• Did they have a respectful approach?</li> <li>• Did they meet their commitments?</li> <li>• Did they ask your input and opinions about activities?</li> <li>• How often the project staff meet you?</li> </ul> <p><b>Get the impression of the participation</b></p> <ol style="list-style-type: none"> <li>a. Mostly positive</li> <li>b. Mixed</li> <li>c. Mostly negative</li> </ol>

## PROTOCOL FOR KEY INFORMANT INTERVIEWS (KIIS) WITH LOCAL STAKEHOLDERS

The interviewer should first introduce her/himself, then welcome and thank the Key Informants for his/her time and cooperation. After that, the interviewer should explain the purpose of the interview, how he/she was selected, any potential benefits or risks to participating in this interview, how long it will take, and whether there will be any compensation for participating in the interview. The interviewer will ensure the respondent that he/she has every right to not to answer any question and can quit the interview at any stage of the interview.

The question of confidentiality is also important to address and the approach to protecting confidentiality as data are gathered, stored, and reported should be discussed and agreed upon between the evaluation manager and the evaluation team during the design phase. The interviewer should clearly describe how the data collected will be used, including with whom it will be shared, and crucially, whether names or other personal information will be included with the data.

<b>Place:</b>	<b>Interviewer:</b>
<b>Sub-Grantee:</b>	<b>Date:</b>
<b>Name of Person</b>	<b>Age:</b>
<b>Gender:</b>	<b>Occupation:</b>

<b>I</b>	<b>PROGRAM ACTIVITIES</b>
<b>1.1</b>	What is your idea about the LDP program organized by Democracy Watch (DW), Wave Foundation (WF), or Manab Kallayan Parishad (MKP)? How did you come to know about it?
<b>1.2</b>	How frequently and/or actively have you interacted with LDP or DW/WF/MKP staff? <ul style="list-style-type: none"> <li>a. Once or more in a week</li> <li>b. A few times in a month</li> <li>c. A few times in a year</li> <li>d. Never</li> </ul>
<b>1.3</b>	What would you say are the main objectives of LDP?
<b>1.4</b>	How were the LDP trainees chosen? <ul style="list-style-type: none"> <li>a. I nominated some of them</li> <li>b. There were consultations with community people</li> <li>c. The NGO staff prepared the list</li> <li>d. Do not know</li> </ul>
<b>1.5</b>	Has LDP selected the right people to participate? What other kinds of people should be involved?
<b>2</b>	<b>LDP RELATIONS WITH THE UP AND OTHER STAKEHOLDERS</b>
<b>2.1</b>	What are the main priorities for promoting local development? Have LDP or LDP trainees

	helped to address those issues? Examples?
<b>2.2</b>	In which LDP activities have you participated? <ul style="list-style-type: none"> <li>• Helped with selection of LDP trainees</li> <li>• Cooperated with LDP in selecting grants</li> <li>• Others</li> </ul>
<b>2.3</b>	Have the LDP trainees assisted the UP in carrying out its functions? Give examples, such as ward meetings, UP standing committees, etc.
<b>2.4</b>	Have LDP trainees worked with other organizations in the UP? CSOs, NGOs, volunteer groups? How have they contributed?
<b>2.5</b>	Can you think of other priority activities that LDP should support in your UP? What role should LDP trainees have?
<b>3</b>	<b>LDP GRANTS</b>
<b>3.1</b>	Did you work with the LDP trainees to design and submit a proposal for receiving a grant to implement a community development project?
<b>3.2</b>	Did the LDP grantees consult widely in the community when they prepared their grant requests? Did they convene meetings with the community?
<b>3.3</b>	Did LDP award a grant to participants from your UP? Do you know what the grant is about? Are you involved in the implementation (e.g., monitoring, supervision, providing resource or support, conflict resolution etc.)?
<b>3.4</b>	What do you think about the grant projects that were approved by LDP? Are they relevant to your community needs?
<b>4</b>	<b>SUSTAINABILITY</b>
<b>4.1</b>	Do you think that the LDP trainees can do something for your community without grant funds? What are the activities you think do not require funds?
<b>4.2</b>	Have you heard anything about the community development committees organized by LDP in the ward or UP? What is the purpose of these committees?
<b>4.3</b>	Do you think that these committees will be able to continue to function without support from LDP?
<b>4.4</b>	Would the UP assign funds to support an LDP project? If no, why not? What other sources of funding or support are there?
<b>5</b>	<b>FUTURE AND VISION</b>
<b>5.1</b>	Is this kind of program that promotes volunteer action useful for the UP and the development of the community? Why or why not?
<b>5.2</b>	What would you recommend to LDP and USAID in order to improve the effectiveness of this kind of program?

<b>6</b>	<b>OVERALL</b>
<b>6.1</b>	<p>Overall, what was your impression of LDP or DW/WF/MKP? [Note to moderator: May be asked at the end of the session.]</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Was the staff knowledgeable?</li> <li>• Did they have a respectful approach?</li> <li>• Did they meet their commitments?</li> <li>• Did they ask your input and opinions about activities?</li> </ul>
<b>6.2</b>	<p>What is your overall impression of the NGOs role in the project?</p> <ol style="list-style-type: none"> <li>a. Mostly positive.</li> <li>b. Mixed.</li> <li>c. Mostly negative</li> </ol>

## PROTOCOL FOR KEY INFORMANT INTERVIEWS (KIIS) WITH LOCAL GOVERNMENT OF BANGLADESH (GOB) STAKEHOLDERS

The interviewer should first introduce her/himself, then welcome and thank the Key Informants for his/her time and cooperation. After that, the interviewer should explain the purpose of the interview, how he/she was selected, any potential benefits or risks to participating in this interview, how long it will take, and whether there will be any compensation for participating in the interview. The interviewer will ensure the respondent that he/she has every right to not to answer any question and can quit the interview at any stage of the interview.

The question of confidentiality is also important to address and the approach to protecting confidentiality as data are gathered, stored, and reported should be discussed and agreed upon between the evaluation manager and the evaluation team during the design phase. The interviewer should clearly describe how the data collected will be used, including with whom it will be shared, and crucially, whether names or other personal information will be included with the data.

<b>Place:</b>	<b>Interviewer:</b>
<b>Sub-Grantee:</b>	<b>Date:</b>
<b>Name of Person</b>	<b>Age:</b>
<b>Gender:</b>	<b>Occupation:</b>

<b>1</b>	<b>PROGRAM ACTIVITIES</b>
<b>1.1</b>	What is your idea about the LDP program organized by Democracy Watch (DW), Wave Foundation (WF), or Manab Kallayan Parishad (MKP)? How did you come to know about it?
<b>1.2</b>	How frequently and/or actively have you interacted with LDP or DW/WF/MKP staff? <ul style="list-style-type: none"> <li>a. Once or more in a week</li> <li>b. A few times in a month</li> <li>c. A few times in a year</li> <li>d. Never</li> </ul>
<b>1.3</b>	What would you say are the main objectives of LDP?
<b>2</b>	<b>LDP RELATIONS WITH GOB STAKEHOLDERS</b>
<b>2.1</b>	What are the main priorities for promoting local development? Have LDP or LDP trainees helped to address those issues? Examples?
<b>2.2</b>	In which LDP activities have you participated?
<b>2.3</b>	Have the LDP trainees assisted you in carrying out your functions?
<b>2.4</b>	Can you think of other priority activities that LDP should support? What role should LDP trainees have?

<b>3</b>	<b>SUSTAINABILITY</b>
<b>3.1</b>	Have you heard anything about the community development committees organized by LDP in the ward or UP? What is the purpose of these committees?
<b>3.2</b>	Do you think that these committees will be able to continue to function without support from LDP?
<b>4</b>	<b>FUTURE AND VISION</b>
<b>4.1</b>	Is this kind of program that promotes volunteer action useful for the development of the community? Why or why not?
<b>4.2</b>	What would you recommend to LDP and USAID in order to improve the effectiveness of this kind of program?
<b>5</b>	<b>OVERALL</b>
<b>5.1</b>	<p>Overall, what was your impression of LDP or DW/WF/MKP?</p> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Was the staff knowledgeable?</li> <li>• Did they have a respectful approach?</li> <li>• Did they meet their commitments?</li> <li>• Did they ask your input and opinions about activities?</li> </ul>
<b>5.2</b>	<p>What is your overall impression of the NGOs role in the project?</p> <ol style="list-style-type: none"> <li>a. Mostly positive.</li> <li>b. Mixed.</li> <li>c. Mostly negative</li> </ol>

## PROTOCOL FOR KEY INFORMANT INTERVIEWS (KIIS) WITH SUB-GRANTEE LEADERS

The interviewer should first introduce her/himself, then welcome and thank the Key Informants for his/her time and cooperation. After that, the interviewer should explain the purpose of the interview, how he/she was selected, any potential benefits or risks to participating in this interview, how long it will take, and whether there will be any compensation for participating in the interview. The interviewer will ensure the respondent that he/she has every right to not to answer any question and can quit the interview at any stage of the interview.

The question of confidentiality is also important to address and the approach to protecting confidentiality as data are gathered, stored, and reported should be discussed and agreed upon between the evaluation manager and the evaluation team during the design phase. The interviewer should clearly describe how the data collected will be used, including with whom it will be shared, and crucially, whether names or other personal information will be included with the data.

<b>Place:</b>	<b>Interviewer:</b>
<b>Sub-Grantee:</b>	<b>Date:</b>
<b>Name of Person</b>	<b>Age:</b>
<b>Gender:</b>	<b>Occupation:</b>

<b>I</b>	<b>GENERAL</b>
<b>I.1</b>	<ul style="list-style-type: none"> <li>Describe the overall approach of the LDP project. What are the main goals?</li> <li>What is the role of the partner NGO in the implementation of LDP?</li> <li>How is the partner NGO organized to provide support? Are there Upazila or UP level coordinators? How many participants per coordinator?</li> <li>What would be considered a “successful” LDP participant?</li> </ul>
<b>2</b>	<b>SELECTION OF PARTICIPANTS</b>
<b>2.1</b>	<ul style="list-style-type: none"> <li>The Y1 work plan refers to a youth and community leader selection process, managed from the LDP office, which was to shortlist leaders, convene selection panels, and finalize selection. Did this happen? Did LDP draw up a list of leaders in the targeted UPs prior to the partner NGOs going into the field?</li> <li>The Y2 work plan describes a selection process within the target UPs, led by the partner NGOs. Describe the selection process in the UP. The preliminary visit to arrange the selection process is with the UP Chair, or all the UP members?</li> <li>Describe the selection meeting in the UP. Who attends? Who presides the meeting? Is there a model agenda that is used?</li> <li>How many participants are the UPs asked to recommend? How do you avoid political bias in selection?</li> <li>How many participants are finally selected? Is there a further selection/filter done by LDP?</li> </ul>

<b>3</b>	<b>POST TRAINING FOLLOW-UP SUPPORT</b>
<b>3.1</b>	<ul style="list-style-type: none"> <li>• Did you receive written guidelines from LDP on the follow-up activities?</li> <li>• How does the partner NGO promote the activities of the youth and community leaders with the local governments and other local stakeholders?</li> <li>• According to these guidelines, what support does the LDP partner NGO give to the trainees after the first round of training is complete?</li> <li>• Is the post-training support only through the groups (community development committees) or is there individual attention for the LDP participants?</li> <li>• Does the partner NGO accompany individual LDP participants to meet with local institutions or is this done through group activities?</li> <li>• Does the support provided by the partner NGO differ between youth and community leaders?</li> <li>• Is there a different process to assist the women leaders? What obstacles do they face?</li> <li>• Describe the follow up support to those LDP trainees that did not receive grant support. Are they concentrated in particular wards? Do you note frustration or apathy among these trainees? Is there a strategy for keeping them motivated?</li> <li>• What do you do in UPs/wards where LDP is less successful? Is there a plan to improve LDP results in these places?</li> </ul>
<b>4</b>	<b>DEVELOPMENT COMMITTEES</b>
<b>4.1</b>	<ul style="list-style-type: none"> <li>• Are there ward-level associations/committees for LDP participants? What are their primary goals and functions?</li> <li>• Are there UP-level associations/committees for LDP participants? What are their primary goals and functions?</li> <li>• Does LDP track or monitor the meetings of these community development committees?</li> <li>• How many of the committees have used the LDP tools (i.e., score cards)? Do they track this?</li> </ul>
<b>5</b>	<b>RELATIONS WITH LOCAL GOVERNMENT</b>
<b>5.1</b>	<ul style="list-style-type: none"> <li>• Have the LDP committee members participated in UP standing committees? Do they track this? How many?</li> <li>• Have the LDP committee members led UP open budget meetings? Do they track this? In how many wards/UPs?</li> <li>• Have LDP committee members met with Upazila service providers to analyze service delivery? Are they involved in formal monitoring processes?</li> </ul>
<b>6</b>	<b>PARTICIPANT GRANTS</b>
<b>6.1</b>	<ul style="list-style-type: none"> <li>• Describe the proposal process. What support does the LDP partner provide to the graduate trainees?</li> <li>• What is the role of the ward associations and UP associations in the grant process?</li> <li>• Describe the community action plan process</li> <li>• One action plan/proposal per ward? One per UP?</li> <li>• How many proposals/approved projects?</li> <li>• What kinds of projects are being funded?</li> <li>• What happens to unsuccessful proposals? Does LDP help the participants to try to get support from other sources locally?</li> </ul>

<b>7</b>	<b>YOUTH DEVELOPMENT COMMITTEES AND GRANTS</b>
<b>7.1</b>	<ul style="list-style-type: none"> <li>• Describe the Youth Development Committees process and objectives.</li> <li>• How are the community action plans designed in the “youth committees” different from the action plans in the “development committees”</li> <li>• What is the difference between a youth development committee and the youth action network?</li> <li>• Describe the support given by LDP to youth action networks. Is there formal training?</li> </ul>
<b>8</b>	<b>YOUTH TRAINING CENTERS (YTCs)</b>
<b>8.1</b>	<ul style="list-style-type: none"> <li>• What support does LDP give to the YTCs?</li> <li>• What is a capacity development plan?</li> <li>• How many YTCs have designed capacity development plans with LDP support?</li> <li>• What kind of support does LDP give in implementing these capacity development plans?</li> <li>• If no work has been done with YTC, why?</li> </ul>
<b>9</b>	<b>OTHER COMMUNITY DEVELOPMENT ACTIVITIES</b>
<b>9.1</b>	<ul style="list-style-type: none"> <li>• Other than the participation in the ward or UP committees and the formulation of action plans and proposals, what other things should LDP participants be doing?</li> <li>• Do youth and community leaders carry out activities that do not require project funding? Does LDP support them? How?</li> <li>• Do you work with other community organizations to promote cooperation with LDP trainees? <ul style="list-style-type: none"> <li>○ School Committee</li> <li>○ Bazaar Committee</li> <li>○ Mashjid/Mandir/Puja Committee</li> <li>○ Local Sports Club</li> <li>○ Any other association/organization</li> </ul> </li> <li>• Do you track any of these “non-grant” activities of the LDP trainees? How?</li> <li>• Are the expectations for youth leaders different than the expectations of community leaders?</li> </ul>
<b>10</b>	<b>LEADERS OF INFLUENCE (LOI) MENTORS</b>
<b>10.1</b>	<ul style="list-style-type: none"> <li>• Did the partner NGOs receive guidelines from LDP on the LOI mentors?</li> <li>• How did you find these mentors?</li> <li>• How many LOI mentors are actually working in your UPs?</li> </ul>
<b>11</b>	<b>MONITORING AND EVALUATION (M&amp;E)</b>
<b>11.1</b>	<ul style="list-style-type: none"> <li>• Does the partner NGO monitor the activities of each and every of the LDP participants? Is there a data base?</li> <li>• Does the partner NGO track whether the different committees are using the community development tools that are presented in the training?</li> <li>• Do you identify more or less successful wards?</li> </ul>

## ANNEX VIII: SURVEY INSTRUMENT

Date of the Interview:.....

Respondent Mobile No.:.....

Interviewer Name:.....

Code:.....

Supervisor Name:.....

Code:.....

Interview Start Time:.....

Interview End Time:.....

Total Length of Interview:.....

<b>Sampling type:</b>	<b>Random- 1</b>	<b>Booster/Purposive- 2</b>
<b>Respondent Gender:</b>	<b>Male- 1</b>	<b>Female- 2</b>
<b>Respondent Group:</b>	<b>Youth leader (18-35)- 1</b>	<b>Community leader (36-60)- 2</b>

### Center details:

District	Code	Upazila	Code	Union Parishad (UP)	Code
Kisoreganj	1	Hossainpur	21		
Mymensingh	2	Mymensingh Sadar	22		
Netrokona	3	Muktagacha	23		
Rajshahi	4	Purbodhola	24	<b>UP list attached with mail</b>	
Chapai Nawabganj	5	Paba	25		
Banderban	6	Puthia	26		
Natore	7	Chapai Sadar	27		
Khulna	8	Banderban Sadar	28		
Jessore	9	Natore Sadar	29		
Chittagong	10	Rupsha	30		
		Bagharpara	31		
		Sitakunda	32		

QC/ CHECK DETAILS		CODE	ACCOMPANY		BACK CHECK		SCRUTINY		REMARKS
			CODE	DATE	CODE	DATE	CODE	DATE	
NAME OF FS									
NAME OF FC									
NAME OF OTHER OFFICIAL									
FIELD EXECUTIVE									

### Main Questionnaire

**1. ALL RESPONDENTS** “Community development activities” or “work in community development projects” means participating in organized efforts to improve conditions or opportunities in your community. In the last 12 months, have you participated in these kinds of community development activities—very frequently, somewhat frequently, occasionally, rarely, or never?  
**CHOOSE ONE**

Comments	Code
Very frequently	1
Somewhat frequently	2
Occasionally	3
Rarely	4
Never	5

**2. ALL RESPONDENTS** When were you selected to participate in the LDP project under [Democracy Watch (DW), Wave Foundation (WF), Manab Kallayan Parishad (MKP)]? **CHOOSE ONE**

Comments	Code
Earlier in this year (2014)	1
The previous year (2013)	2
Do not remember	3

**3. COMMUNITY LEADERS (>35 years)** As a participant in the LDP project under [DW, WF, MKP] you and other community members received/participated in three different training sessions. Can you recall what the main topics of the three training sessions were? **DO NOT PROMPT. CHECK FROM LIST. MULTIPLE ANSWERS POSSIBLE**

Topics	Code
Democracy and Good Governance for Community Leaders	1

Community Development and Initiative	2
Participatory Social Assessment	3

**3 a. YOUTH LEADERS (<35 years)** As a participant in the LDP project under [DW, WF, MKP] you and other community members received/participated in three different training sessions. Can you recall the main topics of the three training sessions? **DO NOT PROMPT. CHECK FROM LIST. MULTIPLE ANSWERS POSSIBLE**

Topics	Code
Communication and Leadership	1
Informed Youth	2
Steps of youth in field and advocacy	3

**4. ALL RESPONDENTS** To what extent do you believe that you have the necessary skills and knowledge to help solve development problems in your community—you are extremely confident in this; very confident; somewhat confident; not so confident; or not at all confident. **CHOOSE ONE**

Comments	Code
Extremely confident that I have the skills	1
Very confident	2
Somewhat confident	3
Not so confident	4
Not at all confident	5

**5. ALL RESPONDENTS** After you received the training from the LDP project under [DW, WF, MKP], have you continued to participate in LDP community development activities?

Comments	Code
Yes, I have continued to participate	1
No, I have not been able to continue	2

**6. ASK IF ANSWERED “2” TO QUESTION 5, IF ANSWERED “1,” SKIP TO QUESTION 7.** Why have you not continued with LDP activities? **CHOOSE ONE**

Comments	Code
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Now I do not have time to participate in the LDP project	1
My family (father/mother, husband/wife) does not want me to participate	2
I am now living in a different location	3
The support that I get from LDP is not enough to continue	4
I do not have support from other people in the community	5

**7. ALL RESPONDENTS** There were different LDP groups or committees formed in your community. Since you finished your training have you been a member of any of these groups?

**MULTIPLE RESPONSES YES/NO**

Committees	Code
Upazila community development committee	1
UP community development committee	2
Ward development committee	3
Youth committee	4
Youth Activist Network (YAN)	5

**8. ALL RESPONDENTS** What is the main purpose of these groups formed under LDP?

**CHOOSE ONE**

Comments	Code
Support the implementation of the LDP project under [DW, WF, MKP] until it ends	1
Agree on the projects to present to LDP [DW, WF, MKP] for funding/LDP	2
Join with other LDP trainees to initiate other community activities under LDP	3
Become permanent institutions in the UP to promote community or youth development now and after LDP ends	4
Do not know	5

**9. ALL RESPONDENTS** In your opinion, will these committees be able to continue after the LDP project is over? **CHOOSE ONE**

Comments	Code
Yes, the committees definitely can go ahead without LDP support	1
Yes, they can go ahead but with some difficulty	2

No, the committees definitely cannot go ahead without LDP support	3
---	---

**10. ALL RESPONDENTS** Have you used any of the tools for community inquiry/assessment that were explained in the LDP training sessions? **MULTIPLE RESPONSES YES/NO**

Comments	Code
Appreciative Inquiry	1
Citizen report card	2
Social audit	3
Community report card	4
Venn diagram	5
Trend	6
Mobility map	7
No, did not use any of the community assessment tools	8

**11. ALL RESPONDENTS** Referring to the activities mentioned in the previous question, did you do these activities alone; with the support of other LDP participants; with the support of the LDP community development committee; with other community members; or with the support of the LDP program staff? **CHOOSE ONE**

Comments	Code
I did these activities alone, without any help	1
I did these activities with other LDP participants in my UP	2
I did these activities through the development committee created by LDP	3
I did these with the support of LDP project staff under [DW, WF, MKP]	4

**12. ALL RESPONDENTS** During your training under LDP [DW, WF, MKP], did you have the opportunity to work with other LDP participants to design a community development project or action plan? **CHOOSE ONE**

Comments	Code
No project/action plan designed yet	1
Yes, I have designed a project but it has not started yet	2
Yes, I have planned and started a project	3

Yes, I have completed a project	4
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**13. ALL RESPONDENTS** Did you or your LDP group apply for a small grant from the LDP project under [DW, WF, MKP] to support your proposed community action plan? Was it approved? **CHOOSE ONE**

Comments	Code
No, our group did not apply for a grant	1
Yes, we applied but it was not approved	2
Yes, we applied and we are still waiting to hear if it was approved	3
Yes, we applied and it was approved	4

**14. ASK IF ANSWERED “4” TO QUESTION 13.** Thinking about the community development project approved by LDP, will it involve support from others? Give examples of who will give you support in implementing the project. **MULTIPLE OPTIONS. YES/NO**

Comments	Yes	No
Other LDP [DW, WF, MKP] trained leaders	1	2
Other (non-LDP) community members in my ward or UP	1	2
District, Upazila, or UP committees of political parties	1	2
Upazila Chairman or Vice Chairman	1	2
UP Chair or UP Council Members	1	2
National government departments in Upazila or UP	1	2
Local influential people	1	2
Member of Parliament	1	2
National or local NGOs	1	2
Religious organizations	1	2
Businesses	1	2
Others	1	2

**15. ASK IF ANSWERED “YES” TO ANY OF THE OPTIONS IN QUESTION 14.** Will any of these sources give funding for your action plan/project? Which?

Yes.	1	NAME SOURCE FROM LIST IN QUESTION 14	
No.	2		

**16. ALL RESPONDENTS** If your project/action plan does not receive a grant from LDP, can you go ahead with your project idea, without the funding, for example, just with volunteer support from the community? **CHOOSE ONE**

No, the project definitely could not go ahead without funding	1
Yes, even without a grant it could go ahead but with some difficulty	2
Yes, even without a grant, it could go ahead without any difficulty	3

**17. ALL RESPONDENTS** Let us talk about community activities that do not have anything to do with the grant proposal that you made to LDP. After the training, have you participated in other community development activities that do not require LDP funding? **MULTIPLE RESPONSES. YES/NO**

	Yes	No
Participated in an organized effort to resolve a neighborhood or community problem	1	2
Contacted a local government official about a neighborhood or community problem	1	2
Contacted a community or religious leader about a neighborhood or community problem	1	2
Taken part in a peaceful protest, workers' strike, or demonstration on some issue of concern	1	2
Worked with community organizations to plan a community event	1	2
Advocated for women's rights	1	2
Advocated for rights for youth	1	2
Advocated for rights of religious or ethnic minorities	1	2
Encouraged people in your community to participate in the political process	1	2

**18. ASK IF ANSWERED "YES" TO ANY OPTION IN QUESTION 17. IF NOT, SKIP TO QUESTION 19.** In your involvement in the community development activity that you just mentioned, how would you describe your own role—you conducted the activity entirely yourself; you created a new organization, committee, or group; or you joined in an existing committee or group to carry out the activity? **CHOOSE ONE**

Conducted the activity entirely yourself	1
Worked together with other LDP trainees in a development committee	2
Worked with other community members (not LDP participants) in the ward or UP	3
Joined an existing committee or group to carry out the project idea	4

**19. ASK IF ANSWERED “NO” TO ALL OF THE OPTIONS IN QUESTION 17.** After the training, why have you not initiated any further community development activity other than the LDP funded project or action plan? **MULTIPLE OPTIONS. YES/NO**

Mainly the other LDP participants are only interested in getting a grant	1
It is difficult for a single leader to initiate activities without funds	2
The LDP program does not support these kinds of activities	3
Upazila and UP officials are not interested in this kind of activity without grant funds	4
Other community members do not support this kind of activity without grant funds	5

**20. ALL RESPONDENTS** Have you participated in any activities organized by the LDP program or other LDP participants to directly support the work of the UP or Upazila administration? **MULTIPLE OPTIONS. YES/NO**

Support the UP standing committee?	1
Help organize UP open budget meetings/Ward meeting in your ward?	2
Help to monitor and improve Upazila service delivery?	3
Work with UPs or Upazilas to improve their revenues collection?	4

**21. ALL RESPONDENTS** If people have a problem receiving government services, to what extent, if at all, are you confident that you would know how to hold the government accountable for this—extremely confident; very confident; somewhat confident; not so confident; or not confident at all? **CHOOSE ONE**

Extremely confident	1
Very confident	2
Somewhat confident	3
Not so confident	4
Not confident at all	5

**22. ALL RESPONDENTS** Thinking about the level of support that you received from LDP [DW, WF, MKP] after completing your training, do you believe that it was sufficient for you to successfully carry out community development activities or projects? **CHOOSE ONE**

Yes	1
No	2

**23. ALL RESPONDENTS** What other support do you need from LDP [DW, WF, MKP] in order to be successful in leading community development activities and projects in your community?

**MULTIPLE RESPONSES. YES/NO**

	Yes	No
LDP should give participants more training on community development	1	2
After the training, LDP should give more support to the individual participants, not just in group sessions	1	2
After the training, LDP should help individual participants to work directly with the UP	1	2
After the training, LDP should help individual participants with campaigns to mobilize support from the community	1	2
LDP should give more grants, even if the grants are smaller in amount	1	2

**24. ALL RESPONDENTS** How enthusiastic are you about continuing to participate in LDP [DW, WF, MKP] activities—would you say that you are extremely enthusiastic about participating; very enthusiastic; somewhat enthusiastic; not so enthusiastic; or not enthusiastic at all? **CHOOSE ONE**

Extremely enthusiastic	1
Very	2
Somewhat	3
Not so enthusiastic	4
Not enthusiastic at all	5

**25. ALL RESPONDENTS** Thinking about when LDP ends in three years, do you think that you will continue to be involved in community development activities that you and other LDP participants are doing now? **CHOOSE ONE**

I will definitely be involved	1
Possibly, it will depend on my other activities	2
Probably not	3
Definitely not	4

**26. ALL RESPONDENTS** After your training was completed, did you train other members of the community in any of the things that you learned?

Yes	1
No	2

**IF ANSWERED “A” (YES) TO PREVIOUS QUESTION** How many people \_\_\_\_\_

**D1. EDUCATION**

None	1
Class 1-5	2
Class 6-8	3
Secondary School (SSC)	4
Higher Secondary School (HSC)	5
Post-Secondary (Higher than HSC)	6

**D2. GENDER**

Male	1
Female	2

**D3. AGE**

18-24	1
25-34	2
35-49	3
50-60	4
Above 60	5

**D4. EMPLOYMENT**

Employed full time	1
Employed part time	2
Homemaker	3
Student	4
Unemployed	5
Retired	6
Disabled	7

## D5. OCCUPATION

Farming own farm	1
Farm laborer	2
Skilled worker/artisan	3
Elected representative	4
Teacher	5
Military/police	6
Other government worker	7
Other	

## D6. POLITICAL PARTY INVOLVEMENT

Do you consider yourself a supporter of any political party? **CHOOSE ONE**

Awami League	1
Bangladesh Nationalist Party	2
Jamaat e Islami	3
Jatiya Party	4
None	8
Prefer not to mention	9
Other	

**D7.** Are you or a member of your family a formal member of a District or Upazila committee of a political party or an elected local government official? **MULTIPLE RESPONSES YES/NO**

Respondent	1
Father/mother	2
Brother/sister	3
Aunt/uncle/cousin	4

## ANNEX IX: SUMMARY OF SMALL GRANTS

Union Parishad (UP)	Type	Sub-Grantee	Grant Name	Observations
Chhatni, Natore Sadar	Community Leaders	Wave Foundation (WF)	Creating Self-employment Opportunities Among Rural Women and Increasing Healthcare Seeking Behavior	<ul style="list-style-type: none"> <li>• Paying trainers</li> <li>• Equipment rental (sewing machines)</li> <li>• House rental</li> <li>• Stickers</li> <li>• Reporting</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> </ul>
Chhatni, Natore Sadar	Youth Leaders	WF	Eliminating Violence Against Women and Promoting Life-skill Education Through Adult Education Center	<ul style="list-style-type: none"> <li>• Teachers' honorarium</li> <li>• Furniture rental</li> <li>• House rental</li> <li>• Stickers</li> <li>• NGO advocacy model</li> <li>• Reporting</li> <li>• No other local stakeholders</li> </ul>
Digapatia, Natore Sadar	Community Leaders	WF	Promoting Health Services for Rural Women and Enhancing Environmental Development	<ul style="list-style-type: none"> <li>• "Health camp for poor women," not clear what are the cost items</li> <li>• Role of the health clinics staff?</li> <li>• Volunteer work for tree planting++</li> <li>• Stickers</li> <li>• Reporting</li> <li>• No other local stakeholders</li> </ul>
Digapatia, Natore Sadar	Youth Leaders	WF	Enhancing Community Development Through Activating Community Resource Center and Youth Policy Advocacy	<ul style="list-style-type: none"> <li>• Hiring literacy teachers</li> <li>• Furniture rental</li> <li>• Purchase of reading materials</li> <li>• Not clear what costs are in "organizing essay competition"</li> <li>• House rental</li> <li>• Reporting</li> <li>• No other local stakeholders</li> </ul>
Parila, Paba, Rajshahi	Community Leaders	Manab Kallayan Parishad (MKP)	Campaign Initiative to Prevent Gender Based Violence and Capacity Building for Women Empowerment	<ul style="list-style-type: none"> <li>• Cash awards</li> <li>• Payment of trainers</li> <li>• Equipment rental (sewing machines)</li> <li>• House rental (grantee's own)</li> <li>• NGO advocacy model</li> <li>• No evidence of consultation, exact copy of other grant</li> <li>• No other local stakeholders</li> </ul>
Parila, Paba, Rajshahi	Youth Leaders	MKP	Ensure Proper Sanitation System and	<ul style="list-style-type: none"> <li>• No sustainability analysis of fish project (three months)</li> </ul>

Union Parishad (UP)	Type	Sub-Grantee	Grant Name	Observations
			Build Capacity to Empower Women	<ul style="list-style-type: none"> <li>• Not clear who made initial investment</li> <li>• No description of sanitation component</li> <li>• Not clear what “advocacy event” is, or why it requires food</li> <li>• No other local stakeholders</li> <li>• No evidence of consultation, exact copy of other grant</li> <li>• No other local stakeholders</li> </ul>
Boira, Mymensing Sadar	Community Leaders	Democracy Watch (DW)	Education Center Setup and Awareness on Sanitation	<ul style="list-style-type: none"> <li>• Librarian salary (grantee)</li> <li>• Conveyance of Union forum</li> <li>• Furniture rental</li> <li>• Library rental</li> <li>• Documentation?</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> </ul>
Boira, Mymensing Sadar	Youth Leaders	DW	Income Generating Activities for Self-employment and Women Empowerment	<ul style="list-style-type: none"> <li>• No venue rental++</li> <li>• Salary for trainers</li> <li>• Salary for support staff</li> <li>• Equipment rental (sewing machines)</li> <li>• Furniture rental</li> <li>• No other stakeholders</li> </ul>
Boroharishpur, Natore Sadar	Community Leaders	Wave Foundation (WF)	Promoting Employment Opportunities for Rural Women and Eliminating Violence Against Women	<ul style="list-style-type: none"> <li>• Paying for trainers</li> <li>• Equipment rental (sewing machines)</li> <li>• House rental for training</li> <li>• NGO advocacy model</li> <li>• No evidence of consultation</li> <li>• No other local stakeholders</li> </ul>
Boroharishpur, Natore Sadar	Youth Leaders	WF	Development Initiatives for Adibashi People Through Activating Community Resource Center	<ul style="list-style-type: none"> <li>• Teachers’ salaries (grantees)</li> <li>• Furniture rental</li> <li>• Equipment rental (PCs)</li> <li>• House rental (grantee)</li> <li>• Reporting</li> <li>• No Adibashi stakeholder involvement</li> </ul>
Char Nilakshmia, Mymensing Sadar	Community Leaders	DW	Initiating Self-employment and Women Empowerment	<ul style="list-style-type: none"> <li>• Trainers fees</li> <li>• Furniture rental</li> <li>• Equipment rental (sewing machines)</li> <li>• No other local stakeholders</li> </ul>

Union Parishad (UP)	Type	Sub-Grantee	Grant Name	Observations
Char Nilakshmia, Mymensing Sadar	Youth Leaders	DW	Library Setup and Blood Donation Program	<ul style="list-style-type: none"> <li>• Partner with Medical Hospital++</li> <li>• Librarian salary (grantee)</li> <li>• Conveyance Union forum</li> <li>• Furniture rental</li> <li>• Library room rental</li> </ul>
Kafuria, Natore Sadar	Community Leaders	WF	Creating Education Opportunities for Underprivileged Children and Protecting Environment	<ul style="list-style-type: none"> <li>• Paying for teachers (grantees)</li> <li>• Furniture rental</li> <li>• House rental</li> <li>• Reporting cost</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> </ul>
Kafuria, Natore Sadar	Youth Leaders	WF	Creating Information and Communications Technology (ICT) Education Opportunities for Youth and Initiating Youth Policy Advocacy	<ul style="list-style-type: none"> <li>• Paying for trainers</li> <li>• Equipment and furniture rental</li> <li>• Press conference costs</li> <li>• Submission of memo as a cost</li> <li>• House rental</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> </ul>
Tebaria, Natore Sadar	Community Leaders	WF	Women Development Through Creating Self-employment Opportunities and Protecting Violence Against Women	<ul style="list-style-type: none"> <li>• Paying for trainers</li> <li>• Equipment rental</li> <li>• House rental</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> </ul>
Tebaria, Natore Sadar	Youth Leaders	WF	Enhancing Development Initiatives Through Community Resource Center	<ul style="list-style-type: none"> <li>• Teachers' salaries</li> <li>• Furniture rental</li> <li>• House rental</li> <li>• Cash prizes</li> <li>• No other local stakeholders</li> </ul>
Dapunia, Mymensing Sadar	Community Leaders	DW	Usage of Proper Sanitation in Dapunia	<ul style="list-style-type: none"> <li>• Payment to facilitator (grantee)</li> <li>• Conveyance to Union forum</li> <li>• NGO advocacy model</li> <li>• Cut and paste with Paranganj grant</li> <li>• No other local stakeholders</li> </ul>
Dapunia, Mymensing Sadar	Youth Leaders	DW	Education Extension and Income Generating Activities	<ul style="list-style-type: none"> <li>• Set up a library as place for youth++</li> <li>• Librarian salary (grantees)</li> <li>• Library room rental</li> <li>• Furniture rental</li> <li>• Equipment rental (sewing machines)</li> </ul>

Union Parishad (UP)	Type	Sub-Grantee	Grant Name	Observations
				<ul style="list-style-type: none"> <li>• Stationary costs?</li> <li>• Marketing?</li> <li>• Advocacy meeting on what?</li> <li>• Conveyance</li> <li>• No evidence of consultation</li> <li>• No other local stakeholders</li> </ul>
Hargram, Paba, Rajshahi	Community Leaders	MKP	Prevention of Gender Based Violence and Drugs, and Empowerment of Women Through Employment Opportunity	<ul style="list-style-type: none"> <li>• Street performance, snacks, decorations, sound systems</li> <li>• Salaries of trainers</li> <li>• Equipment rental (sewing machines)</li> <li>• NGO advocacy model</li> <li>• No venue rental ++</li> <li>• No other local stakeholders</li> </ul>
Hargram, Paba, Rajshahi	Youth Leaders	MKP	Primary Education Initiative for Underprivileged Children	<ul style="list-style-type: none"> <li>• House rental</li> <li>• Furniture rental</li> <li>• Teachers' salaries</li> <li>• Service staff salaries</li> <li>• Involved School Management Committee (SMC)++</li> </ul>
Char Ishwardia, Mymensing Sadar	Community Leaders	DW	Tree Plantation and Training on Sewing	<ul style="list-style-type: none"> <li>• Meeting with UP++</li> <li>• Volunteer work for tree planting++</li> <li>• Salary for facilitator (grantees)</li> <li>• Salary for caretaker</li> <li>• Conveyance for Union forum</li> <li>• Equipment rental (sewing machines)</li> <li>• Furniture rental</li> </ul>
Char Ishwardia, Mymensing Sadar	Youth Leaders	DW	Pre-school and Library Initiative	<ul style="list-style-type: none"> <li>• Teachers' salaries (grantees)</li> <li>• Librarian salary (grantees)</li> <li>• Conveyance for Union forum</li> <li>• Furniture rental</li> <li>• Room rental</li> <li>• Follow-up meeting</li> <li>• No other local stakeholders</li> </ul>
Paranganj, Mymensing Sadar	Community Leaders	DW	Usage of Proper Sanitation	<ul style="list-style-type: none"> <li>• Awareness on sanitation in five households</li> <li>• Facilitators' fee (grantee)</li> <li>• Conveyance of Union forum</li> <li>• NGO advocacy model</li> <li>• No other local stakeholders</li> <li>• Grant funds used to buy latrines</li> </ul>

Union Parishad (UP)	Type	Sub-Grantee	Grant Name	Observations
Paranganj, Mymensing Sadar	Youth Leaders	DW	Adult Education Program	<ul style="list-style-type: none"> <li>Teachers' salaries (grantees)</li> <li>Support staff salaries</li> <li>Furniture rental</li> <li>Conveyance for UP forum</li> <li>No other stakeholders</li> </ul>
Harian, Paba, Rajshahi	Community Leaders	MKP	Prevention of Gender Based Violence and Capacity Building Initiative for Woman Empowerment Program	<ul style="list-style-type: none"> <li>Facilitator and trainers fees (grantees)</li> <li>Equipment rental (sewing machines) (very high)</li> <li>Venue rental (grantee's)</li> <li>NGO advocacy model</li> <li>No other local stakeholders</li> </ul>
Harian, Paba, Rajshahi	Youth Leaders	MKP	Campaigning Initiative to Raise Awareness about Prevention of Gender Based Violence and Democratic & Citizen Rights Program	<ul style="list-style-type: none"> <li>Cash awards</li> <li>Rehearsal costs</li> <li>Remuneration to performers</li> <li>NGO advocacy model</li> <li>No evidence of consultation</li> <li>Exact copy of other grant in Hargram</li> <li>No other local stakeholders</li> </ul>

## ANNEX X: UNDERPERFORMING LDP PARTICIPANTS BY UPAZILA CLUSTER

District	Bagharpara	Banderban Sadar	Chapai Sadar	Hossainpur	Muktagacha	Mymensingh Sadar	Natore Sadar	Paba	Purbodhola	Puthia	Rupsha	Sitakunda
Program Year	2	2	2	1	2	1	1	1	2	2	1	2
Implementing Partner	WF	Toymu	MKP	DW	DW	DW	WF	MKP	DW	MKP	WF	YPSA
<b>Participation/Use of LDP</b>												
Frequency of participation in CD		X				X		X	X		X	
Continued in LDP after training			X	X		X	X	X				
Use of AI tools		X	X	X		X	X					X
<b>Community Development</b>												
Organized effort to resolve community problem				X		X	X		X			
Contact religious leader about community problem			X	X		X			X		X	
Plan community event with CSOs			X			X			X		X	
Trained community members after LDP training			X	X	X	X						
<b>Civic Activism</b>												
Advocate for women				X		X	X		X			
Advocate for youth				X		X	X		X		X	X
Advocate for minorities			X	X		X			X		X	
Encourage others to participate	X					X					X	X
<b>Local Governance</b>												
Contact LG official to resolve problem			X		X	X		X	X		X	
UP standing committees		X	X	X			X		X			X
Open budget	X		X	X			X		X			X
Upazila service delivery	X	X	X	X				X	X		X	
LG revenue collection	X	X	X	X	X				X		X	X
<b>Self evaluation</b>												
Skills to hold LG Accountable			X	X	X	X		X	X			
Skills to solve CD problems			X	X	X	X			X			
Enthusiastic about LDP			X	X			X					
Will probably continue in CD after LDP			X	X		X	X	X	X			
<b>Count</b>	<b>4</b>	<b>5</b>	<b>15</b>	<b>16</b>	<b>5</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>15</b>	<b>0</b>	<b>9</b>	<b>6</b>

**Source:** SI telephone Survey of LDP Participants

**Key:** X = % of respondents in that District answering affirmative is below average for total sample. Example: for the item “Will probably continue to be involved in community development after LDP ends” in Chapai Sadar, Hossainpur, Mymensingh, Natore Sadar, Paba, and Purbodhola Districts, the percentage of respondents who said that they will continue is below the average percentage for the entire sample.

## ANNEX XI: OVERLAP OF LDP SITES WITH OTHER USAID PROGRAMS

LDP Working Areas			SDLG	PHR	ACT	JFA	PRODIP	CBP	FTF	Total
UP	Upazila	District								
Dapunia	Mymensing Sadar	Mymensing	X			X				2
Char Nilaxsmia	Mymensing Sadar	Mymensing				X				1
Paranganj	Mymensing Sadar	Mymensing	X			X				2
Boira	Mymensing Sadar	Mymensing				X				1
Char Ishwardia	Mymensing Sadar	Mymensing				X				1
Sayedpur	Sitakunda	Chittagong								
Bariadyala	Sitakunda	Chittagong								
Sonaichhari	Sitakunda	Chittagong								
Kumira	Sitakunda	Chittagong								
Banshbaria	Sitakunda	Chittagong								
Barbakunda	Sitakunda	Chittagong								
Muradhpur	Sitakunda	Chittagong								
Banderban Sadar	Banderban Sadar	Banderban								
Kuhalong	Banderban Sadar	Banderban								
Shuyalok	Banderban Sadar	Banderban								
Darajhat	Bagharpara	Jessore	X						X	2
Dhalgram	Bagharpara	Jessore	X				X		X	3
Narikelbaria	Bagharpara	Jessore							X	1
Dohakula	Bagharpara	Jessore							X	1
Basuari	Bagharpara	Jessore	X						X	2
Parila	Paba	Rajshahi				X				1
Harinan	Paba	Rajshahi				X		X		2
Hargram	Paba	Rajshahi						X		1

<b>LDP Working Areas</b>			<b>SDLG</b>	<b>PHR</b>	<b>ACT</b>	<b>JFA</b>	<b>PRODIP</b>	<b>CBP</b>	<b>FTF</b>	<b>Total</b>
<b>UP</b>	<b>Upazila</b>	<b>District</b>								
Hujuripara	Paba	Rajshahi					<b>X</b>			<b>1</b>
Damkura	Paba	Rajshahi						<b>X</b>		<b>1</b>
Baneshwar	Puthia	Rajshahi						<b>X</b>		<b>1</b>
Belpukuria	Puthia	Rajshahi						<b>X</b>		<b>1</b>
Puthia Sadar	Puthia	Rajshahi								
Jeopara	Puthia	Rajshahi								
Bhalukgachi	Puthia	Rajshahi								
Tebaria	Natore Sadar	Natore						<b>X</b>		<b>1</b>
Kafuria	Natore Sadar	Natore								
Chhatni	Natore Sadar	Natore								
Digapatia	Natore Sadar	Natore	<b>X</b>					<b>X</b>		<b>2</b>
Boroharishpur	Natore Sadar	Natore	<b>X</b>							<b>1</b>
Ranihati	Chapai Nawabgonj Sadar	Chapai Nawabgonj								
Baliadangi	Chapai Nawabgonj Sadar	Chapai Nawabgonj								
Gobratala	Chapai Nawabgonj Sadar	Chapai Nawabgonj								
Baragharia	Chapai Nawabgonj Sadar	Chapai Nawabgonj						<b>X</b>		<b>1</b>
Moharajour	Chapai Nawabgonj Sadar	Chapai Nawabgonj						<b>X</b>		<b>1</b>
Araibaria	Hossainpur	Kishoreganj					<b>X</b>			<b>1</b>
Sidhla	Hossainpur	Kishoreganj	<b>X</b>							<b>1</b>

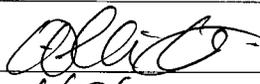
LDP Working Areas			SDLG	PHR	ACT	JFA	PRODIP	CBP	FTF	Total
UP	Upazila	District								
Sahedal	Hossainpur	Kishoreganj	X							1
Jinari	Hossainpur	Kishoreganj	X							1
Pumdi	Hossainpur	Kishoreganj	X							1
Sadar	Purbadhala	Netrokona								
Hogla	Purbadhala	Netrokona								
Jaria	Purbadhala	Netrokona								
Bishkakuni	Purbadhala	Netrokona								
Agia	Purbadhala	Netrokona								
Dulla	Muktagacha	Mymensing								
Tarati	Muktagacha	Mymensing								
Bashati	Muktagacha	Mymensing								
Kumargata	Muktagacha	Mymensing								
Mankon	Muktagacha	Mymensing								
T.S. Bahirdia	Rupsa	Khulna							X	1
Ghatbhogh	Rupsa	Khulna							X	1
Naihati	Rupsa	Khulna							X	1
Shreefaltala	Rupsa	Khulna							X	1
Aijaganti	Rupsa	Khulna							X	1

## ANNEX XII: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	William J. Cartier
<b>Title</b>	CoP, BDGPE/Senior Evaluation Specialist
<b>Organization</b>	Social Impact
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number(contract or other instrument)</b>	AID-388-TO-12-00001
<b>USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Leadership Development Program- LDP, Counterpart International
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

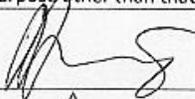
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized 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.

<b>Signature</b>	
<b>Date</b>	6/18/2014

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Dr. Kazi Maruful Islam
Title	National Consultant
Organization	Social Impact
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number(contract or other instrument)	AID-388-LA-12-00001
USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)	Leadership Development Program (LDP), implemented by Counterpart International.
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

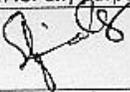
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized 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 Nov. 2014

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Dr. Shantanu Majumder
Title	National Consultant
Organization	Social Impact
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number(contract or other instrument)	AID-388-LA-12-00001
USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)	Leadership Development Program (LDP), implemented by Counterpart International.
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

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	05/11/2014

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	<b>Naim Mostofa</b>
<b>Title</b>	<b>National Evaluation Specialist</b>
<b>Organization</b>	<b>Social Impact</b>
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number(contract or other instrument)</b>	<b>AID-388-TO-12-00001</b>
<b>USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)</b>	<b>Leadership Development Program- LDP, Counterpart International</b>
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

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<b>Signature</b>	
<b>Date</b>	June 18, 2014

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	AKM Saifullah
<b>Title</b>	National Sectoral Expert
<b>Organization</b>	Social Impact
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number(contract or other instrument)</b>	AID-388-TO-12-00001
<b>USAID Project(s) Evaluated(Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Leadership Development Program (LDP), implemented by Counterpart International
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes answered above, I disclose the following facts:</b> <i>Real or potential conflicts of interest may include, but are not limited to:</i> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

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<b>Signature</b>	
<b>Date</b>	29 September 2014

U.S. Agency for International Development  
1300 Pennsylvania Avenue, NW  
Washington, DC 20523