The Complexity of Building Capacity at USAID

Cindy Clapp-Wincek
Director
Office of Learning, Evaluation & Research
Bureau for Policy, Planning and Learning
USAID
We provide assistance in five regions of the world: Sub-Saharan Africa, Asia, Latin American & the Caribbean, Europe & Eurasia and the Middle East.
Bringing USAID Back

Guidance

Changing Attitudes & Knowledge

Providing Incentives

Support/technical assistance

Systems
HOW-TO NOTE
Preparing Evaluation Reports

INTRODUCTION
This page provides USAID Evaluation Guidance (2013). Chapter 203 and provides some basic guidance in preparing evaluation reports, the most valuable elements of which are being clear, credible, and useful. These elements are important for evaluating reports because they ensure that the information provided is relevant and actionable. Clear, credible, and useful evaluation reports are essential for making informed decisions and improving program outcomes.

BACKGROUND
The most important objective of all evaluations is that it should be informative, useful, and improve USAID projects and programs. A key aspect of using evaluation reports is to ensure that they are well written, accurate, and focused on clearly identifying and addressing significant issues, including priority gaps and emerging opportunities.

APPROACHES
USAID’s Evaluation Policy and 203-203 provide guidance on preparing reports that are relevant, useful, and credible. These elements are discussed in the process of evaluating a report. These steps are not exhaustive but should be included in the process of evaluating a report. To ensure that the evaluation report is clear, credible, and useful, additional information and resources are recommended. The evaluation report should clearly address the priorities and emerging opportunities. The evaluation report should be well written and focused on clearly identifying and addressing significant issues. The evaluation report should be clear, credible, and useful, and should be reviewed by program managers and USAID representatives.
USAID Program Cycle

- Agency Policy & Strategies
- Learning
- Evaluation & Monitoring
- Project Design & Implementation
- CDCS
- Budget
- Adapting
- Results

USAID from the American People

5
• Evaluation Interest Group

• Annual report on evaluation

• Evaluation Points of Contact

• Training, practicum, mentoring

• Checklists & models

• Learning
Incentives

THE USAID "LERning" COMPETITION
CALL FOR PROPOSALS
DEADLINE: JULY 8, 2011

January 2011, the Administrator released the new USAID Evaluation Policy. The Policy is an update of Agency evaluation standards and practices to address contemporary needs. The Office of Learning, Evaluation and Research (LER) in the Bureau of Policy, Planning and Learning (PPL) announces a one-time "LERning" Competition. The competition is designed to support missions and operating units to meet the requirements of the policy. The primary criterion for judging proposals will be the strength of the evaluation questions identified.

Eligibility

To compete for the funding, missions/operating units must:

1. Have a mechanism that will allow funds to be obligated for the evaluation, no later than September 30th, 2011. It will be the mission/OU's responsibility to complete all steps required to obligate the funds on-time.

2. Provide a scope of work to LER for review and comment that complies with the standards of the Evaluation Policy. LER comments will be offered for mission/OU consideration. LER must have at least one week to review the scope within the timeframe of the Mission's obligating/contracting actions.

3. Share completed evaluation reports with PPL/LER within three months of the completed evaluation. Submit the final report to the DEC as required in the Evaluation Policy. LER will review draft reports if requested.

Higher priority will be given to proposals for large projects/programs to ensure coverage of priority agency programs, or to pilot projects that test innovations planned for possible scale-up.

"LERning Competition"
Technical Support

- TA and advice from LER staff
- Program Cycle Service Center
- ProgramNet and Learning Lab
- Workshop on How to Choose an Evaluation Method

http://programnet.usaid.gov/
kdid.org/kdid-lab/library
• Special Collection on Evaluation
  http://dec.usaid.gov

• Evaluation Showcase
  www.usaid.gov/evaluation

• Transparency – Evaluation Registry
The Evaluation Community

3ie

EvalPartners

AfrEA

6th AfrEA Conference
Rights and Responsibility in Development Evaluation
USAID Strategic Learning

Cindy Clapp-Wincek
For Stacey Young
Office of Learning, Evaluation & Research
Bureau for Policy, Planning and Learning

USAID
Adaptive management

Based on new learning or changes in context, make iterative course corrections to increase effectiveness

- Build flexibility into funding mechanisms
- Monitor performance but also broader context indicators, emergent trends, and other actors’ activities and results
- Build iterative reflection into management processes
- Expect to need to adapt, and do so as soon as evidence indicates a more effective path is available
- Reward learning & adapting, not staying the course
Adaptive management: examples

- Portfolio Reviews
  - Expanded to ask: What are we learning? Is implementation leading to results? Do we need to change course?

- “Big Picture” reflections
  - Multi-stakeholder reflection to ground-truth USAID programs in broader context of dynamic country conditions, emergent technical knowledge, and evolving assistance landscape

- Advisory groups
  - Local thought leaders engaged to bring local context and knowledge/experience to bear on strategic planning, project design, and program implementation
Adaptive management: examples

- **Implementation modalities**
  - Outcome mapping combined with facilitation methods to engage local communities in systemic analyses and interventions aimed at key systemic constraints

- **Partner deliverables**
  - Include knowledge sharing with Mission and other partners, and iterative assessment of lessons learned and implied course corrections