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GENDER INTEGRATION IN E3 SECTOR EVALUATIONS, 2013 – 2014

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This publication was produced for review by the United States Agency for International Development. It was prepared by Elizabeth Freudenberger and Lala Kasimova of Management Systems International, a Tetra Tech Company, and Piper Purcell of the Palladium Group for the E3 Analytics and Evaluation Project.

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E3 Analytics and Evaluation Project

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS AND ABBREVIATIONS

ADS	Automated Directives System
DEC	Development Experience Clearinghouse
E3	Bureau for Economic Growth, Education and Environment (USAID)
EP	Economic Policy
GenDev	USAID/E3 Office of Gender Equality and Women's Empowerment
IP	Implementing Partner
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MSI	Management Systems International
PAD	Project Appraisal Document
PLC	Office of Planning, Learning, and Coordination (USAID/E3)
PMP	Performance Monitoring Plan
POC	Point of Contact
SOW	Statement of Work
USAID	United States Agency for International Development

For acronyms specific to each of the 117 projects evaluated, see Annex B.

KEY DEFINITIONS AND REFERENCES

Female Empowerment	<p>“Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.” (USAID, Gender Equality and Female Empowerment Policy, March 2012, page 3)</p>
Gender	<p>“Gender is the socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. The social definitions of what it means to be female or male vary among cultures and change over time. Gender identity is an individual’s internal, personal sense of being male or female. For transgender people, their birth assigned sex and their own internal sense of gender identify do not match.” (USAID, Gender Equality and Female Empowerment Policy, March 2012, page 3)</p>
Gender Analysis	<p>ADS Chapter 205.3.1 states that “Gender analysis is a subset of socio-economic analysis. It is a social science tool used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries. It is also used to identify the relevance of gender norms and power relations in a specific context (e.g., country, geographic, cultural, institutional, economic, etc.). Such analysis typically involves examining:</p> <ul style="list-style-type: none">• Differences in the status of women and men and their differential access to assets, resources, opportunities and services;• The influence of gender roles and norms on the division of time between paid employment, unpaid work (including subsistence production and care for family members), and volunteer activities;• The influence of gender roles and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering females; and• Potential differential impacts of development policies and programs on males and females, including unintended or negative consequences.” <p>Gender analysis is a mandatory analysis when preparing a Country Development Cooperation Strategy (CDCS) and a Project Appraisal Document (PAD) during the project design phase in the program cycle. A gender analysis is also an important resource for developing gender sensitive indicators and evaluation questions.</p>
Gender Equality	<p>“Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.” (USAID, Gender Equality and Female Empowerment Policy, March 2012, page 3)</p>
Gender Integration	<p>“Involves identifying, and then addressing, gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is</p>

implemented, it is essential that project managers address these issues on an ongoing basis.” ([USAID, Gender Equality and Female Empowerment Policy, March 2012](#), page 3)

Gender-Sensitive or “Engendered” Evaluation

Engendering an evaluation means that all stages of the evaluation reflect: (1) an awareness that the degree and meaning of program participation, program results, and potential sustainability are shaped by gender; (2) a recognition that explicit attention to gender issues must be integrated into the evaluation if gender equality objectives are to be addressed; and (3) a commitment to examining the extent to which gender equality was achieved as a result of the program or project that was implemented. A fully gender-sensitive approach would include these elements in the Evaluation Statement of Work (SOW); the evaluation design, methodological approach, and data collection methods; and throughout data analysis and reporting. ([How-To Note: Engendering Evaluation at USAID, 2015](#))

Outcome

An outcome is a higher level or end result at the assistance objective level. An outcome is expected to have a positive impact on and lead to change in the development situation of the host country. (ADS Chapters 200-203)

Output

Outputs are a tangible, immediate, and intended products or consequences of a project within USAID’s control. All outputs that are necessary and together sufficient to achieve the purpose should be identified. (ADS Chapters 200-203)

Sex

“Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs and genitalia.” ([USAID, Gender Equality and Female Empowerment Policy, March 2012](#), page 3)

Sex-Disaggregated Data

“Sex-disaggregated data are data that are collected and analyzed separately on males and females. This typically involves asking the “who” questions in (for example) an agricultural household survey: who provides labor, who makes the decisions, who owns and controls the land and other resources. Or it may involve asking men and women about their individual roles and responsibilities.” (Cheryl Doss and Caitlin Kieran. [Three things you need to know about sex-disaggregated data](#). CGIAR Research Program on Agriculture for Nutrition and Health, May 5, 2014)

USAID References on Gender and Evaluation

- **USAID Gender Equality and Female Empowerment Policy**, March 2012
https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf
- **USAID ADS Chapter 205 Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle**, 2013 <https://www.usaid.gov/sites/default/files/documents/1870/205.pdf>
- **How To Note: Engendering Evaluation at USAID**, 2015
https://usaidlearninglab.org/sites/default/files/resource/files/how-tonoteonengenderingevaluation_final_aug_2015.pdf

EXECUTIVE SUMMARY

This report is a review of gender integration in 117 evaluations of projects related to USAID's Bureau for Economic Growth, Education and Environment (E3) technical sectors published between January 2013 and September 2014. This study expands on the gender findings detailed in the E3 Sectoral Synthesis of 2013 – 2014 by focusing on the integration of gender into various aspects of project design and implementation, as well as gender-sensitive outputs and outcomes as reported in the evaluations.

This study provides the E3 sectors and the broader development community with concrete examples of gender integration and sector-specific gender results that are relevant to their work. The purpose of this study is to provide examples of:

- Gender integration in evaluation and
- Results identified in evaluations relating to gender equality and women's empowerment.

It examines evidence that evaluation reports provide on the integration of gender in project design, implementation, management, and results. It also analyzes challenges and opportunities for improvement in gender integration. While based entirely on evaluation report documentation, this study provides useful examples of successful and unsuccessful gender integration in project design and implementation. Its conclusions are limited to findings discussed in the evaluations and do not cover the full extent of gender integration in E3 sector projects.

Key findings include:

- Evaluations are doing a better job compared to prior years of addressing gender differentials and providing sex-disaggregated data for evaluation findings, where appropriate.
 - The number of E3 evaluations addressing gender differentials in project access, participation, or benefits rose from a low of 15 percent in 2011 to 67 percent in 2014.
 - The number of E3 evaluations providing sex-disaggregated data on evaluation findings at all levels increased from 7 percent in 2010 to 53 percent in 2014.
- Evaluation reports highlighted the importance of the availability of sex-disaggregated project data in contextualizing and understanding project results.
- Evaluation reports noted the need to consider the implications of gender norms during project design. Evaluations from across all sectors recognized the workload of women in the household as an impediment to gaining access to education, resources, knowledge, and community participation.
- Evaluation reports highlighted the benefits of including women project planning, leadership, and implementation such as increased empowerment and standing in the community.
- Several evaluations recommended that projects hire a gender specialist on a full or part time basis to support gender integration into project implementation.

In summary, this study found that while E3 evaluation reports have improved in the integration of gender considerations, gender inclusion is by no means universal, and E3 projects and evaluations can make further gains. In order to improve gender integration, the study recommends that:

- USAID Program Offices ensure that Mission Orders and other operating unit procedures are consistent with USAID’s guidance on integrating gender into all program cycle activities, including evaluation, and specifically with *How-to Note: Engendering Evaluation at USAID*.
- USAID Evaluation Points of Contact and others involved drafting evaluation Statements of Work (SOWs) explicitly include in the SOW:
 - Detailed expectations for data disaggregation by sex for each evaluation question, as well as information to be obtained on specific gender concerns;
 - A requirement that evaluators go beyond simply referencing sex-disaggregated data to document whether activities are actually reducing gender gaps, consistent with USAID guidance on engendering evaluations; and
 - Clear expectations for the evaluation team to include members with experience in gender programming, performance monitoring, evaluation and/or research, when there are gender concerns.
- USAID Evaluation Managers communicate to evaluators that they need to provide evidence-based findings, conclusions, and recommendations relating progress made by the project to close gender gaps, empower women and girls, and reduce gender based violence, whenever USAID evaluation questions or other SOW elements call for these outcomes to be addressed.
- When conducting future evaluation reviews, the E3 Bureau more systematically compare evaluation practices, including the evaluation report and the evaluation SOW, to the standards for engendering evaluations described in key USAID guidance on gender and evaluation.

INTRODUCTION

Background, Purpose, and Audience

In 2015, USAID's Bureau for Economic Growth, Education and Environment (E3), supported by the E3 Analytics and Evaluation Project,¹ analyzed 117 evaluations published between January 2013 and September 2014 relating to the E3 technical sectors. The E3 Sectoral Synthesis of 2013 – 2014 Evaluation Findings report highlighted key lessons learned, project results, areas for improvement, and innovative practices.² The report also addressed cross-cutting initiatives such as gender equality and women's empowerment, private sector engagement, and governance.

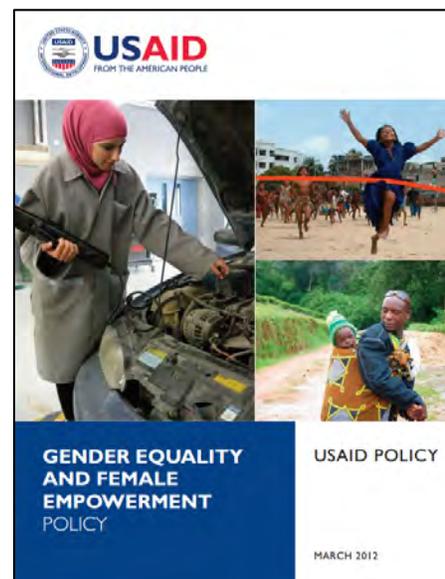
Following the E3 Sectoral Synthesis, the E3 Analytics and Evaluation Project also conducted an in-depth analysis of gender integration in E3 sector evaluations. This report presents the findings and conclusions on gender integration in evaluation at both the E3 Bureau and sector levels. (For the Gender Integration in E3 Evaluations, 2013-14 SOW, see Annex A.) This study will be particularly useful for USAID staff and implementing partners (IPs) supporting E3 sector programs, projects, and evaluations.

USAID Policy and Guidance Framework

USAID's Gender Equality and Female Empowerment Policy (March 2012)³ presents the Agency's priorities, operational principles, organizational roles, and requirements for achieving gender equality. In the foreword to this policy, Administrator Shah states, "Designed to enhance women's empowerment and reduce gender gaps, the policy affirms the critical role women play in accelerating progress in development and advancing global prosperity and security." This policy document also links with other policy and planning instruments, such as the overall USAID Policy Framework, Quadrennial Diplomacy and Development Review, and the United States Strategy to Prevent and Respond to Gender Based Violence Globally.

The Gender Equality and Female Empowerment Policy gives guidance on incorporating gender equality and female empowerment into programming, performance monitoring, and evaluation, focusing on three overarching outcomes:

1. Reduce gender disparities in access to, control over, and benefit from resources, wealth, opportunities, and services – economic, social, political, and cultural;
2. Reduce gender-based violence and mitigate its harmful effects on individuals and communities; and
3. Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities, and societies.



¹ The E3 Analytics and Evaluation Project is implemented by team lead Management Systems International in collaboration with Development and Training Services and NORC at the University of Chicago.

² "Sectoral Synthesis of 2013–2014 Evaluation Findings." August 2015. http://pdf.usaid.gov/pdf_docs/PA00KQT8.pdf

³ "Gender Equality and Female Empowerment Policy." March 2012. <https://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf>

The Agency articulates its Gender Equality and Female Empowerment Policy in ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle. According to ADS 205.3.6.2:

“Washington Bureaus and Missions must identify all evaluation questions for which sex-disaggregated data are needed. All people-level indicators must be disaggregated by sex and collected before activities with beneficiaries (or clients) begin (i.e., at baseline) and when activities with beneficiaries end or at the end of the project, whichever comes first (i.e., endline). Missions should also consider whether key evaluation questions examine the extent to which closing gender gaps has improved project outcomes and whether the project has transformed gender norms and reduced gender gaps. Finally, evaluations should identify whether any particular sub-groups (e.g., different ages, people with disabilities, etc.) are losing out.”

To develop the E3 Sectoral Synthesis data collection tools, the study team applied the gender integration principles defined in the Gender Equality and Women's Empowerment Policy and ADS Chapter 205. For example, the study included data collection questions about whether evaluations disaggregated findings by sex, and whether the evaluation reports analyzed project outcomes/benefits for males and females. Using the guiding principles from the How-To Note (see text box on page 4), this study provides examples of evaluations analyzing gender-specific outcomes and synthesizes what can be learned from challenges discussed in the evaluations.

“Engendered” Evaluation: What does it mean?

In 2015, USAID published the How-To Note: *Engendering Evaluation at USAID*, which provided three criteria for ensuring that an evaluation is gender-sensitive, or “engendered.”

Engendering an evaluation means that all stages of the evaluation reflect:

1. An awareness that the degree and meaning of program participation, program results, and potential sustainability are shaped by gender;
2. A recognition that explicit attention to gender issues must be integrated into the evaluation if gender equality objectives are to be addressed; and
3. A commitment to examining the extent to which gender equality was achieved as a result of the program or project that was implemented.

These criteria were adopted from a 2014 USAID study, *Gender-Sensitive Evaluation: Best and Promising Practices in Engendering Evaluation*.

Methodology

This study covers the set of 117 evaluations included in the E3 Sectoral Synthesis of 2013 – 2014 Evaluation Findings. The study team identified and collected the evaluations from USAID’s Development Experience Clearinghouse (DEC), where evaluation teams published them between January 1, 2013, and September 30, 2014. (For the list of evaluations, see Annex B.) These evaluations covered a range of evaluands, including activities, projects, programs, and development objectives. For the sake of simplicity, the Sectoral Synthesis and this study use the term “project” generically to cover whatever work each evaluation examined.

The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified text from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This report presents examples throughout as quotes directly from the evaluation reports. For more information on these examples, see Annex B, “Evaluation Reference List,” which provides links to the full evaluation reports available on the DEC.

For two measures (sex-disaggregated data and gender differentials in access, participation, outcomes, and/or benefits), this study also uses data collected through the USAID’s 2009-2012 Agency-Wide Meta-Evaluation, which allows for comparisons over time.⁴

Limitations

The primary limitation of this study is that it relies on the evaluation reports to discuss evidence of gender integration within each project. The extent to which the evaluation reports address gender integration varies. While this methodology can provide examples of successful or unsuccessful gender integration, it is not a census of all efforts that the projects are currently making. Therefore, conclusions are limited to findings discussed in the evaluations and do not cover the full extent of gender integration in E3 sector projects.

This study is also subject to the same limitations as the overall E3 Sectoral Synthesis, namely that while the study team made all efforts to identify the full universe of evaluations conducted during this period, the study was limited to those available on the DEC.

Projects illustrate gender integration in project design when:

- A project is designed to close gender gaps, reduce GBV, and empower women and girls.
- A project specific gender analysis is conducted, and the findings are incorporated into the Project Appraisal Document (PAD), and other planning documents.
- The findings of the gender analysis inform the project’s logical framework, related narratives and the illustrative indicators and illustrative evaluation questions in the PAD’s Monitoring, Evaluation and Learning (MEL) plan.

Gender integration in project implementation occurs when:

- Project activities designed to achieve gender equality and women’s empowerment are implemented.
- The project’s progress toward achieving its gender equality and women’s empowerment objectives is monitored by gender sensitive indicators and the project’s evaluations are engendered.
- Mid-course corrections are made to address unintended gender related consequences.

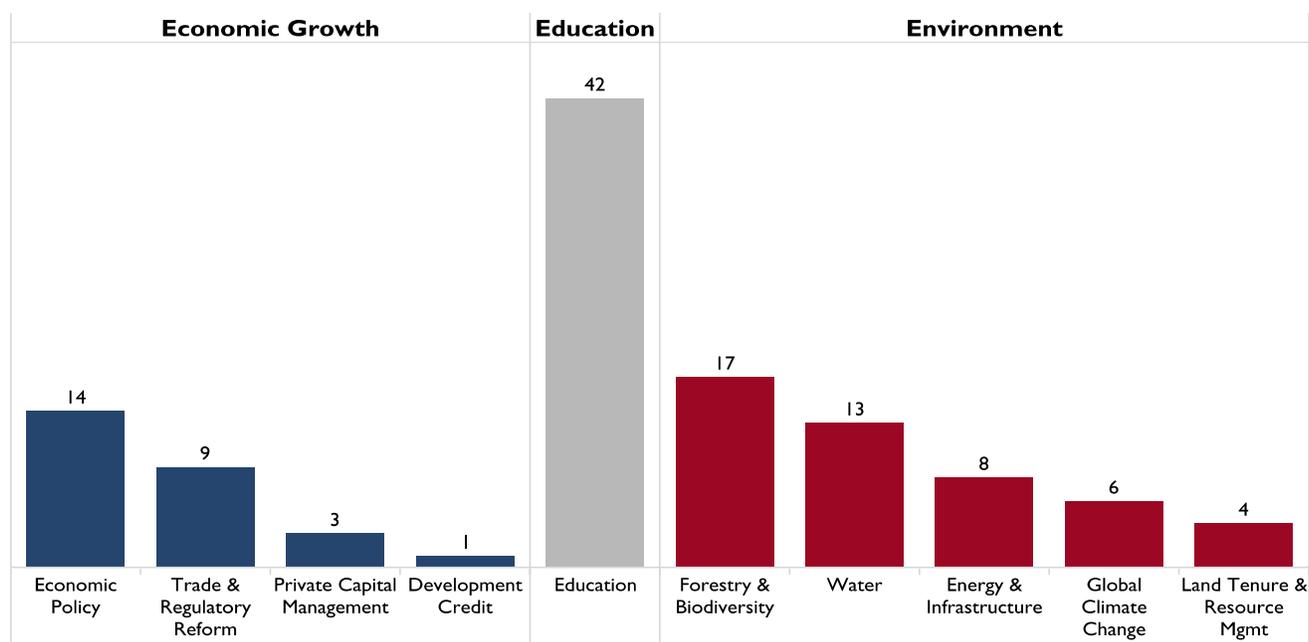
⁴ “Meta-Evaluation of Quality and Coverage of USAID Evaluations 2009 – 2012.” August 2013. http://pdf.usaid.gov/pdf_docs/PDACX771.pdf

Summary of E3 Sector Evaluations

The E3 Sectoral Synthesis of 2013 – 2014 Evaluation Findings examined 117 evaluations, all of which are available on the DEC. These evaluations cover a wide range of interventions across all E3 technical sectors and reflect geographic diversity. (For a detailed list of the evaluations examined, see Annex B.) Figure 1 shows the distribution of the 117 evaluations by sector. For analytical purposes, the study team also grouped the 10 technical sectors into the three “E” groups: Economic Growth, Education, and Environment.

- **Economic Growth** encompasses 27 evaluations, including 14 related to Economic Policy, 9 for Trade and Regulatory Reform, 3 for Private Capital Management, and 1 for Development Credit.
- **Education** encompasses 42 evaluations across a wide variety of sub-sectors.
- **Environment** encompasses 48 evaluations, including 17 related to Forestry and Biodiversity, 13 for Water, 8 for Energy and Infrastructure, 6 for Global Climate Change, and 4 for Land Tenure and Resource Management.

Figure 1: Distribution of 2013-2014 E3 Sectoral Synthesis Evaluations by Sector



Of the 117 evaluations reviewed, 115 were performance evaluations, including 60 final evaluations, 42 midterm evaluations, and 13 ex-post evaluations. The remaining two were impact evaluations; one was conducted throughout the implementation of the project (parallel impact evaluation), and the other was ex-post.

The study team also categorized the evaluations based on the six USAID operational regions, as shown in Figure 2. Across E3, the most evaluations were conducted in Africa (39), followed by Asia (27), Latin America and the Caribbean (17), Europe and Eurasia (16), Afghanistan and Pakistan (10), and the Middle East (6). There were two global evaluations.

Figure 2: Distribution of E3 Sectoral Synthesis Evaluations by Region

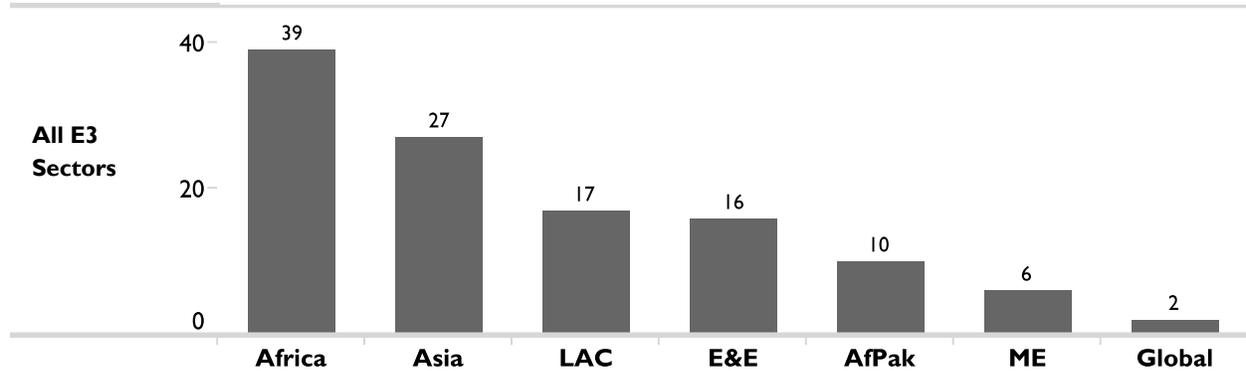
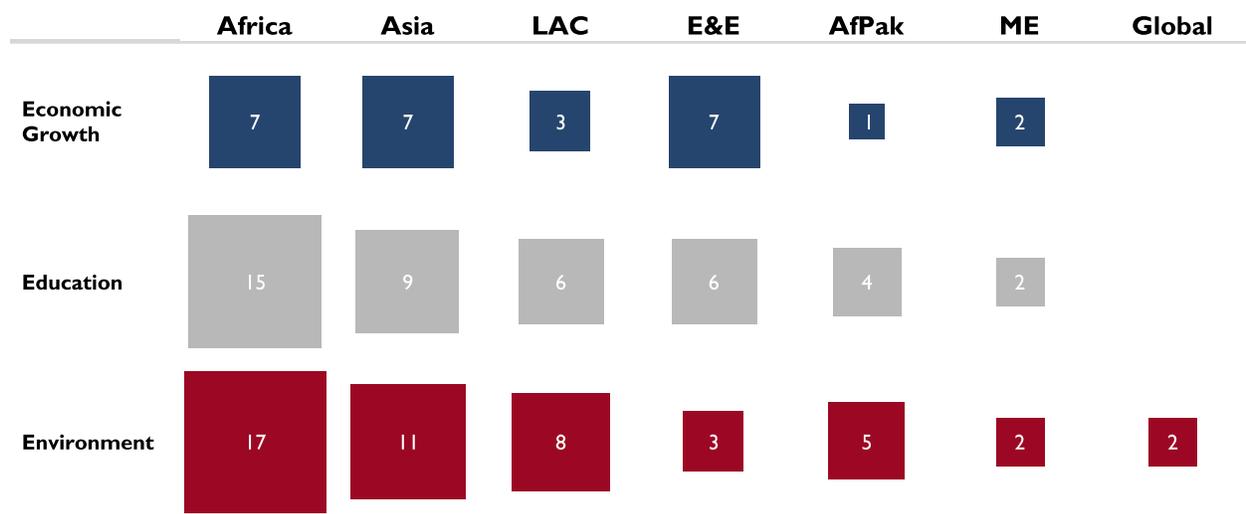


Figure 3 shows the distribution of the 117 evaluations by both group and region. The Education evaluations follow the same geographical distribution pattern as E3 as a whole. Evaluations related to the Economic Growth sectors had a higher concentration of evaluations in the Europe and Eurasia Region. The Environment sectors had a higher concentration than average in Afghanistan and Pakistan.

Figure 3: Distribution of E3 Sectoral Synthesis Evaluations by Group and Region



STUDY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

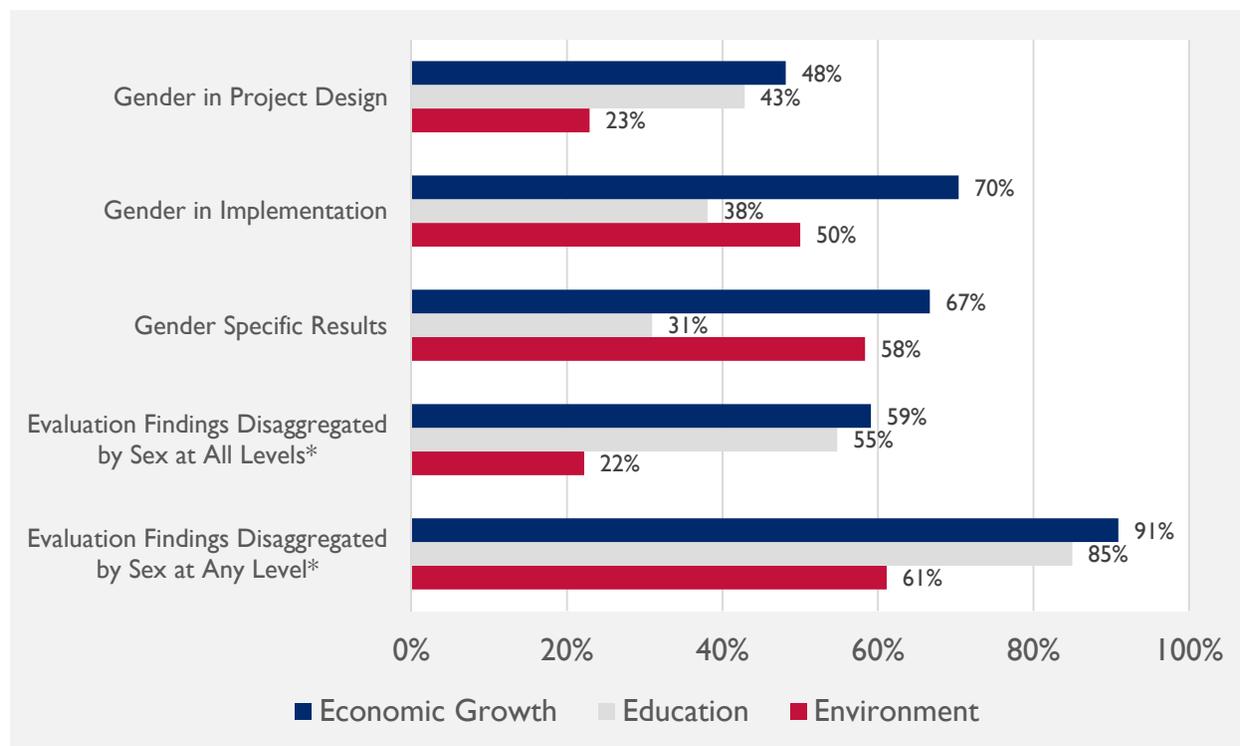
Level of Gender Integration by Group

This study looks at four main areas of gender integration:

- Gender in project design: Did the evaluation report address any aspects of gender integration in project design?
- Gender in implementation: Did the evaluation report address any aspects of gender integration in project implementation?
- Gender-specific results: Did the evaluation report document any gender-specific results (outputs and/or outcomes)?
- Disaggregation of findings: Did the evaluation disaggregate findings by sex at all levels of reporting, or at least at any level of reporting?

Figure 4 shows the percentage of evaluations, categorized under the E3 sectors Economic Growth, Education, and Environment, that addressed the first three categories and met the criteria for the fourth. These percentages varied among the sectors. For more detailed breakdowns by sector, see the sector evaluation sections beginning on page 14.

Figure 4: Percent of Evaluations that Addressed Gender Components



* Percentages for sex disaggregation include only those evaluations for which data are person-focused. See Evaluation Report Review Rater's Guide, question 27 in Annex D for more information.

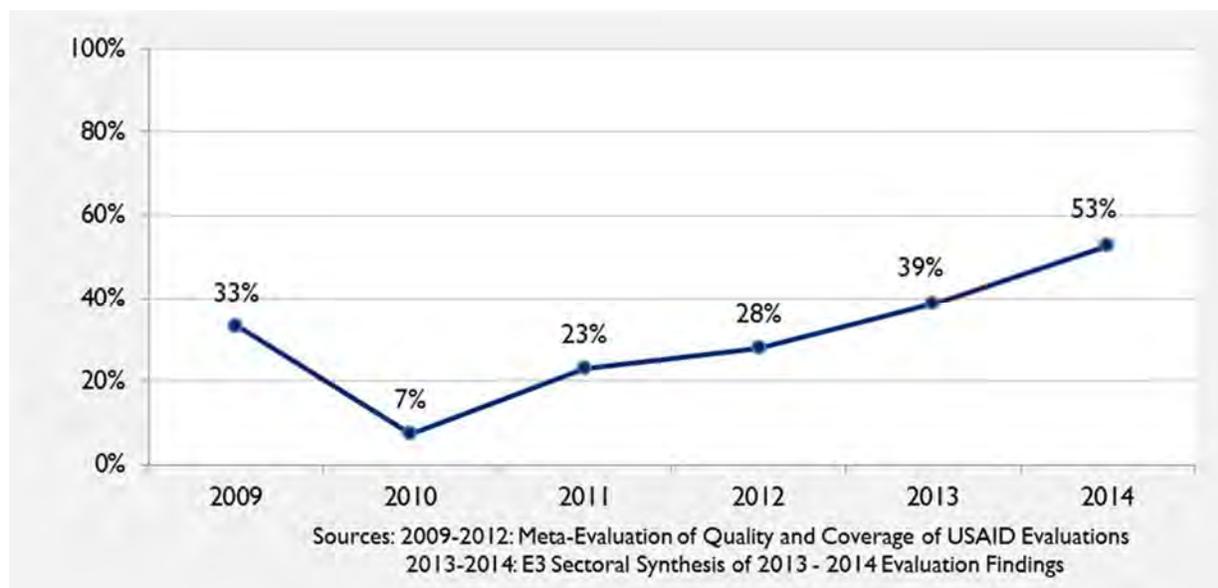
Improvements in Evaluation Reporting

Gender equality and women’s empowerment are core development objectives, and addressing them in evaluation is an important part of integrating gender throughout the project cycle. The 2013 – 2014 Sectoral Synthesis showed that E3 Bureau evaluations made considerable improvements in analyzing gender integration and providing sex-disaggregated data since the prior 2009 – 2012 Meta-Evaluation.

The study team reviewed the E3 Bureau evaluations to determine whether findings were disaggregated by sex at all result levels for “person level” data. In addition, the study team examined whether evaluations addressed differential access or benefits from interventions by gender. These two measures come from USAID’s Gender Equality and Female Empowerment Policy (March 2012). The instruments used for both USAID’s 2009-2012 Meta-Evaluation and the Sectoral Synthesis include these two measures. Researchers can therefore compare the findings from this set of 117 evaluations to the 2009 – 2012 Meta-Evaluation sample, providing a trend over time.

The percent of E3 evaluations that disaggregated findings by sex at all results levels rose from a low of 7 percent in 2010 to 53 percent in 2014. While recognizing that evaluations should strive to provide sex-disaggregated data at all levels, the study team also reviewed evaluations to see if they presented at least some disaggregated findings. For the 2013 – 2014 period, this study found that 78 percent of evaluations provided sex-disaggregated data for at least some findings. Figure 5 shows the trend in reporting findings disaggregated by sex.

Figure 5: Percent of E3 Evaluations that Disaggregated Evaluation Findings by Sex at All Levels, 2009 - 2014



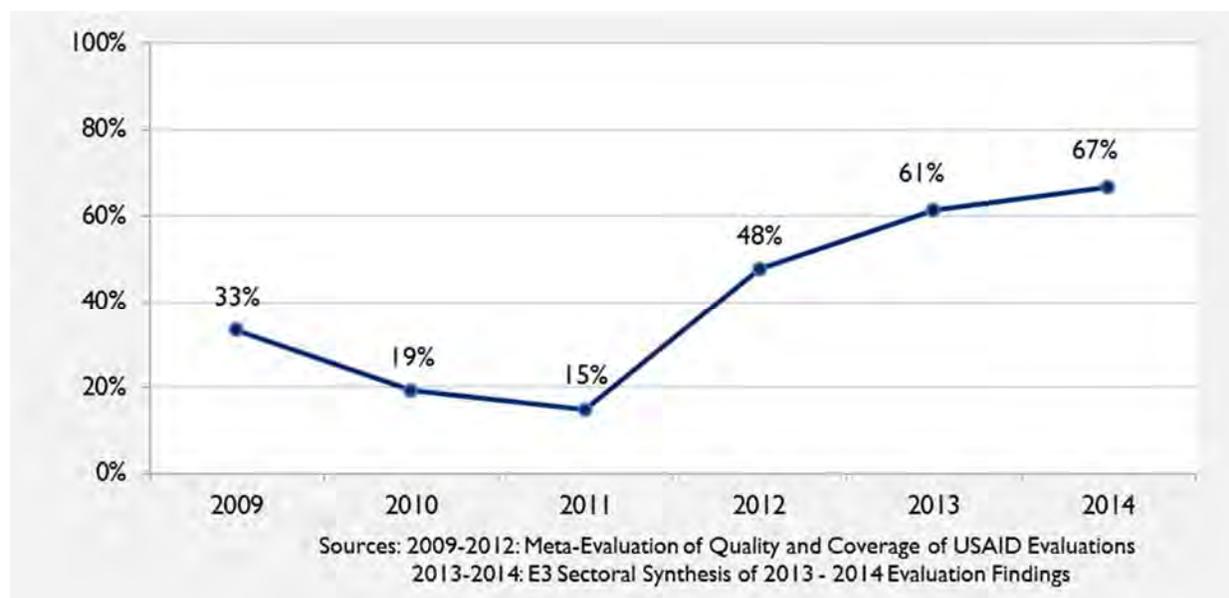
Examples of this type of evidence included numbers of males and females trained in livelihood development activities, as in the case of Economic Policy sector evaluations, or numbers of girls in primary and secondary schools, as in the case of Education sector evaluations.

Sex-disaggregated data, while an important first step in understanding and measuring gender differentials, does not necessarily make an evaluation gender-sensitive or “engendered,” nor is it sufficient to comply with current guidance on gender integration best practices.

In a small number of cases, evaluations called for the projects they evaluated to go beyond simply reporting on gender. They recommend that the projects use performance data to reduce gender gaps and analyze differential outcomes for men and women. For example, an evaluation from the Forestry and Biodiversity sector stated, "...Quarterly reports focus only on the number of male and female participants in law enforcement capacity-building activities. Program documents do not reflect any analysis of the impact of Asia's Regional Response to Endangered Species Trafficking (ARREST) program on policies and practices that may affect men and women differently..." This evaluation further recommended that the project "[d]evelop performance indicators to track the impact of ARREST program components on men and women. Most importantly, clarification is needed on how the ARREST program will increase the participation of women and ensure that its activities benefit both men and women." (ARREST, Evaluation #86)

E3 sector evaluations have also shown marked improvement over time in identifying, discussing, and explaining differences in how men and women participated in or benefited from projects. The percent of evaluations that addressed differential access or benefits by gender increased from a low of 15 percent in 2011 to 67 percent in 2014. Figure 6 shows the trend in evaluations' addressing differential benefits by gender. (For a detailed discussion of gender integration in project design and implementation by sector, see the sector evaluation sections beginning on page 14 of this report.)

Figure 6: Percent of E3 Evaluations that Addressed Differential Access or Benefits by Gender, 2009 - 2014



Challenges in Evaluation Reporting

However, while the evaluation reports have improved on meeting basic reporting requirements, they do not fully integrate gender as outlined in USAID policy. One challenge is the evaluators' apparent lack of understanding of gender concerns in some evaluations. For example, several evaluations mention that a project has been beneficial to women simply because women were in the households that the project served, but they did not elaborate on possible differential benefits between the male and female members of the household. One evaluation reported that women were included in project implementation by pointing out that they were allowed to carry the rocks used in a building project.

Another challenge is a lack of available data. Evaluation reports highlighted the importance of the availability of sex-disaggregated data in contextualizing and understanding project results. The examples below show how the evaluation teams struggled to reach conclusions about gender integration when project results were not tracked with gender integration in mind:

- “Some project indicators were disaggregated by gender, when appropriate... Some project indicators for which gender disaggregation was appropriate were not disaggregated, so information on gender performance was lost. ...The project was not consistent across indicators.” (Malawi Biodiversity Projects, Evaluation #77)
- “Given the evaluation study’s limited quantitative data on disability disaggregated by sex and the lack of data collected and held by the government on these two variables, it is not possible to identify any sex-specific trends by disability regarding enrollment.” (Indonesia OVC, Evaluation #43)
- “A reliable breakdown of men and women (and age disaggregation) benefiting from the [Holistic Management] system is extremely difficult to find and those that are available differ depending on the source... It is unclear how far the inclusion of women in [the Water Resource Users Association] leadership will translate into true, as opposed to token, leadership. At present, the extent to which women are able to influence executive level decision-making cannot be determined.” (Kenya LWF, Evaluation #75)

Areas for Further Study

This study identified a number of overarching challenges and opportunities for gender integration in project design, implementation, and results. These challenges provide critical opportunities to identify ways to better integrate gender into the project design and implementation process.

As noted above, this study is limited in being able to make recommendations about integrating gender into the projects themselves due to having only examined evaluation reports. The findings below may be of interest to USAID for further study through a more comprehensive review of project documents.

Project Design

Evaluation reports noted the need to consider the implications of gender norms during project design. Evaluations from across all sectors recognized the workload of women in the household as an impediment to gaining access to education, resources, knowledge, and community participation. Some evaluations pointed out that the inclusion of women in development activities may lead to an increase in their work burdens unless changes in gender norms relating to house work kept up with women’s participation in gender-neutral development activities. Specific examples from the evaluations include:

- “It is important to note that increasing gender-neutral agriculture workloads can negatively affect women because it will require them to spend more time on fieldwork and, unless there is a change in traditional household gender roles, they will still have the same amount of housework to complete.” (Timor-Leste COCAR, Evaluation #12)
- “The women also discussed the non-financial impact that taking loans and running business activities had on their lives. Positive aspects include improved social lives as their business activities took them outside their home into the community on a regular basis. Several also described an enhanced sense of status in their families and communities as proud business owners as well as the ability to spend a small amount of their incomes on themselves. However,

while most of the focus group participants' experiences were positive, some also described negative aspects, including being overwhelmed in some cases with increased business-related workload on top of their already long days of household responsibilities and children, particularly where they were not receiving additional help from husbands or older children. One participant went as far as saying that she would stop her business activities if her family didn't so badly need her income." (Lebanon LIM, Evaluation #25)

- "Women remain absent in important sectors for reconstruction, such as public works and infrastructure. With regard to energy, women and men consume energy differently (for example, women use more firewood and charcoal, given their role in cooking, whereas men may be more responsible for purchase of flashlights and batteries for lighting) and serve in different roles for producing energy (for example, women may predominate in the production of biomass, whereas men may predominate in skilled labor that builds and maintains electricity systems)." (Liberian Energy Sector Support Project, Evaluation #106)

Project Implementation

There are many ways to integrate gender considerations in project implementation. The evaluations highlighted the benefits of including women project planning, leadership, and implementation such as increased empowerment and standing in the community. Several evaluations recommended that projects hire a gender specialist on a full or part-time basis to support gender integration into project implementation, stating:

- "Consult with a gender specialist to identify opportunities to approach demand reduction and law enforcement capacity building in a more holistic manner that addresses the different roles of men and women in both sustaining and combating wildlife trafficking as appropriate. To understand gender only from the USAID Gender Guidelines is not sufficient. A gender specialist could be hired, on a consultative basis, to develop and mainstream gender sensitivity into each [Asia's Regional Response to Endangered Species Trafficking] program component." (ARREST, Evaluation #86)
- "The project should hire a person specialized in inclusiveness and gender to coordinate the project's approach and develop practical approaches and lasting change among the institution and staff, beneficiaries, volunteers, and partner institutions. Such a person could assist in developing a shared vision of gender, inclusivity, and the prevention of domestic violence, as well as a methodological strategy for the development of gender awareness in activities aimed at the beneficiaries." (Nicaragua EFS, Evaluation #57)
- "[Lowering Emissions in Asia's Forests] has increasingly focused on how gender inequalities influence key issues and activities. It strengthened that work by adding a Gender Advisor with international experience, increasing its total [Cooperative Agreement] funding by \$800,000 for gender activities, and ensuring that gender coordinators were engaged at its major national coordination offices in Lao PDR and Vietnam." (LEAF, Evaluation #108)

Gender Results

As mentioned above, a lack of project performance data on gender results was a challenge identified by evaluators. Additional examples from the evaluations included:

- The Ukraine LINC Evaluation (#14) pointed to the project only requiring sex-disaggregated data without a consideration for designing activities to achieve specific gender outcomes. The

evaluation noted that this affected the project's implementation, which then also only gathered sex-disaggregated data.

- The evaluation of the Global Sustainable Tourism Alliance (Evaluation #117) recommended that the project revise its PMP to integrate gender by establishing specific targets for women, tracking and reporting gender-disaggregated data for performance indicators, and reviewing the methodologies for calculating results to ensure that they are accurate.

Recommendations

In summary, this study found that while E3 evaluation reports have improved in the integration of gender considerations, gender inclusion is by no means universal, and E3 projects and evaluations can make further gains. While a detailed review of the evaluation planning process and Statements of Work was beyond the scope of this study, early consideration of gender integration in the evaluation process is critical. In order to improve gender integration, the study recommends that:

- USAID Program Offices ensure that Mission Orders and other operating unit procedures are consistent with USAID's guidance on integrating gender into all program cycle activities, including evaluation, and specifically with *How-to Note: Engendering Evaluation at USAID*.
- USAID Evaluation Points of Contact and others involved drafting evaluation Statements of Work (SOWs) explicitly include in the SOW:
 - Detailed expectations for data disaggregation by sex for each evaluation question, as well as information to be obtained on specific gender concerns;
 - A requirement that evaluators go beyond simply referencing sex-disaggregated data to document whether activities are actually reducing gender gaps, consistent with USAID guidance on engendering evaluations; and
 - Clear expectations for the evaluation team to include members with experience in gender programming, performance monitoring, evaluation and/or research, when there are gender concerns.
- USAID Evaluation Managers communicate to evaluators that they need to provide evidence-based findings, conclusions and recommendations relating progress made by the project to close gender gaps, empower women and girls, and reduce gender based violence, whenever USAID evaluation questions or other SOW elements call for these outcomes to be addressed.
- When conducting future evaluation reviews, the E3 Bureau more systematically compare evaluation practices, including the evaluation report and the evaluation SOW, to the standards for engendering evaluations described in key USAID guidance on gender and evaluation.

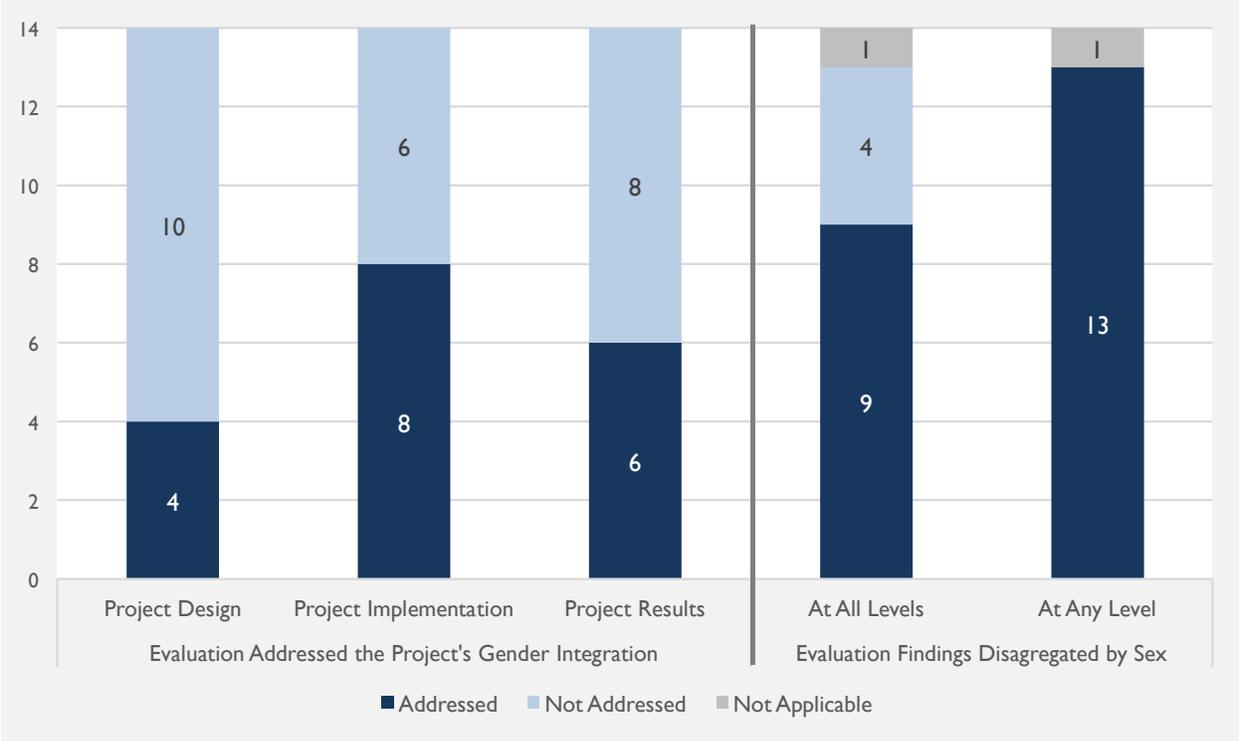
ECONOMIC POLICY SECTOR EVALUATIONS

Summary of Evaluations

The Economic Policy (EP) Office reviewed 14 performance evaluations, which are listed in Annex B. Evaluations in the EP sector were widely distributed geographically, with five evaluations conducted in Europe and Eurasia (Bosnia and Herzegovina, Georgia, Serbia, Ukraine) and three each in Africa (Kenya, Liberia, Somalia), Asia (Nepal, Sri Lanka, Timor-Leste), and Latin America and the Caribbean (Bolivia, Colombia, El Salvador). Evaluations related to the EP sector included six midterm evaluations and eight final evaluations.

The left three bars of Figure 7 below show the number of evaluations in the Economic Policy sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 7: Number of Economic Policy Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Four of the 14 evaluations specifically addressed gender equity issues in project design:

- The Sri Lanka EGA evaluation (# 11) cited that women's empowerment at the community level was the intended purpose of the Eastern Garment Alliance (EGA) project in Sri Lanka. This project directly employed 1,000 people in three apparel factories in Sri Lanka through a public-private partnership between USAID/Sri Lanka and the Daya Apparel Export company. The majority of apparel factory workers are traditionally women. The project located factory sites in rural communities where livelihoods depended primarily on farming and fishing, both trades traditionally reserved for men. By enabling jobs for women in these communities, the project aimed to close the paid employment gap for women and reflected an intentional effort on gender integration at the project design stage.
- The El Salvador Municipal Competitiveness Project (MCP, Evaluation #4) indicated that the project underwent a 2011 gender assessment, and that the project's key measure of gender integration – women's participation in municipal competitiveness committees – had increased over the course of the project. The project had established that membership and participation in these committees was significant because they serve as the main platform for public-private dialogue in El Salvador, and that women's participation in these committees gave them an opportunity to be decision-makers in their communities. In order to encourage women's participation in these areas, the project collaborated with the Vital Voices organization, which trains women in leadership and entrepreneurship skills, thereby increasing their opportunity to fully participate in the committees.
- The Somalia PEG evaluation noted that the project's strategy on integrating gender was guided by a series of agriculture and livestock value chain assessments, in concert with a "Women in Business" assessment. These assessments informed the project's broad market-based approach to target areas of the agricultural value chain where women were more likely to be involved and showed a deliberate integration of female empowerment in new way. As the evaluation further explained:

"Integrating women was a high priority for [the Partnership for Economic Growth]...in both the agriculture and livestock sub-activities, PEG took a broader market approach to strategically target other value chain actors, including horticulture vendors, which brought together mostly male farmers with mostly female vendors in the agriculture sub-activity, and veterinary pharmacies in the livestock sub-activity, which are often microenterprises run by women...as a result of these targeting activities, PEG managed to include a significant share (greater than one-third) of women in several of its interventions..." (Somalia PEG, Evaluation #10)

Project Implementation and Management

The majority of evaluations in this sector showed gender integration by reporting sex-disaggregated numbers relating to person-focused project activities in a number of areas. These comprised numbers of men and women participating in trainings on sector-specific best practices, vocational education, and direct employment of individuals as project beneficiaries. Such examples included:

- The Ukraine FINREP evaluation (#14) reported on the numbers of women participating in project activities. The project showed that the number of women participating in municipal competitiveness committees as project beneficiaries increased over the life of the project. According to the evaluation, the project also had a gender indicator and completed a gender analysis. Moreover, the project conducted a gender action plan. The project aimed to address gender by ensuring equal participation of men and women at project events, such as trainings, workshops, and seminars.
- The Georgia EPI evaluation (#5) commented:

“...[Economic Prosperity Initiative’s] main activity in workforce development [was] upgrading the skills of garment sector workers through partnerships with vocational educators...it is a cross cutting effort that may, in time, produce positive effects on employment, quality, investment promotion and export volumes. The two key activities of this sub-component were EPI internships in various segments of its work for Georgian students and vocational training for the apparel sector... The vocational education activities in the apparel industry are noteworthy for several reasons, not the least of which is the fact that this is EPI’s main activity for addressing women’s employment issues. Moreover, participation in apparel workforce training is comprised overwhelmingly of women. In addition, there is clear evidence that the training activities have resulted in new jobs and that demand for the trained workers in the industry remains high. Work with the vocational training institutions, which are predominantly state supported, is a good example of EPI’s ability to form Public-Private Partnerships.”

Gender Equality and Female Empowerment Results

Of the 14 EP sector evaluations, 10 described gender-informed outputs and outcomes. Four evaluations addressed gender results in both outputs and outcomes. These evaluations gave a more complex picture of the types of project results, such as:

- The Ukraine LINC evaluation (#14) noted that the project helped to establish a women’s cooperative association. As an outcome of this, the evaluation reported that women had a higher perception of economic status and self-esteem.
- The Sri Lanka EGA evaluation (#11) noted that direct employment of women in rural communities of Sri Lanka might have led to an outcome of potential change in reported gender norms and reduction in disparities. This was evidenced by:

“...some qualitative data [suggesting] that [the Eastern Garment Alliance] has facilitated change in gender norms. There is clear evidence that EGA has helped reduce disparities in livelihood access for women in the three affected communities. Beyond improving women’s participation in the workforce, however, clear conclusions regarding sustainability cannot be made with the existing data.”
- The Timor-Leste COCAR evaluation (#12) reported on participant satisfaction agricultural training by gender and as well as on outcomes by gender, acknowledging that:

“It is important to note that increasing gender-neutral agriculture workloads can negatively affect women because it will require them to spend more time on fieldwork and, unless there is a change in traditional household gender roles, they will still have the same amount of housework to complete.”

Six evaluations reported project outputs using sex-disaggregated data. All six addressed participation in training or project activities, such as:

- The Colombia MIDAS-ADAM evaluation (#3) reported women's participation in a series of agricultural activities in cacao cultivation, community participation, and municipal strengthening.
- The Ukraine LINC evaluation (#14) reported that according to one project associate, more than half of the project's trainees were women, and this number included participants from trainings on investment attraction and business practices, available to both public and private sector beneficiaries.

Challenges and Opportunities

Overall, the majority of evaluations in this sector (8 out of 14) discussed evidence of gender integration in project implementation at some level; however, most of these examples were only of tracking sex-disaggregated data and not of fully integrating gender considerations into project activities.

For example, an evaluation of a business and investment improvement project in Ukraine reported that a gender analysis took place at the project design stage. The project aimed to address gender by ensuring equal participation of men and women at project events, such as trainings, workshops and seminars. However, the evaluation went further to say that project associates:

“...spoke primarily of working with women, rather than focus on closing the gap between men and women in different domains of activity...[the project] did make a conscious effort to invite men and women to [events]...and did work toward equality in participation; however, project activities and indicators reveal that little was done to acknowledge or address the gender gap in Ukraine.” (Ukraine LINC, Evaluation #14)

Other evaluations included sex-disaggregated results from person-focused activities in a number of areas. The evaluations broke down the numbers of men and women participating in trainings on sector-specific best practices and getting vocational education, employment, and other benefits.

Of the five evaluations that did not show evidence of gender integration in project implementation, one indicated that the project under review did not have gender indicators in its Performance Monitoring Plan (PMP) and did not report on sex-disaggregated results. The remaining four evaluations without clear evidence of gender integration either did not report on gender findings or reported on projects that did not track gender-sensitive indicators and sex-disaggregated data.

Within the EP sector, evaluations highlighted a number of challenges and constraints to gender integration. They also identified areas where gender integration could be improved, particularly to address gender gaps in ways other than tracking sex-disaggregated data. A number of evaluations in this sector examined challenges, for example:

- The Ukraine LINC evaluation (#14) pointed out that while the project required sex-disaggregated data, its planners did not design activities to achieve specific gender outcomes. The evaluation noted that this affected the project's implementation, as the project team gathered sex-disaggregated data but did not target gender-specific outcomes.
- The Timor-Leste COCAR evaluation (#12) noted that training activities designed around gender in agribusiness should take into account farm and household workloads so as to actively include women but not overburden them due to their cultural caretaker roles in the household.

At the same time, the analysis of project design provided multiple instances of promising approaches to gender integration. These included:

- The El Salvador MCP evaluation (#4) directly targeted women's participation in municipal competitiveness committees, which allowed the project to address a key area for increasing women's roles as decision makers.
- The Somalia PEG evaluation (#10) used a multi-pronged approach that allowed the project to focus on areas where it could most impact women's participation in the agricultural value chains and showed deliberate integration of gender equality at the project design stage.

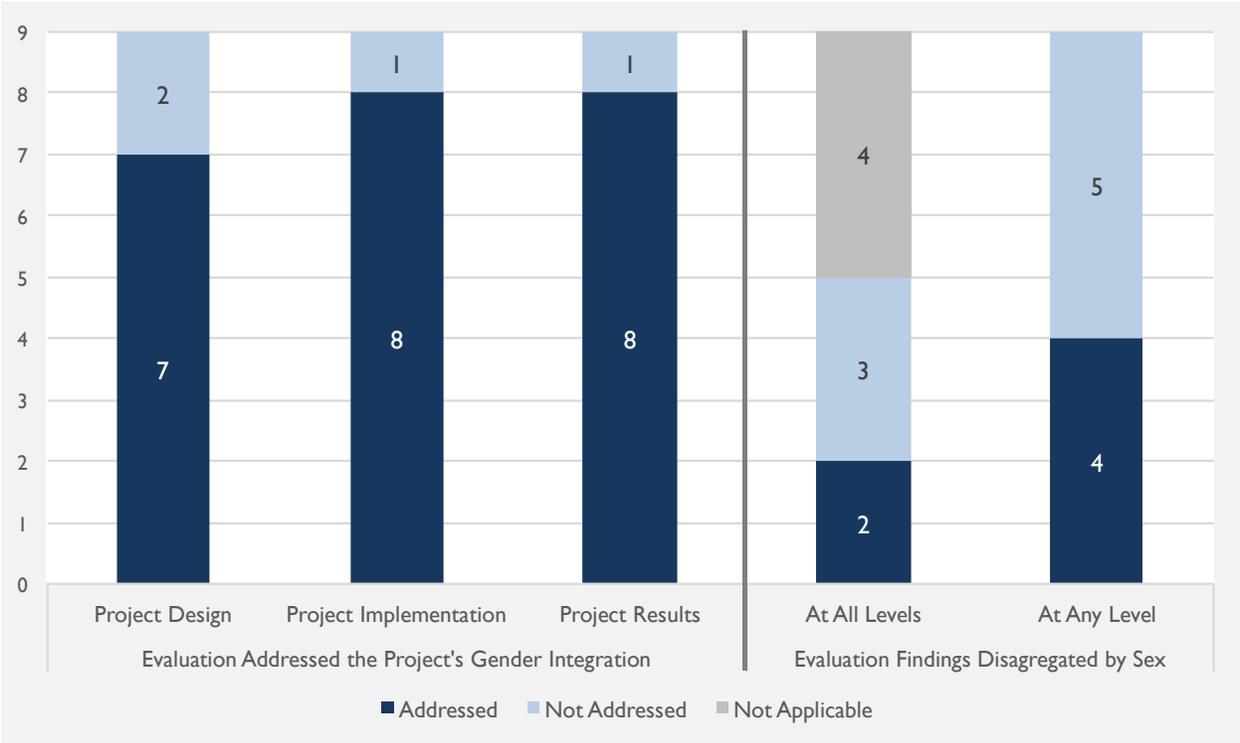
TRADE AND REGULATORY REFORM SECTOR EVALUATIONS

Summary of Evaluations

The Trade and Regulatory Reform Office reviewed nine performance evaluations, with a wide geographic distribution, further detailed in Annex B. These consisted of three evaluations in Africa (Mozambique, regional), two in Asia (Bangladesh, regional), two in Europe and Eurasia (Azerbaijan, Serbia), one in the Middle East (Iraq), and one in Pakistan. In total, the office reviewed four midterm evaluations and five final evaluations.

The left three bars of Figure 8 below show the number of evaluations in the Trade and Regulatory Reform sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 8: Number of Trade and Regulatory Reform Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and

the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Seven evaluations addressed gender integration in project design. Of these, the clearest examples included:

- The midterm APEC US TATF evaluation (#18) stated:

“...There is ample evidence that gender integration and sensitivity to potential gender imbalances are taken into consideration in the planning and execution of the [Technical Assistance and Training Facility] platform's activities. As USAID naturally is concerned with developmental content of TATF activities, and as developing member economies are recipients of substantial TATF services, developing economies will be targeted for team visits. Specific economies to be visited have been identified where member economies in which data have been disaggregated by gender and where women-focused assistance has been offered.”
- The Pakistan Trade Project midterm evaluation (#21) noted that the project design included the development of Women in Trade (WIT), an online platform for women entrepreneurs to interact with exporters, importers, manufacturers, and service providers in the region. While WIT was not yet operational at the time of the midterm evaluation, the portal was designed as a tool to:

“...alleviate the resource constraints hampering women's ability to take advantage of global opportunities. [The Pakistan Trade Project] expects that the [Women in Trade] Portal will result in increased opportunities for networking and increased trade among [the South Asian Association for Regional Cooperation] countries, benefiting local industry in general and female entrepreneurs in particular, thus fulfilling a crosscutting objective of the PTP.”

Project Implementation and Management

Evaluation findings on gender integration in project implementation from this sector coincided closely with gender in project design, as outlined above. All but one evaluation in this sector (eight out of nine) reported on some level of gender integration in the project implementation stage. The most notable examples included:

- An evaluation of the Serbia Business Enabling Project (BEP, Evaluation #22) reported on the project's gender aspect, citing that throughout its work:

“...[the Business Enabling Project] attempted to ensure that the views of both men and women were heard, and that special attention was provided to women in business.”

In addition, the project cooperated with women associations such as the Serbian Chamber of Commerce's Women-in-Business Group, Employers' Association's Women-in-Business Group, UN Women, Network of Women in Parliament, and the local organization Etno Mreza. The

evaluation report cited secondary data to give background on the role of women in business, underscoring that:

“...most economies in the Western Balkans treat women’s entrepreneurship as an equity or poverty reduction issue rather than as a lever for increasing competitiveness. ...[the Business Enabling Project] has paid special focus on building relationships with women’s organizations and ensuring they are represented in its initiatives.”

- The Southern Africa Trade Hub midterm evaluation (#23) highlighted the need to target training and activities to the different needs of men and women in order to increase women’s participation:

“Gender mainstreaming was also partially achieved in the capacity building program training 276 males (71%) and 114 females (29%) totaling 390 trained beneficiaries. The project, on a whole, only achieved 14% of female participation in trainings and capacity building programs, of a targeted 40%. However, more work can be done to tailor training and activities to men and women, which is currently not a focus of the project. This will increase the likelihood and the level of meaningful positive gender ‘impacts.’ For gender specifically, the Hub targeted 40% participation of female participants in USG assisted programs, but only achieved 14%. Areas where progress has been made have been well received by stakeholders and counterparts.”

Gender Equality and Female Empowerment Results

The majority of evaluations in this sector (seven out of nine) provided information on both project outputs and outcomes. Specific examples included:

- The Pakistan Trade Project midterm evaluation (#21) suggested that:

“...there is evidence that [the Pakistan Trade Project] has made small, but significant progress in supporting internships and employment for women under the Management and Mentorship Program. In other ways, however, PTP’s activities have had limited engagement with women and limited influence on the participation of women in trade activities. One reason for this is that the Women in Trade (WIT) Portal is not operational. Secondly, there is, as yet, no evidence (except for two case studies by PTP) that training women exporters in export processes, rules, and regulations has influenced their engagement in trade activities. However, this training is reported to be a useful tool for knowledge sharing. In addition, one of the project’s three objectives is to engage with women’s trade bodies to increase participation in export trade.”

- Bangladesh PRICE’s final performance evaluation (#16) reported on both women’s participation in the workforce and outcome measures for women’s empowerment and job creation for women. Differences in these outcomes were due to structural differences between the targeted sectors:

“In response to questions about women’s empowerment, stakeholders indicated that women already participated in the leather sector and that this existing relationship strengthened women’s empowerment in this sector during [the Poverty Reduction by Increasing the Competitiveness of Enterprises project]. In horticulture, since project activities take place in rural areas, respondents commented that women are not more empowered than they were earlier, since in rural areas, women are less likely to be

empowered because of cultural/societal constraints...Multi-sector stakeholders revealed that the number of jobs created for women in the leather sector is a significant project highlight. Consistent with the project indicators and answers about jobs creation in PRICE's effectiveness survey questions, all stakeholders commented that the leather sector created jobs for women and that other sectors were not able to accomplish similar results."

One evaluation reported on outputs only by discussing the percentages of males and females trained in a capacity-building program, and the numbers of male and female project staff (Southern Africa Trade Hub, Evaluation #23).

Challenges and Opportunities

Evaluations in the Trade and Regulatory Reform sector identified a number of important challenges and opportunities, including the need to tailor activities to the needs of men and women. Evaluations recommended strengthening gender integration in follow-on projects and future interventions.

- The Mozambique SPEED evaluation (#20) highlighted that tailoring training and activities to men and women could improve female participation in trainings and capacity building programs, stating that:

"...Findings on gender presented the greatest opportunity for [the Support Program for Economic and Enterprise Development] to expand its policy reform efforts. SPEED did not refrain from focusing on gender but under its demand-driven model it received limited gender-specific requests from stakeholders. The evaluation team found gender-related policy issues to be a source of confusion for the evaluation participants."

- The Southern Africa Trade Hub midterm evaluation (#23) found that:

"Gender needs to be a much larger focus of the follow on project, especially with regard to agricultural value chains, and textiles and apparel. This should be integrated into project design. Disaggregation of numbers trained by sex is not sufficient."

- The Azerbaijan Competitiveness and Trade (ACT) project final performance evaluation (#15) explicitly recommended that:

"...future USAID interventions must be designed in accordance with the USAID Gender Equality and Empowerment Policy and the principles set out in the USAID Policy Framework, 2011-2015. Design of future interventions should be guided by some or all of the 7 guiding principles that underpin this policy and the parameters of USAID Forward."

- The Pakistan Trade Project evaluation (#21) emphasized that although the project made some progress in engaging women in trade activities, the level and influence of engagement was limited, explaining that:

"One reason for this is that the Women in Trade Portal is not operational. Secondly, there is evidence that [the Pakistan Trade Project] has made small, but significant progress in supporting internships and employment for women under the Management and Mentorship Program. In other ways, however, PTP's activities have had limited engagement with women and limited influence on the participation of women in trade activities. However, this training is reported to be a useful tool for knowledge sharing. In

addition, one of the project's three objectives is to engage with women's trade bodies to increase participation in export trade.”

- The Iraq Tijara Provincial Economic Growth Program final performance evaluation (#19) addressed the need to pay more attention to cultural norms. In order to increase the number of women applying for loans, the evaluation recommended that more female loan officers be hired to overcome cultural obstacles in working with women borrowers. The evaluation identified that:

“There has been an effort to increase in gender balance (with loan applications), the process for applying for a loan does not take into account social challenges that women face. One loan officer stated: ‘Regardless the gender, the applicant who meets the requirements can get a loan. However, the majority of applicants are men due to our culture.’ ”

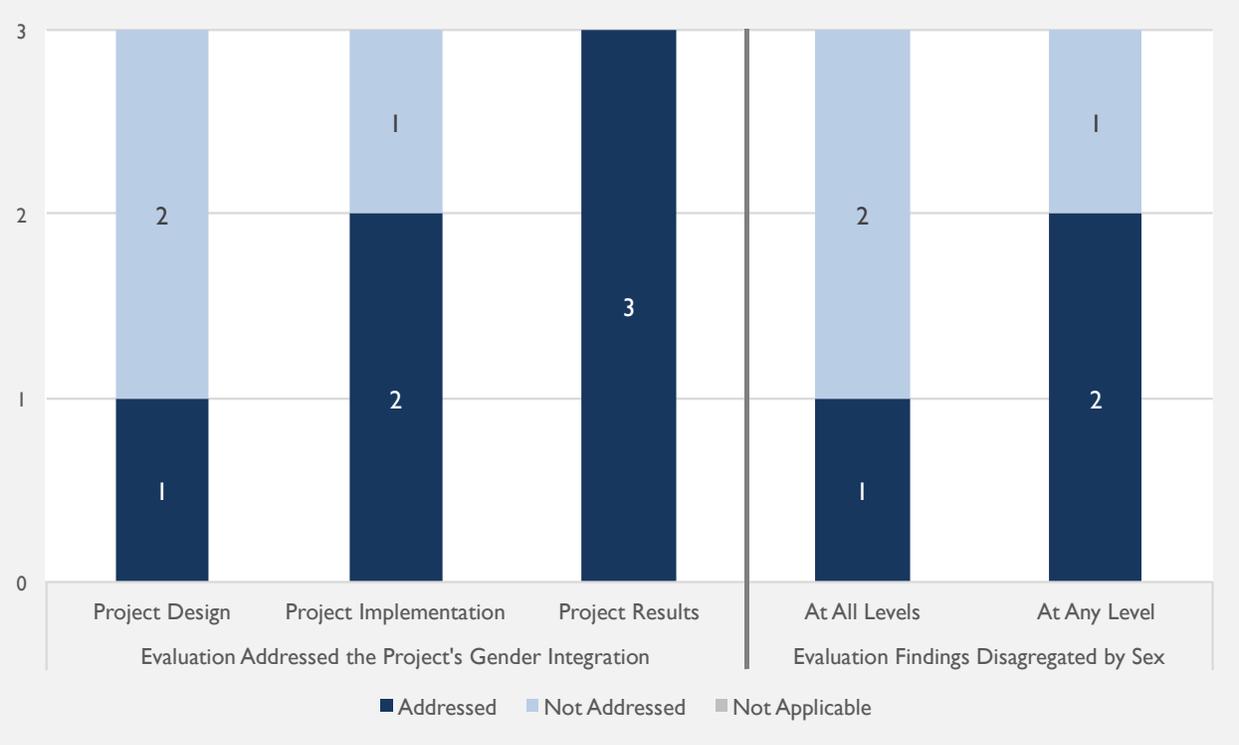
PRIVATE CAPITAL MANAGEMENT SECTOR EVALUATIONS

Summary of Evaluations

The Private Capital Management Office reviewed three performance evaluations, detailed in Annex B. These comprised two from Asia (India, Philippines) and one in the Middle East (Lebanon); they included two ex-post and one midterm evaluation.

The left three bars of Figure 9 below show the number of evaluations in the Private Capital Management sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 9: Number of Private Capital Management Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

One of the three evaluations specifically addressed gender equity issues in its project design. The Lebanon LIM evaluation (#25) noted that women were specifically included as a targeted beneficiary group in the project design.

The other two evaluations in this sector did not explicitly report on whether gender integration was addressed as part of the project design.

Project Implementation and Management

Two of the three evaluations included gender considerations in project implementation and management.

- The Philippines MABS-4 evaluation (#26) answered an evaluation question on how the project treated gender: “How have gender considerations been integrated in [the Microenterprise Access to Banking Services Program – 4]? What are the effects of the project on male and female beneficiaries? Does gender of [Rural Bank] staff have an effect on client interest and behaviour?” The evaluation reported that:

“More than 80 percent of the borrowers were women even without gender targeting,”
and

“Gender was a non-issue in the granting of loans. What is important is that the borrower passes the loan evaluation criteria.”

The evaluation also noted that most bank account officers (AO) were predominantly male, while loan clients were predominantly female, explaining that:

“...this may be primarily due to the requirement of the job where the [Account Officers] need to be constantly out on fieldwork engaging clients and spending long hours under the heat of the sun. AOs are also required to collect loan amortizations, thus there are many times they carry large sums of money exposing them to possible robbery and harm.”

- The Lebanon LIM evaluation (#25) provided evidence of gender integration in the implementation stage. This included reporting on women beneficiaries who were interviewed, and indicated that the project targeted and worked to address gender gaps in its implementation, as noted below in the results section.

Gender Equality and Female Empowerment Results

One evaluation, the Lebanon Investment in Microfinance Program (LIM, Evaluation #25), reported on both outputs and outcomes related to gender equality and female empowerment, provided evidence for increased access to loans, and discussed impact to overall income for women at the outcome level. The evaluation report stated:

“While [the Lebanon Investment in Microfinance program’s] data on increased income is problematic...women beneficiaries interviewed invariably reported that their income has increased as a result of their business loans. During a focus group of eight women clients from Makhzoumi Foundation’s program, the women discussed their experience with taking loans and starting businesses. Several of the women had participated in Makhzoumi Foundation’s vocational training for hair dressing and had received start-up business loans to establish salons. Others borrowed to expand various types of shops or for agriculture (greenhouse materials). All reported success in terms of net increased income, and all expressed appreciation for the opportunity to contribute to their family’s finances. While several recalled occasional difficulty in making loan payments, they resolved these difficulties by using funds from other sources, including employment income, husband’s salaries or borrowing from family or friends. These problems were presented as occasional and minor.”

The two remaining evaluations reported on outputs only, documenting the gender of loan recipients or percentage of men and women receiving loans. The India Housing Microfinance evaluation (#24) provided data on the percentage of women clients, which ranged from 25 to 100 percent depending on the partner and financial product. The Philippines MABS-4 evaluation (#26) reported that the bank representatives were “primarily” male, while beneficiaries were approximately 80 percent female. Specific targets for participation of women were not clear in either report.

Challenges and Opportunities

The Lebanon LIM midterm evaluation (#25) cited a number of constraints and opportunities to improve gender integration in loan activities. The report noted that participation had a positive effect on some women’s social integration and sense of status, but sometimes had a negative effect due to increased workload:

“The women also discussed the non-financial impact that taking loans and running business activities had on their lives. Positive aspects include improved social lives as their business activities took them outside their home into the community on a regular basis. Several also described an enhanced sense of status in their families and communities as proud business owners as well as the ability to spend a small amount of their incomes on themselves. However, while most of the focus group participants’ experiences were positive, some also described negative aspects, including being overwhelmed in some cases with increased business-related workload on top of their already long days of household responsibilities and children, particularly where they were not receiving additional help from husbands or older children. One participant went as far as saying that she would stop her business activities if her family didn’t so badly need her income.”

This evaluation also specifically recommended that a gender analysis on access to finance should be conducted in order to “...better understand ways to address constraints to women’s participation as well as the non-financial impact on women beneficiaries’ empowerment.”

DEVELOPMENT CREDIT SECTOR EVALUATIONS

Summary of Evaluations

The Development Credit Office reviewed one midterm performance evaluation, titled Performance Evaluation of the Loan Portfolio Guarantees (LPG) through the Development Credit Authority (DCA) activity implemented in Mozambique through Banco Terra and Banco Oportunidade, Mocambique (#27). The evaluation indicated that the activity design included important gender integration elements. In addition, the evaluation included disaggregated data at all levels, explored differential outcomes for men and women, and analyzed data to answer an evaluation question on how bank lending affected men and women differently and how to improve future interventions to address gender gaps.

The study team reviewed the evaluation to determine the extent to which it addressed gender integration, to extract examples of gender integration within the project's design and implementation, and to identify gender-specific results. For this report, the study team identified quotes from the evaluation that provided the clearest examples of successful gender integration in both the project and the evaluation itself, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation report and is not a census of all efforts that each project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific evaluation and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

The Mozambique DCA evaluation noted how the project's design integrated gender. USAID and Sida designed the project together, and their partnership emphasized financing for women-owned businesses:

“In 2011 USAID partnered with Sida as part of a global agreement with the Swedish Government to jointly provide guarantee funds to Small and medium enterprises. In Mozambique Sida was interested in the financing of women owned enterprises as well as tourism enterprises. This partnership came to bring greater emphasis on the gender indicators of the [Development Credit Authority]....The involvement of Sida introduced new aspects vis-à-vis previous [Loan Portfolio Guarantees] with [Banco Terra] including: introduction of tourism sector and greater emphasis on lending to enterprises owned by women...”

Project Implementation and Management

For the two banks included in this evaluation, the level of gender integration and reporting at the project implementation stage was limited:

“Gender reporting...seems to have been overlooked in terms of importance by both banks which suggests that it was not sufficiently emphasized during the inception phase. Little effort was made to filter out the real number of female beneficiaries. [Banco Oportunidade de Moçambique] groups loans are almost all in the name of men (mainly due to cultural reasons) but a significant percentage of beneficiaries are women (20-30%). [Banco Terra] only recently became aware that gender specific information was required.”

Gender Equality and Female Empowerment Results

The evaluation of the DCA activity in Mozambique reported on both outputs and outcomes in its analysis, including percentages of male and female borrowers and the impact of lending practices:

- “The number of individual borrowers is very low in the 3 provinces. Only Gaza (Ch’kw’) has an appropriate population to be surveyed, however with no representativeness of gender (only 10 out of the 95 borrowers are women).”
- “...access to credit in Guru (5.9 percent) and Manica (3.76 percent) districts are the highest reported but with women reporting insignificant figures as borrowers.”
- “Often practiced to meet the food needs of the household, agriculture is not considered to be a source of additional income and the [Development Credit Authority] beneficiaries (mostly women) reported obtaining the loans from [Banco Oportunidade de Moçambique] to finance poultry production.”
- “Most solidarity groups are composed of men and when asked about the women ‘the women feel that they are not ready to assume such commitment with the bank at the moment...’”
- “...one important fact is that the groups are created by the borrowers themselves based on trust and relationship (friend or relatives) thus they need to believe in each other’s ability to repay the individual contribution for the loan instalment. In Tetete a group of 3 women and one man was interviewed. For cultural and security reasons the man was tasked with the responsibility to travel to Guru City to make the payment at the branch.”

Challenges and Opportunities

While the evaluation reported on many aspects of gender integration of the DCA lending activity in Mozambique, the findings on gender were mostly negative, evidenced by these examples:

- “The bank stated that although it seeks to have more women clients, the sociocultural practices of central and northern regions limits the number of women in the solidarity groups as they are not as active as desired.”
- “In Ch’kw’ cases were discovered of women who had applied for the [Banco Terra] loans yet their husbands were the managers of the resource and the women actually reported not knowing the details of the use of the money.”
- “In Gurué [Banco Oportunidade de Moçambique] solidarity loan groups were mainly composed of men and when asked about women members they stated that ‘women don’t feel ready to be part of a group and commit to the loan...’”
- “...in Manica women were involved in poultry production and through women-only groups sought finance for the activities. Where agriculture production was the activity in Manica, very few women were identified as loan beneficiaries, mainly men...”

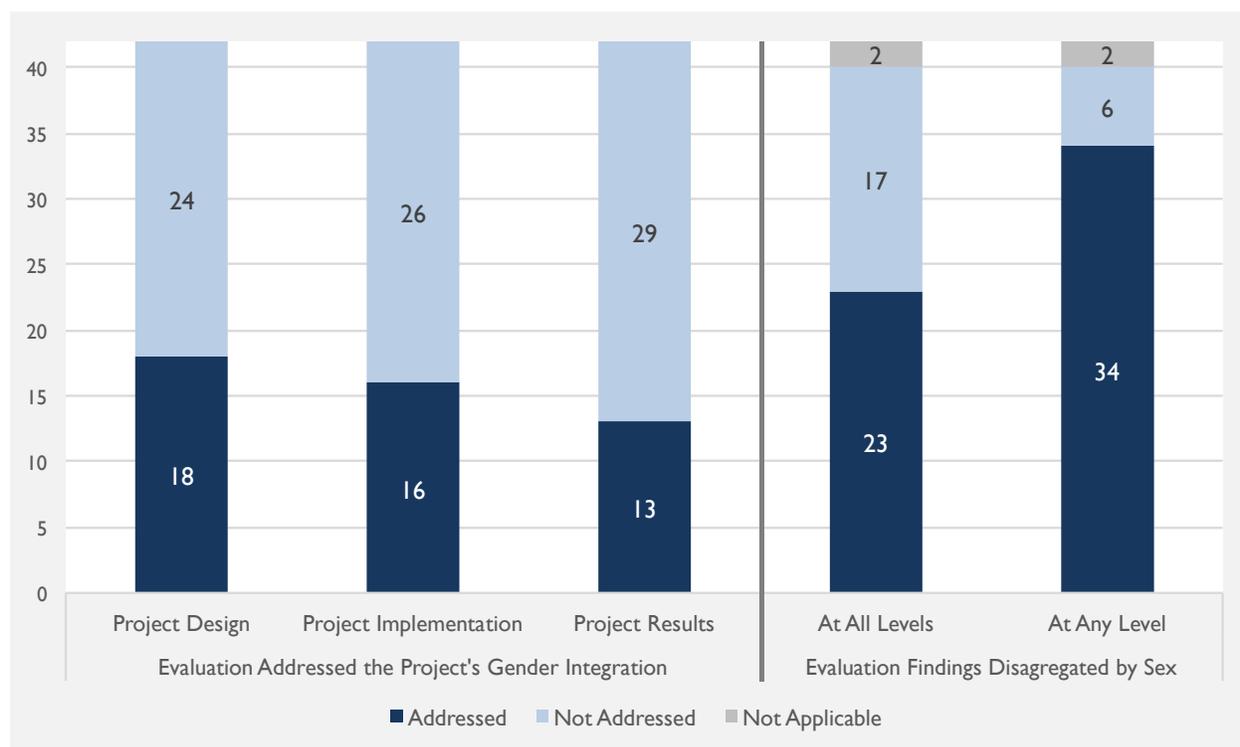
EDUCATION SECTOR EVALUATIONS

Summary of Evaluations

The Education Office reviewed 42 evaluations, which are detailed in Annex B. This represents just over a third of all evaluations reviewed in this study, making it by far the most active sector within E3 in doing evaluations. Evaluations were widely distributed geographically, with 15 in Africa, 9 in Asia, 6 in Latin America and the Caribbean, 6 in Europe and Eurasia, 4 in Afghanistan and Pakistan, and 2 in the Middle East. Evaluations related to the Education sector included 38 performance evaluations: 15 midterm, 19 final, and 4 ex-post. One impact evaluation was conducted. Additionally, two final evaluations and one ex-post evaluation included both performance and impact evaluation methodologies.

The left three bars of Figure 10 below show the number of evaluations in the Education sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 10: Number of Education Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study

presents only information found in the evaluation reports and is not a census of all efforts that each project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Eighteen of the 42 evaluations found evidence of gender considerations in project design. Examples are:

- The midterm evaluation of the Education for Success Project on the Atlantic Coast of Nicaragua (#57) found that while the project made efforts to address gender integration in its activities, further improvements could be made. The evaluation reported that:

“Changing gender perspectives requires time, and training on gender and inclusiveness must be ongoing, and should be based on practices that have been proven to translate into new positive behaviors of mutual respect and appreciation of differences, be they related to multiculturalism, gender, or other topics. Although the project has advanced in these areas, it needs to more strongly reinforce efforts to: Guarantee the incorporation of intercultural approaches; gender training; inclusivity; and life skills such as assertiveness, self-esteem, decision making, and employability in both in its educational materials and in its educational processes.”

- The Benin Girls' Education and Community Participation Project final evaluation (#31) was designed with gender as one of its three objectives:

“Increased access to and improved performance of girls in schools in targeted areas. [The Girls' Education and Community Participation project] paid special attention to the improvement of girls' participation and success in school, as traditionally girls have not been encouraged to attend school or were not allowed to attend long enough to complete the sixth grade.”

- The Kenya Global Give Back Circle Program (GGBC) midterm performance evaluation (#48) also addressed gender concerns in the project design. The GGBC model is a “Circle of Empowerment” comprised of four inextricably linked components:
 - Girls - disadvantaged girls committed to perpetuate the virtuous circle by giving back to their communities;
 - Mentors - professionals of the world who provide emotional, motivational, and career support;
 - Private Sector - firms and individuals who invest in facilities, training, and sponsorship; and
 - Local Community - which provides critical on-the-ground support for the girls.

Project Implementation and Management

Sixteen of the 42 evaluations noted the integration of gender in the projects' management and implementation, but many of the evaluations did not include detailed information. Two evaluations included more detailed examples.

- The Benin Girls' Education and Community Participation Project final evaluation (#31) reported that gender integration was an important factor in implementation:

“Attaining the objectives, even partially, unleashes additional changes that have magnified AME (mothers' associations) impact. Seeing more girls enrolled in the sixth grade makes it possible to expect that all girls should reach that grade. ...Most importantly, women's roles now include participation in community activities. Women can meet independently, discuss, reach an agreement, and make their point of view known to the APE (teachers' associations), in particular. Their voices are no longer easily dismissed individual voices; instead, the concerns and opinions of mothers come from a unified group. Their strength stems from the fact that mothers have traditionally been responsible for their children's education. With the advent of universal, free formal schooling, women are learning new roles that are considered culturally legitimate because they fall within the traditional role allocation. As a group, mothers have demonstrated that they can organize themselves and contribute to the community's schools and, more generally, to their children's welfare.”

- The Final Evaluation Report of the Education for Income Generation Project (Project #56) in Nepal noted that the project addressed gender integration in its implementation approach:

“The project adopted a conflict and gender sensitive approach in selecting the participants for the program. The project has been successful in adopting a conflict and gender sensitive approach, as most beneficiaries were females. This has definitely boosted the confidence of women and helped them increase their independence and self-esteem, they definitely feel empowered.”

Gender Equality and Female Empowerment Results

Thirteen of the 42 evaluations include some discussion of gender equality and female empowerment in the results. These discussions were usually cursory, broad, and/or anecdotal. They would often state only that the project had found gender improvements in the results without going into detail about the findings or their long-term importance.

- The Benin Girls' Education and Community Participation Project final evaluation (#31) provided an example of the cursory mention:

“One member summarized the views of many when she declared, ‘Before [the Girls' Education and Community Participation project], AMEs did not exist (mothers' associations). Women did not even come to the school. Today, they participate in the life of the school. They take part in the fight against HIV/AIDS. The activities will continue after the end of the project following the training GECP provided.’ The newly acquired respect and status translates into being elected to the APE (teachers' association) board.”

- The Nepal Education for Income Generation Project final evaluation (#56) gave some numerical evidence of success:

“Achievement was remarkable especially with respect to female literacy. In all 52,532 women age 16-35 were made literate in 15 districts which constitute 70.5 percent of total project beneficiaries. Literacy, numeracy and entrepreneurship classes have brought tremendous changes in women's life; they have become literate, skillful, financially

independent and self-confident. Their chance of being employed improved and their hygiene and sanitation have also improved. Clearly women have been empowered.”

- The LAC Higher Education Scholarships Program evaluation (#55) concluded that:

“The scholarships have given women and indigenous recipients increased access to employment and leadership opportunities and have contributed to teachers remaining in rural areas to teach. They have had a positive impact on the ability of women and indigenous persons to find employment and hold skilled or management positions. Overall, the evaluation found that the program fulfills objectives of personal advancement for rural dwellers, women and indigenous people, and encourages leadership through use of new strategies and techniques, and, from this perspective and compared to other programs, offers good value.”

Challenges and Opportunities

The challenges and opportunities in the Education evaluations are similar to those in the other sectors. The reports provided little or no information on gender. As for specific recommendations for the improvement of gender concerns, only one evaluation listed challenges and opportunities for the project.

- The midterm evaluation of the Education for Success Project on the Atlantic Coast of Nicaragua (#57) recommended that:

“The project should hire a person specialized in inclusiveness and gender to coordinate the project’s approach and develop practical approaches and lasting change among the institution and staff, beneficiaries, volunteers, and partner institutions. Such a person could assist in developing a shared vision of gender, inclusivity, and the prevention of domestic violence, as well as a methodological strategy for the development of gender awareness in activities aimed at the beneficiaries.”

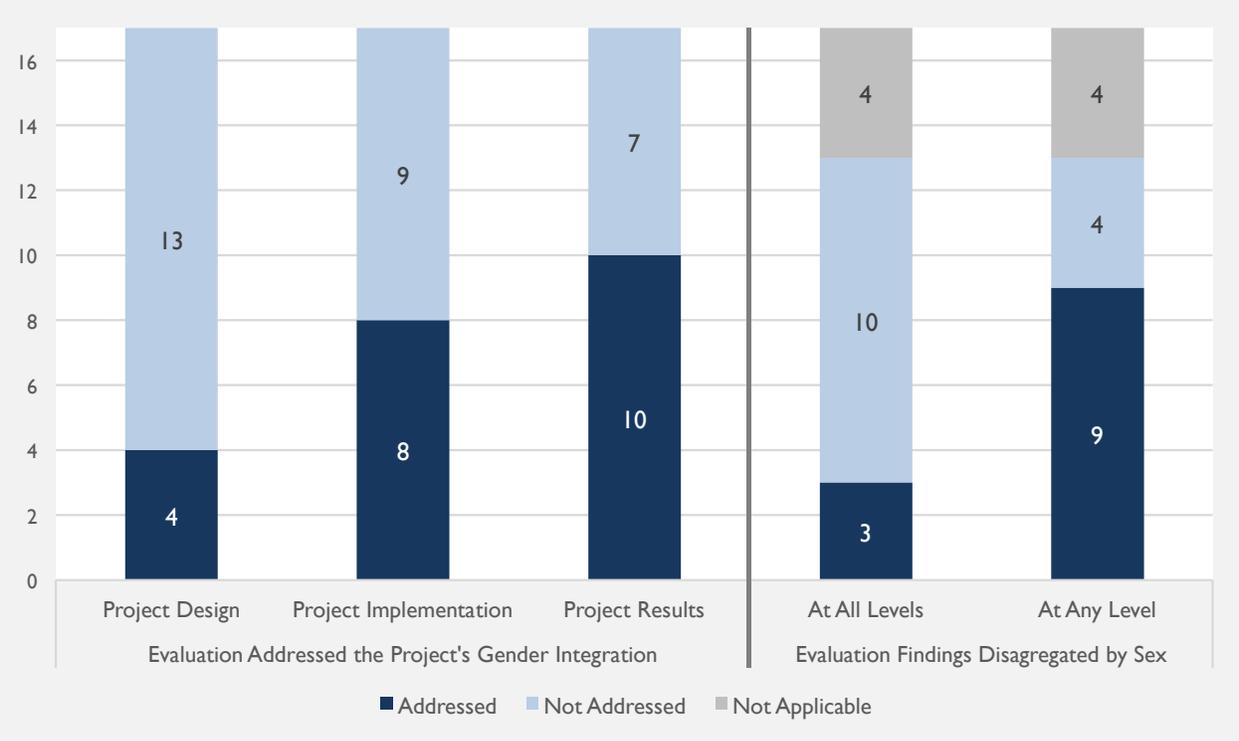
FORESTRY AND BIODIVERSITY SECTOR EVALUATIONS

Summary of Evaluations

The Forestry and Biodiversity Office reviewed 17 performance evaluations, which are detailed in Annex B. Evaluations were widely distributed geographically, with six in Africa (Kenya, Malawi, Mozambique, Rwanda, Tanzania, regional), five in Latin America and the Caribbean (Bolivia, Ecuador, Nicaragua, Peru, Brazil), five in Asia (Bangladesh, Indonesia, regional), and one global in scope. Evaluations related to the Forestry and Biodiversity sector included 6 midterm, 10 final, and 1 ex-post evaluation.

The left three bars of Figure 11 below show the number of evaluations in the Forestry and Biodiversity sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 11: Number of Forestry and Biodiversity Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Four of the 17 evaluations noted that project design addressed gender equity issues.

- The final performance evaluation of the Conservation and Sustainable Tourism Program in Nicaragua (#79) found that the project took gender integration in design seriously. It reported that:

“Gender equity was a fundamental principle within all the interventions developed by this program. The inclusion of gender was an integral part of the [Conservation and Sustainable Tourism Program] approach; this was a holistic and participatory approach, based on the development of sustainable tourism. The program was structured around areas where women play fundamental roles in leadership, business initiatives and environmental management. In addition, FHI 360 ensured the inclusion of the gender perspective through the incorporation of strategies aimed at facilitating the participation of women in the program activities.”

- The Tanzania Wildlife Management Areas (WMA) final evaluation (#83) also reported that the project considered gender in design:

“The design involves promoting the inclusive participation and improvement of benefits for women and youth and requiring the development and integration of gender analyses to better understand and positively impact the differential roles of and potential benefits to disadvantaged groups in the [Wildlife Management Areas].”

- The evaluation of USAID/Ecuador's Sustainable Forests and Coasts Project (#72) refers to gender in the project design in a more cursory way, reporting:

“The project focuses on the improvement of local livelihoods through economic alternatives, such as sustainable agroforestry, pasture and fishery systems, and creation of incentives for conservation for the poor communities that affect biodiversity conservation in and/or around critical ecosystems in the project sites. It aims at improving, expanding and building capacity and partnerships along value chains based on biodiversity-friendly agriculture, fisheries, wood products, [Non-Timber Forest Products], tourism and other promising markets, while promoting gender equity. Where demanded by the market, it aims to pursue appropriate certification tools.”

Project Implementation and Management

Eight of the 17 evaluations discussed gender in the projects' management and implementation. The discussions of gender in implementation were not particularly robust. The following examples are those that provided the most detailed information.

- The final performance evaluation of the Conservation and Sustainable Tourism Program in Nicaragua (#79) found high levels of participation among women. The evaluation team attributed this to the fact that women already had high rates of participation in the tourism sector, and also to the project team's planning for equitable participation in activities:

“The project facilitated and promoted the participation of women. There was a great deal of female participation due to the open calls. There was natural participation by women; they were the ones that went to the activities because they are involved in the tourism businesses. Tourism in these areas has been characterized as a complementary activity to aid family income and because it has high levels of participation by women.”

“In particular, the gender perspective was applied in the activities developed by La Cuculmecca, through planning aimed at equitable participation by men and women, to foster equality of opportunities and inter-relationships.”

- The Tanzania Wildlife Management Areas (WMA) final evaluation (#83) noted that while women participated in the evaluation, they were less informed of the project’s activities and were less comfortable than the men in contributing to the conversation:

“Women and youth of both sexes were present in all village council and villager focus group discussions, although they tended to have less awareness of the [Wildlife Management Areas] and of issues pertaining to it than did older men. Most of the women in these groups were less comfortable speaking than men, especially when answering questions about their own rights, roles, and involvement in WMAs.”

- The evaluation of USAID/Ecuador’s Sustainable Forests and Coasts Project (#72) reported examples of women’s participation and active engagement in project activities:

“The overall picture of women’s participation in the project is quite positive considering the cultural constraints related to gender balance in most of the sites where the project operates. During the evaluation, good examples of female participation were observed. In San Miguel in the province of Esmeraldas for example, the administration of the tourism infrastructure project is led by a group of women. Furthermore, women played an integral part in the administration and establishment of the Agroecological Savings and Credit Bank in Muisne (CCAM). Specifically in these cases the evaluation team encountered several female project participants that were actively engaged and were able to openly share information regarding their role and perspective on the project.”

- The final evaluation of the U.S. Coral Triangle Initiative Program (#74) provides details on how women were involved in project leadership and implementation in the Solomon Islands:

“In the Solomon Islands, where women are not customarily actively involved in decision making in the management of coastal and marine resources, despite the fact that their role in certain parts of the supply/value chain is vital, they were actually at the forefront of program implementation. For example, two women are running the [National Coordinating Committee] well there. Women are running the NCC, the PNG Center for Locally Managed Areas, the [The Nature Conservancy] work in Manus, the [Monitoring, Evaluation, and Coordination Contract] and the [Climate Change Adaptation] work in PNG. In the other [Six Coral Triangle] countries, there are also women leaders working at various levels, prominently so at the national level: the NCCs of four out of the six CT6 countries were represented by women at the second Regional Prioritization Workshop in Manado in August 2013.”

Gender Equality and Female Empowerment Results

Ten of the 17 evaluations include some discussion of gender equality and female empowerment results, but even these reports give very little detail on the gender results, for example:

- The Tanzania Wildlife Management Areas final evaluation (#83) gave a mixed picture of the project's gender equality results due to a lack of data, saying:

“Women have certainly been included in all activities, particularly in local community development projects such as the fruit processing (all women) and honey production groups promoted in Ipole by Africare. However there have been no gender (including disadvantaged groups) impact analyses conducted, or at least none were made available to the evaluation team.”
- The Promoting Transformations by Linking Nature, Wealth, and Power (TransLinks) performance evaluation (#85) provided some information about gender-specific results but did not interpret the significance of the performance targets or achievements:

“Against a target of 2,841, TransLinks reported that it had trained 2,168 women and 3,010 men: 5,178 in total. These figures include attendance at workshops and seminars, several of them longer than three days.”

Challenges and Opportunities

Two of the 17 evaluations contained recommendations to improve the treatment of gender issues. These include:

- The Midterm Performance Evaluation of Asia's Regional Response To Endangered Species Trafficking Program (ARREST, Evaluation #86) recommended that the project should:
 - “Consult with a gender specialist to identify opportunities to approach demand reduction and law enforcement capacity building in a more holistic manner that addresses the different roles of men and women in both sustaining and combating wildlife trafficking as appropriate. To understand gender only from the USAID Gender Guidelines is not sufficient. A gender specialist could be hired, on a consultative basis, to develop and mainstream gender sensitivity into each [Asia's Regional Response To Endangered Species Trafficking] program component.”
 - “Articulate in program design and reporting documents how Freeland seeks to ensure that men and women have equal access to and gain equal benefits from activities related to all three [of Asia's Regional Response To Endangered Species Trafficking] program components. Develop performance indicators to track the impact of ARREST program components on men and women. Most importantly, clarification is needed on how the ARREST program will increase the participation of women and ensure that its activities benefit both men and women.”
 - “Include gender analysis of wildlife trafficking in the [Asia's Regional Response To Endangered Species Trafficking] work plan, and implement actions to address issues identified by the analysis. As an organization, it is important for Freeland to identify gender focal points that will guarantee that the ARREST program approach is gender-sensitive—in design, implementation, monitoring and reporting. Freeland could share

and discuss its gender-analysis findings with other NGOs and donors to promote women's participation in combating wildlife crime.”

- The evaluation of USAID/Indonesia's Forest Resource Sustainability Program (#73) recommended that the project should:

“Train [Forest Resource Sustainability] Program staff about the importance of integration of gender and other vulnerable groups (indigenous peoples and lesbians, gays, bisexual, and transgender [LGBT]).”

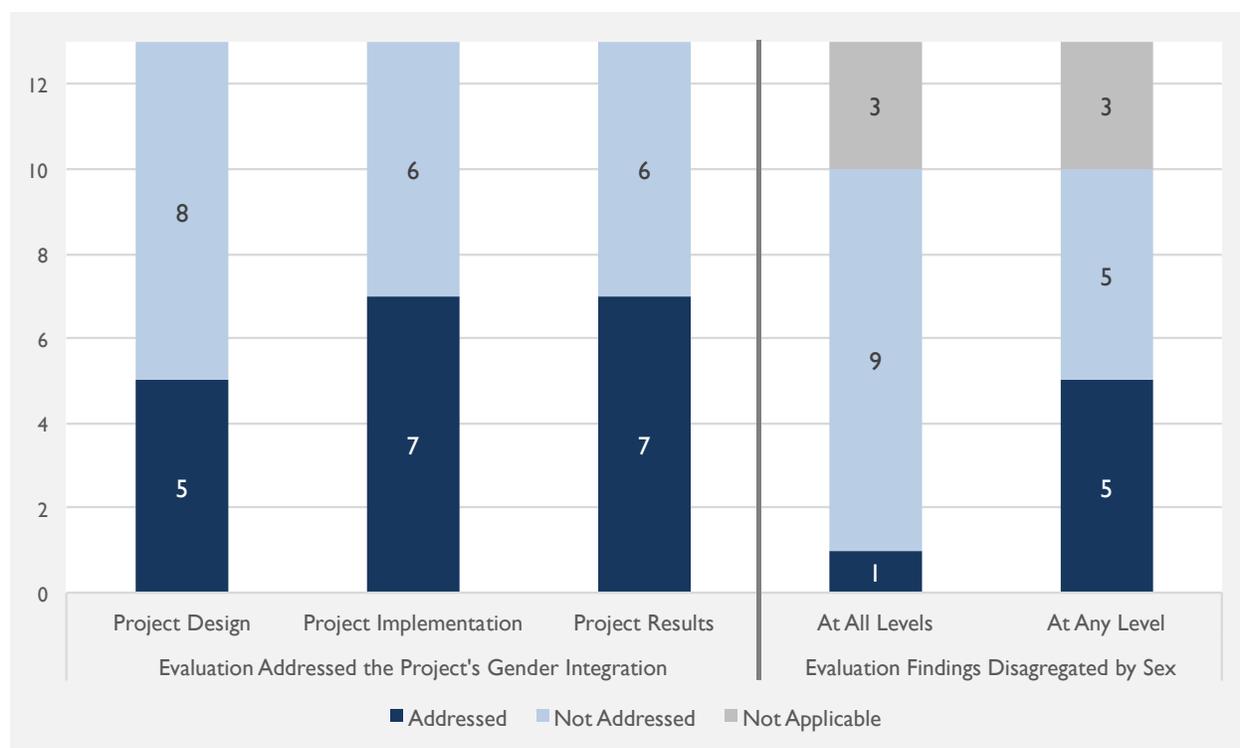
WATER SECTOR EVALUATIONS

Summary of Evaluations

The Water Office reviewed 13 evaluations, which are detailed in Annex B. Evaluations were concentrated in Africa, with seven in Africa (Ethiopia, Ghana, Tanzania, Zambia, Zimbabwe, regional) three in Afghanistan, and one each in Latin America and the Caribbean (Dominican Republic), the Middle East (Jordan), and Asia (Indonesia). Evaluations related to the Water sector included five midterm, six final, and one ex-post performance evaluation, as well as one ex-post impact evaluation.

The left three bars of Figure 12 below show the number of evaluations in the Water sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 12: Number of Water Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in

this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Five of the 13 evaluations noted that the project design addressed gender equity issues, but in all but one case the mention was cursory and provided little detail.

- The performance evaluation for USAID/Tanzania's Integrated Water, Sanitation, and Hygiene Program (#97) provided details on how the project design integrated gender:

“The project mitigated constraints to gender by keeping gender considerations in the forefront of project planning, by hiring gender-sensitive staff, by monitoring and reporting data segregated by gender, and by working with women in a substantial number of project activities: in water, sanitation, agriculture, [Village Savings and Loan], pump maintenance and even Rope Pump manufacturer.”

Project Implementation and Management

Seven of the 13 evaluations addressed gender in the projects' management and implementation. Highlights include:

- The performance evaluation for USAID/Tanzania's Integrated Water, Sanitation, and Hygiene Program (#97) provided examples of how the project sought to integrate gender considerations into its activities:

“Integrating gender considerations into activities is evidenced by ensuring female participation in village decision-making (site selection of [(Water) Distribution Points], for instance), and in women's participation in community leadership structures, [Community-Owned Water Supply Organizations] and others. Another way the project integrated gender findings into its activities was through a gender study conducted in August 2012. Women participate in most components of the project.”

- The end-of-project evaluation of the Institutional Support and Strengthening Program in Jordan (#95) noted that while the project did not have a specific gender integration strategy or focus, the project team members “have an awareness of the key role of gender in the water sector and have identified activities with gender implications.” It provided the following examples:
 - “Where possible, [the Institutional Support and Strengthening Program] strives to achieve a gender mix in all of its training activities and in the formation of working groups etc.”
 - “Gender disaggregated data is collected, where possible and relevant. An example is the Socio-Economic Impact Assessment of Groundwater in Jordan, which will explicitly survey and assess the impact of groundwater use by gender as a key component of the analysis.”
- The evaluation of the Commercialization of the Afghanistan Water and Sanitation Activity Project (#89) also addressed gender integration in implementation, saying:

“[The Commercialization of the Afghanistan Water and Sanitation Activity] paid due attention to gender issues with regard to participation in utility services, in line with its

overall goal, and empowerment of women where mixed staff existed. The approach was based on a two-fold, pragmatic consideration:

- “Raise awareness of gender issues and foster empowerment wherever mixed staff exists, i.e. only at [the Afghanistan Urban Water Supply and Sewerage Corporation]. Attention was certainly needed to ensure better cooperation between male and female colleagues, raise work efficiency and trying to promote women empowerment by training specifically female staff on management topics.
- “Introduce female staff at utilities (except those where more strict customs prevent that altogether), with the aim to improve billing.”

Gender Equality and Female Empowerment Results

Seven of the 13 evaluations include some discussion of gender equality and female empowerment results, such as a sense of activity ownership, increased respect of women’s opinions, and participation in decision-making.

- The performance evaluation for USAID/Tanzania’s Integrated Water, Sanitation, and Hygiene Program (#97) reported evidence of a several ways in which the project empowered women:
 - “One clearly articulated benefit of this integration is that women feel strongly they are the ‘owners’ of the project and that the project would not have come about had they not assumed that enhanced role.”
 - “Improved status of women was seen when women’s participation in many [Focus Groups] was full and articulate, and in several communities, it was clear women’s opinions are now being listened to more.”
 - “The project enhanced women’s participation in project decision making: in siting of [(Water) Distribution Points], in the decision to move forward on the school sanitation and hygiene activities, in system operation and maintenance, and in [Village Savings and Loan activities].”
- The performance evaluation of Water Interventions in Urban and Rural Areas of Zimbabwe (#99) also reported on project benefits to women:

“...in the case of [the Adventist Development and Relief Agency’s] Water and Hygiene Promotion Program, women (and children) were the primary beneficiaries of the planned interventions. They stood to benefit the most from improved water sources and hygiene practices given their inherent vulnerability to water-borne and hygiene- or sanitation-related illnesses, their responsibilities for providing water for households, and their caring for the sick. Coverage across the four wards in Gokwe north and Gweru (urban) was disaggregated by gender, and an average of just over 75% of the beneficiaries positively affected by the project were female.”
- The evaluation of the USAID/Ghana Water, Sanitation, and Hygiene (WASH) Program (#93) ranked the functioning of the local WASH committees. The evaluation reported:

“They found that those in Suibo and Asuoko, with more women on the committee, seemed to be functioning better than those with fewer women. As women make up half of the population and are the primary gatherers and users of water, the global

experience is that when women manage the committees and are trained to maintain/repair pumps, there is less down time.”

Challenges and Opportunities

Only one Water sector evaluation listed gender integration challenges and opportunities. The performance evaluation of Water Interventions in Urban and Rural Areas of Zimbabwe (#99) found that:

- “Following best practices does not seem to be enough to ensure ongoing gender equity. USAID/[Office of U.S. Foreign Disaster Assistance] and its implementing partners should use “next practices,” which go beyond best practices by using evidence to innovate and incorporate mainstreaming gender issues into the design, planning, and maintenance stages of OFDA-funded projects to ensure that appropriate and sustainable systems are in place, which are adapted to the various cultures and religions.
- “USAID/[Office of U.S. Foreign Disaster Assistance] should utilize evidence-based practices for mainstreaming gender issues into the designing, planning, and maintenance stages of OFDA-funded projects to ensure that appropriate and sustainable systems are in place.”

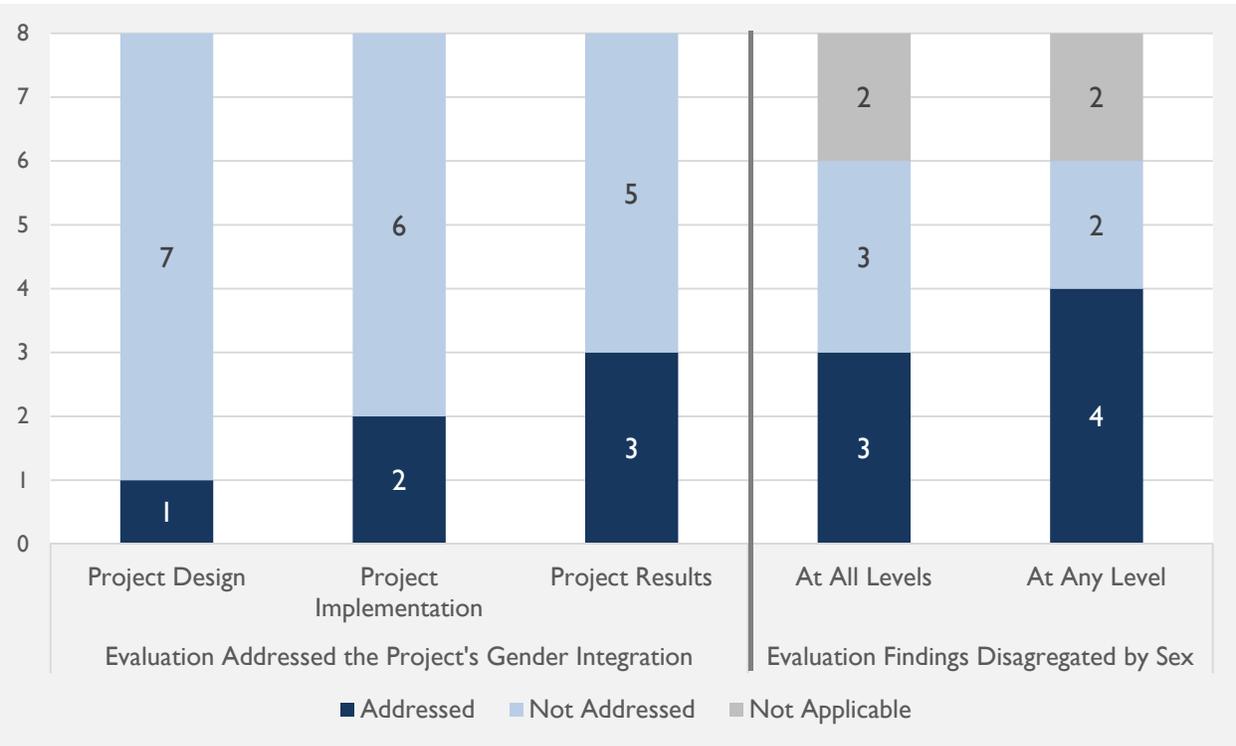
ENERGY AND INFRASTRUCTURE SECTOR EVALUATIONS

Summary of Evaluations

The Energy and Infrastructure Office reviewed eight performance evaluations, which are detailed in Annex B. Evaluations were widely distributed geographically, with three in Europe and Eurasia (Armenia, Bosnia and Herzegovina, Georgia), two in Africa (Liberia, regional), and one each in the Middle East (Lebanon), Afghanistan, and Asia (Philippines). Evaluations related to the Energy and Infrastructure sector included two midterm, four final, and two ex-post performance evaluations.

The left three bars of Figure 13 below show the number of evaluations in the Energy and Infrastructure sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 13: Number of Energy and Infrastructure Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

One of the eight evaluations documented the inclusion of gender considerations during project design. Two of the evaluations specifically noted that their projects were focused on technical assistance and did not include a gender component.

- The evaluation of the Philippines Alliance for Mindanao Off-Grid Renewable Energy (#107) noted that the project consulted women at the early stages of project planning and tracked their participation as part of its gender integration approach:

“[The Alliance for Mindanao Off-Grid Renewable Energy] was found by the evaluators to have targeted women by ensuring they were consulted during the planning of project interventions. Of the respondents to the evaluations household survey question ‘Were women members of the household also invited or consulted?’ (before program implementation), 77% indicated that women were consulted during the planning of the Solar Lighting project and 49% indicated that women had been consulted during the planning phase for the [Water, Sanitation, and Hygiene project]. AMORE also measured women's participation in the project activities and beneficiary organizations along with benefits to women and men of the intervention.”

Project Implementation and Management

Two of the Energy and Infrastructure evaluations addressed gender integration in project implementation at some level. In addition to the evaluation of the Philippines Alliance for Mindanao Off-Grid Renewable Energy (#107), the midterm evaluation of the Liberian Energy Sector Support Program (#106) found that this project used gender as one of the criteria to select both training participants and enumerators for socio-economic surveys. The project also targeted and involved women and youth at every stage of project implementation activities.

Gender Equality and Female Empowerment Results

Of the eight Energy and Infrastructure sector evaluations, only three described gender equality and female empowerment aspects of project outputs or outcomes. The results reported are not robust, and gender did not seem to be a priority in any of the projects.

- The evaluation of the Liberian Energy Sector Support Project (#106) reported two gender outputs:
 - “Under Objective I the project has provided training to two female staff at [the Rural and Renewable Energy Agency] in financial and project management.”
 - “In May and July 2011, while implementing a socio-economic survey women and youth were intentionally recruited and included as enumerators.”
- The evaluation of the Philippines Alliance for Mindanao Off-Grid Renewable Energy (#107) found that:

- “Women make up 25% of the Barangay Renewable Energy and Community Development Association (BRECD) and Barangay Waterworks and Sanitation Association (BAWASA) membership are composed of women.”
- “Women benefited more from the increased active produced by solar lighting than the men with 15% more activity (2.7 hours/day) than the men (2.3 hours/day).”
- “There was also deliberate effort to integrate gender in project implementation as substantiated by the training of women technicians, data disaggregation by gender, women’s participation in organizations, recognition of women’s potentials, and support to women’s nurturing role..”
- The evaluation of the Georgia Power and Gas Infrastructure Project (#104) reported some gender-specific results based on survey findings:
 - “Overall, well over half of respondents to the evaluators’ survey felt that men and women benefited equally from the project.”
 - “Women are more likely to feel benefits accrue more to them than to the men.”

Challenges and Opportunities

With the exception of the evaluation of the Philippines Alliance for Mindanao Off-Grid Renewable Energy project (#107), the evaluators in the Energy and Infrastructure sector seemed to find the reporting of gender integration more difficult than in the other sectors. Many of the projects were highly technical in nature and discussed gender, if at all, in a superficial way. It is unclear whether the difficulties in gender integration were a result of the projects’ highly technical focus or there were other reasons why evaluators find gender difficult to evaluate in this sector.

The only evaluation that discussed challenges and opportunities for gender considerations was for the Liberian Energy Sector Support Project (#106). The evaluation discussed the difficulties the project had in attempting to recruit women for work in the Gbarnway and Sorlumba electric cooperatives. The report stated that female participation was low due to the following reasons:

- “Lower educational attainment (compared to men) due to lesser educational opportunities for girls/women in rural areas.”
- “The few qualified women identified were not available due to domestic and other daily chores.”
- “Some women that met the criteria for training had limitations to travel to rural communities for training.”
- “Traditional and cultural issues were an impediment.”

The same evaluation also highlighted the need to understand and address traditional gender norms and roles in programming:

“Gender disparities and imbalances are common in every sphere of Liberian life; in most cases, it is women who are disproportionately disadvantaged by these disparities and imbalances. To reduce poverty and accelerate post-conflict development, there is no question that Liberia must engage the female half of its population more effectively. Women and girls play a central role in Liberia’s

economy as consumers and producers. Currently, these roles come principally through the informal sector, agricultural production and petty trade of goods and services in local marketplaces. Women remain absent in important sectors for reconstruction, such as public works and infrastructure. With regard to energy, women and men consume energy differently (for example, women use more firewood and charcoal, given their role in cooking, whereas men may be more responsible for purchase of flashlights and batteries for lighting) and serve in different roles for producing energy (for example, women may predominate in the production of biomass, whereas men may predominate in skilled labor that builds and maintains electricity systems).”

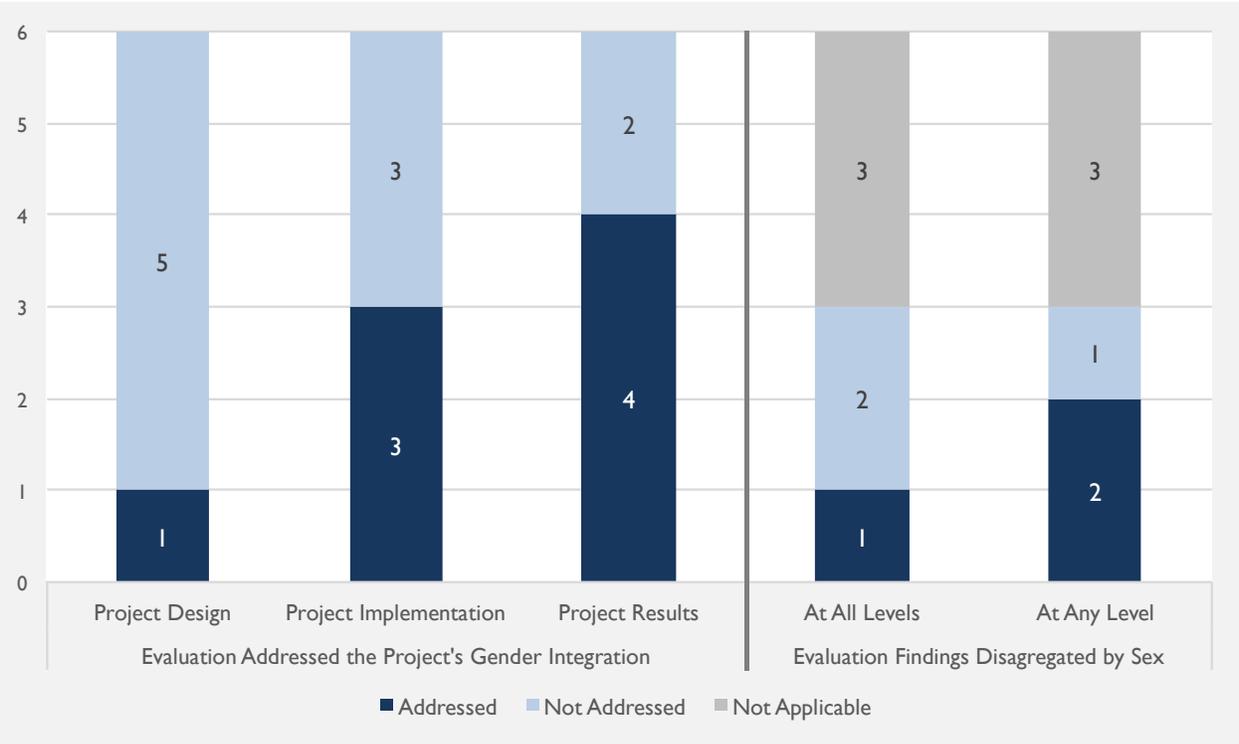
GLOBAL CLIMATE CHANGE SECTOR EVALUATIONS

Summary of Evaluations

The Global Climate Change Office reviewed six evaluations, which are detailed in Annex B. Evaluations were conducted primarily in Asia, with four evaluations in Asia (Cambodia, Indonesia, Mongolia, regional) and one each in Africa (regional) and Latin America and the Caribbean (Mexico). Evaluations related to the Global Climate Change sector included one midterm and five final performance evaluations.

The left three bars of Figure 14 below show the number of evaluations in the Global Climate Change sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 14: Number of Global Climate Change Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Only one of the six evaluations noted that the project design intentionally included aspects of gender equality and gender empowerment. The evaluation for Lowering Emissions in Asia's Forests (#108) described an increased emphasis on gender integration partway through the project, made possible through increased and dedicated funding:

“[The Lowering Emissions in Asia's Forests project] has increasingly focused on how gender inequalities influence key issues and activities. It strengthened that work by adding a Gender Advisor with international experience, increasing its total [Cooperative Agreement] funding by \$800,000 for gender activities, and ensuring that gender coordinators were engaged at its major national coordination offices in Lao PDR and Vietnam.”

Project Implementation and Management

Three of the six evaluations addressed of gender issues in project implementation and management.

- The evaluation for Lowering Emissions in Asia's Forests (LEAF #108) stated that:

“[The Lowering Emissions in Asia's Forests project] has effectively if not comprehensively engaged excellent women professionals and community-level women in its activities. Gender differences are considered in the critical analysis LEAF has carried out on the drivers of deforestation and forest degradation and included gender in project design.”
- The evaluation of Helping Address Rural Vulnerabilities and Ecosystem Stability (#109) also reported gender considerations in implementation, reporting that gender issues were important to the project and the target had exceeded its targets for female beneficiaries.

Gender Equality and Female Empowerment Results

Four of the six evaluations mentioned gender results in outcomes and outputs, but only two of these presented evidence of successful gender empowerment.

- The midterm performance evaluation of the Cambodia Helping Address Rural Vulnerabilities and Ecosystem Stability Project (#109) states that:

“The empowerment of Cambodian women as assessed by the Women's Empowerment in Agriculture Index (WEAI) is high and women participate equally in decision making. The [Mid Term Performance Evaluation] observed that women were vocal in discussion groups and were seen to be active as farm owners and managers, to participate strongly in home garden activities and [Non-Timber Forest Product] collection and to be well represented in processing and marketing activities. While they do not participate as much as men in aquaculture and fishing or in some aspects of forest management, they are in the majority as far as participation in nutrition interventions is concerned.

“[The Helping Address Rural Vulnerabilities and Ecosystem Stability project] includes a unit specifically dedicated to social inclusion and that unit’s impact is reflected in the program activities. HARVEST beneficiary selection procedures do not preclude women and HARVEST is achieving high levels of gender balance in its major activities. Overall female participation in the client base across all components is approximately 50% which surpasses its ambitious 45% target at this point in implementation.”

- The Development Grants Program performance evaluation (#113) noted that:

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

The two other evaluations mentioned that the projects had not been successful in reaching their gender empowerment goals, but did not give many specifics. Both evaluations mentioned that the projects provided some or all data disaggregated by gender, but neither evaluation reported what that data was.

Challenges and Opportunities

Two of the six evaluations noted gender integration challenges and recommended improvements for the projects.

- The Adapting to Climate Change in Eastern Indonesia final evaluation (#110) identified numerous areas in which both project and evaluation participation was gender-biased, including:
 - “In general, limited female participation in the focus group discussion if compared to males.”
 - “Unless specifically invited (and encouraged) to speak, women did not actively contribute to community meetings in an open forum, like occurred in Lombok and Sumba Timur.”
 - “All of the leadership in the different levels of government from district down to hamlet are predominantly men.”
 - “Men predominantly led community institutions that were established during the program.”
- The evaluation for Lowering Emissions in Asia’s Forests (#108) suggested that:
 - “[The Lowering Emissions in Asia’s Forests project] should strengthen the capacities of partners within the region to design and access international technical expertise, to understand and address the priority gender issues at specific sites and to exchange and standardize approaches through activities that give partners increasing direct responsibility for these functions.
 - “[The Lowering Emissions in Asia’s Forests project] should provide additional short-term technical assistance (STTA) to provide periodic post-training coaching to LEAF participants that complete the in-country training on Gender Integrated Planning for [the Reducing Emissions from Deforestation and Forest Degradation project] and to address specific research topics. The STTA could support investigating unintended consequences of increased household.”

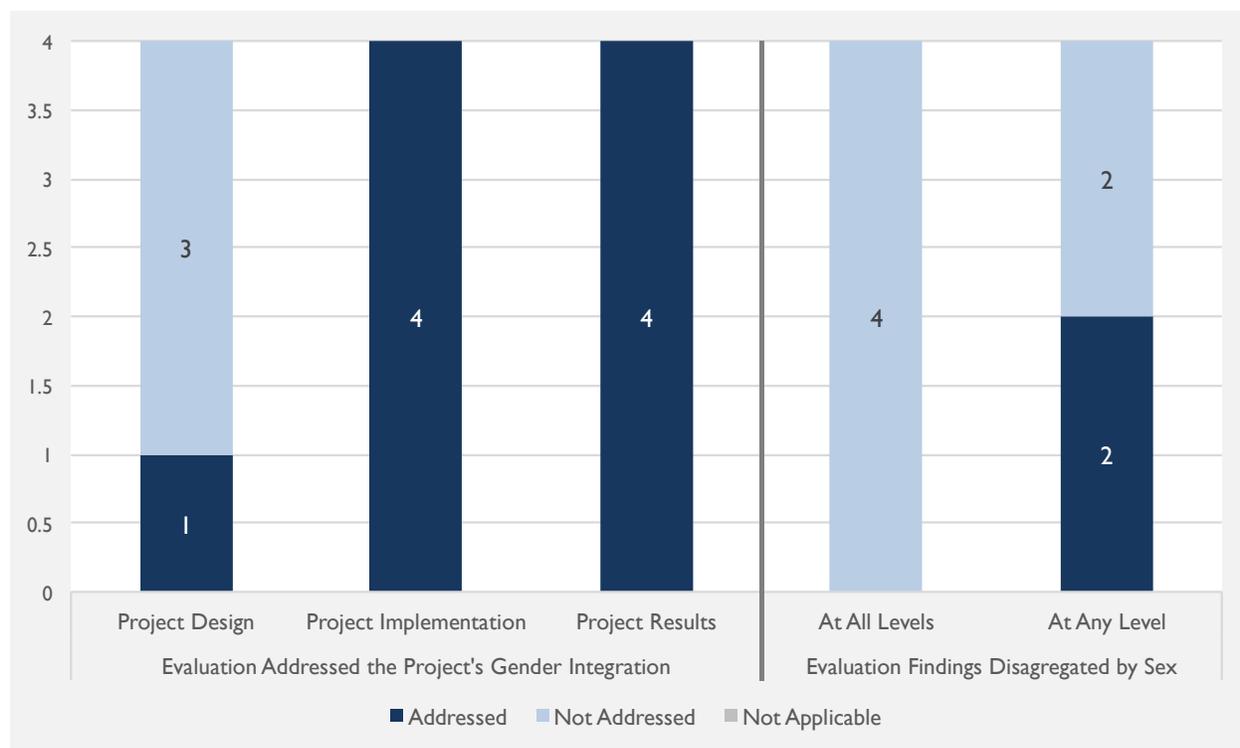
LAND TENURE AND RESOURCE MANAGEMENT SECTOR EVALUATIONS

Summary of Evaluations

The Land Tenure and Resource Management Office reviewed four evaluations, which are detailed in Annex B. The four evaluations were conducted in Africa (regional), Afghanistan, Latin America and the Caribbean (Haiti), and globally. All four were final evaluations.

The left three bars of Figure 15 below show the number of evaluations in the Land Tenure and Resource Management sector that addressed gender integration as it relates to project design, project implementation, and project results. The right two bars capture the extent to which the evaluation report disaggregated the evaluation findings by sex where the data were person focused. This is broken down into whether the evaluation report included sex-disaggregated findings where applicable at each and every level for inputs, outputs, and outcomes (“at all levels”), which is a question on the Evaluation Report Review Checklist. This study went one step further and also documented whether sex-disaggregated findings were presented at all in the report (“at any level”).

Figure 15: Number of Land Tenure and Resource Management Sector Evaluations that Addressed Gender Components



The study team reviewed the evaluations to determine the extent to which they addressed gender integration, to extract examples of gender integration within the projects’ designs and implementations, and to identify gender-specific results. For this report, the study team identified quotes from the evaluations that provided the clearest examples of successful gender integration in both the projects and the evaluations themselves, as well as challenges and opportunities for gender integration. This study presents only information found in the evaluation reports and is not a census of all efforts that each

project or evaluation team may have made. Therefore, conclusions are limited to findings discussed in this specific set of evaluations and do not cover the full extent of gender integration across all of the sector's projects.

Project Design

Only one of the four evaluations addressed gender integration in the project design stage. The evaluation for the Property Rights and Resource Governance Program (#116) highlighted the need to include gender integration during project design:

“Positive impact on women’s property rights appeared to depend in large measure on: 1) the extent to which the project considered gender at the design stage; and 2) whether the project had attention to women’s property rights as one of the principal objectives.”

Project Implementation and Management

All four of the Land Tenure and Resource Management evaluations included gender integration in implementation at some level. Highlights include:

- The evaluation of the Property Rights and Resource Governance Program (#116) indicates that the project demonstrated a willingness to make mid-course corrections on gender measures, stating that:

“[A] 2010 household survey showed that, despite some gains by women in engagement in decision-making, the field of artisanal mining was dominated by men and male decision-making. In response to the results, the project staff developed and implemented a gender strategy, which included attention to the priorities of women and establishment of women’s associations. The 2011 follow-on survey reported marked increases: 38 percent of women in project households reported increased participation in household decision-making.”

- The evaluation of the Improving Livelihoods and Governance Through Natural Resources Management Project in Afghanistan (#114) noted that three project activities targeted women:

“The Work Plan cites three activities that largely target women: fuel-efficient cook stoves, business planning and enterprise development workshops, and a feasibility assessment for women’s livelihoods in the Wakhan.”

- The evaluation of Développement Economique pour un Environnement Durable in Haiti (#115) noted that the project provided training for women:

“During [the Développement Economique pour un Environnement Durable project] implementation, women received training in the key components of the crop value chains, in natural resources management and/or biodiversity conservation.”

Gender Equality and Female Empowerment Results

All of the four Land Tenure and Resource Management sector evaluations addressed gender in both outputs and outcomes. Highlights include:

- The Property Rights and Resource Governance Program evaluation (#116) states:

“... the Kenyan Justice Project impact assessment found that, even in a short timeframe, the training provided to customary leaders and community members resulted in increased understanding and respect for women’s rights within their communities and the local dispute resolution institutions. Women reported increased confidence in the fairness and outcomes of local dispute resolution institutions, and greater access to land and control over assets at the household level. A number of women became elders, and one project staff member became a Member of Parliament.”
- The evaluation of the Improving Livelihoods and Governance Through Natural Resources Management Project in Afghanistan (#114) pointed out several positive results of the project’s efforts on gender. First, it commended the Band-e-Amir Community Association (BACA) subcommittee’s request for an assessment of women’s livelihoods and opportunities that go beyond handicrafts and yogurt, businesses that provide only a small income. The evaluation also viewed as well placed the emphasis on linking local communities to credit and other business support services.

All four of the evaluations reported on gender in outputs or outcomes of some kind, although at different levels.

- The evaluation of the Property Rights and Resource Governance Program (#116) reported that the project had:
 - “Conducted five short, three-day training courses held in Washington, DC for US government (USG) personnel, which included [Land Tenure and Property Rights] in the context of gender and vulnerable populations as a module of the course.”
 - “Held a 2013 [Land Tenure and Property Rights] assessment focusing on gender conducted for the Vietnam mission.”
 - “Developed a gender strategy including attention to the priorities of women and establishment of women’s associations in response to a 2010 household survey.”
 - “Included a Kenyan Land Tenure project with provisions for women’s interests to be included in the processes of legislative review and the substantive outcomes. Female members of [the Ministry of Lands] and representatives of women’s groups were included in the process of reviewing and refining the three draft land bills.”

It also appears from the evaluation that PRRG produced at least some data disaggregated by gender, but this data is not included in the evaluation.

- The evaluation of Développement Economique pour un Environnement Durable in Haiti (#115) reported that women had received services but did not provide detailed information. It reported that:

“Women received training in the key components of the crop value chains, in natural resources management and/or biodiversity conservation.”

The evaluation did not provide information about how many women were trained. The report also said:

“[The Développement Economique pour un Environnement Durable project] also provided technical assistance to 12 women’s organizations/associations directly involved in the execution of project activities and a series of trainings (e.g. crop production, harvest/post-harvest, marketing, and natural resources management and/or biodiversity conservation). These interventions helped build women’s capacity and empower them for taking a leadership role in [Natural Resource Management] and watershed management.”

- The evaluation of the Global Sustainable Tourism Alliance (#117) included even less specific information. The report stated:

“Data on individuals enrolled in available on-line training using [the Global Sustainable Tourism Alliance] tourism materials shows a balance of men and women, rather than dominance by either group.”

This evaluation also stated that the project performance data that the evaluators reviewed was disaggregated by gender where appropriate, such as training counts and earnings from sales. However, the evaluation noted that the earnings figures were unclear and unreliable.

- The evaluation of the Improving Livelihoods and Governance Through Natural Resources Management Project in Afghanistan (#114) provided little information on gender-specific results, saying only that the project team had provided cook stoves to women and conducted a feasibility study on women’s livelihoods.

Challenges and Opportunities

All four of the Land Tenure and Resource Management Evaluations included information about challenges and opportunities presented by gender issues.

- The evaluation of the Property Rights and Resource Governance Program (#116) reported that the project faced challenges resulting from both a lack of local support and a need for improved monitoring practices.
- The evaluation of the Improving Livelihoods and Governance Through Natural Resources Management Project in Afghanistan (#114) suggested that the project integrate gender more fully into the Performance Management Plan by establishing specific targets for women for staffing park jobs and for local contracting.
- The evaluation of Développement Economique pour un Environnement Durable in Haiti (#115) recommended that women and women’s associations be empowered through trainings and other technical assistance in order to play an effective role in integrated watershed management, as women are often more vulnerable than men to natural resources degradation and scarcity.
- The evaluation of the Global Sustainable Tourism Alliance (#117) recommended that the project revise its PMP to integrate gender by establishing specific targets for women, tracking and reporting gender-disaggregated data for performance indicators, and reviewing the methodologies for calculating results to ensure that they are accurate.

ANNEX A: STATEMENT OF WORK

Statement of Work Gender Integration in E3 Evaluations, 2013-14

1. Introduction and Background

In 2015, USAID's Bureau for Economic Growth, Education and Environment (E3), with the support of the E3 Analytics and Evaluation Project, conducted the E3 Sectoral Synthesis of 2013 - 2014 Evaluation Findings. This study included the review and analysis of 117 evaluations related to E3 sectors that were published between January 2013 and September 2014. As an extension of this study, the USAID/E3 Office of Gender Equality and Women's Empowerment (GEWE) requested that the E3 Analytics and Evaluation Project prepare a standalone report on the status of gender integration into E3 sector evaluations, as well as an analysis of results relating to GEWE presented in the E3 sector evaluations. This study will also provide a summary of the current framework of policy and guidance on the integration of women's empowerment and gender equality in evaluation, which will provide a basis for the study's recommendations.

2. Existing Information Sources

This study will draw from existing data collected during the E3 Sectoral Synthesis of 2013 – 2014 Evaluation Findings. Data will be used from across the three data collection tools used in preparing that report: Gender Integration Analysis Questionnaire, Content Analysis Questionnaire, and the Evaluation Report Quality Review Checklist.

3. Purpose, Audience, and Intended Use

Purpose and Intended Use

The purpose of the assistance rendered under this activity is to support USAID in learning about the status of gender integration in evaluation as well as to document the types of results identified in evaluations relating to gender equality and women's empowerment. This study will also help each E3 office to get a more detailed understanding of the status of gender integration and sector-specific gender results in the subset of evaluations relevant to the work of the office.

Audience

The deliverables generated under this activity will be targeted towards a broad audience. The primary audiences will be USAID/E3 staff as well as USAID Mission staff and external stakeholders. The Project team will work with the USAID/E3 Planning, Learning and Coordination Office's Communications and Knowledge Management (PLC/CKM) unit for the dissemination of products.

4. Support Tasks

The tasks outlined in this section are based on the current anticipated USAID needs to prepare the Gender Integration in E3 Evaluations, 2013 – 14 report, and will be refined in collaboration between USAID and the E3 Analytics and Evaluation Project team.

- I. Review of Existing Framework of Policy and Guidance

- The Project team will conduct a review of the current USAID policy and guidance related to the integration of gender in evaluation. This includes USAID’s “Gender Equality and Female Empowerment Policy”, ADS Chapter 203 and ADS Chapter 205, as well as additional resources such as the training series Gender 101, 102, 103 and the How-To Note on integrating gender in evaluation.
2. Analysis of Existing Data
- The Project team will reanalyze the data collected during the previous E3 Sectoral Synthesis around the key themes presented in the report structure described in Section 8 below.
3. Preparation of Deliverables
- The Project team will prepare a report using an agreed-upon structure. The language used in the report will align with USAID’s approach elaborated in the Agency’s Gender Equality and Female Empowerment Policy. The report will focus on providing a succinct summary of key findings, as well as provide illustrative examples as needed.
 - The Project team will prepare a Briefing Note of approximately 2-5 pages that will present the high-level findings of this study.
4. Dissemination and Utilization
- The Project will work with USAID/E3/GEWE and USAID/E3/PLC/CKM to support their efforts towards dissemination and utilization.

5. Data Collection Methods

This study will rely on existing data collected as part of the previous E3 Sectoral Synthesis of 2013 – 2014 Evaluation Findings. If necessary for analysis, the Project team may go back into the evaluation reports to verify or document contextual data.

6. Data Analysis Methods

The Project team will rely primarily on qualitative data analysis techniques for this study. The Project team will use qualitative analysis software such as MAXQDA and Microsoft Excel to conduct content analysis, establish themes, and organize examples. The Project team will also use descriptive statistics to present data and establish trends where appropriate.

7. Gender Considerations

The primary focus of this study is gender integration in evaluation reports. The study’s recommendations will be grounded in the current framework of policy and guidance on the integration of GEWE in evaluation.

8. Deliverables and Reporting Requirements

The following deliverables are envisioned as part of this activity.

Deliverable	Estimated Due Date
1. Draft Gender Integration in E3 Evaluations, 2013 – 2014 Report	o/a December 11, 2015
2. Final Gender Integration in E3 Evaluations, 2013 – 2014 Report	o/a three weeks following receipt of USAID feedback on draft Report
3. Draft Gender Integration in E3 Evaluations, 2013 – 2014 Briefing Note	o/a January 8, 2016
4. Final Gender Integration in E3 Evaluations, 2013 – 2014 Briefing Note	o/a two weeks following receipt of USAID feedback on draft Briefing Note

All documents will be provided electronically to USAID by the dates indicated above, pending further discussion with USAID about the schedule for this activity.

The following is the anticipated structure of the report, which may be revised upon further consultation with USAID.

- Introduction (1 page)
 - Summarizes USAID’s priorities for integrating gender in results, interventions and program cycles activities including M&E. Reference USAID’s “Gender Equality and Female Empowerment Policy”, ADS Chapter 203 and ADS Chapter 205. State the three “Overarching Outcomes” in the Policy and include a 1-2 quotations from ADS 203 and 205 that summarize the Agency’s guidance to integrate gender in M&E.
 - Point to additional resources such as Gender 101, 102, 103, How-To Note on integrating gender in evaluation
- Methodology (0.5 pages)
 - Brief description of data collection and analysis methodology of the Sectoral Synthesis and this report
- Overview: Gender Integration in E3 Sector Evaluations 2013 – 2014 (4-5 pages)
 - Summarize overall trends, comparisons with previous years and sector/office highlights
 - May include overall recommendations
- Office summaries (3 - 5 pages for each of the 10 sectors, presented in alphabetical order)
 - Overview: Gender Integration in the Sector Evaluations
 - Consolidate analysis highlighting data disaggregation by sex and information on gender differentiated access/benefits, etc. trends and other salient findings and recommendations relating to the analysis of gender sensitive evaluation data
 - May include sector-specific recommendations
 - Gender Integration in Project Design
 - Provide examples of how gender was or was not integrated in project design according to the evaluation reports.
 - Gender Integration in Project Implementation
 - Provide examples of how gender was or was not integrated in project implementation according to the evaluation reports.
 - Gender Equality and Female Empowerment Results
 - Where possible, discuss the results in two categories: outputs and outcomes. Provide summary explanations and examples of the types of outputs described in the sector evaluations, for example, what kinds of engendered outputs are described in the education evaluations or in the economic policy evaluations? Provide summary explanations and examples of the types of outcomes or descriptions of changes caused by the interventions in the sector evaluations.
 - Challenges and Opportunities

- Include if the sector evaluation reports discuss challenges and constraints to gender programming and results or if the evaluators have made recommendations on how to better integrate gender into projects
- Annex A: Activity SOW
- Annex B: Evaluation Reference List

9. Team Composition

The support team for this activity is expected to consist of the following members:

- **Technical Director:** Will provide overall guidance on the technical direction of the study, including oversight of the data analysis and report preparation. Responsible for the overall quality of the reports prepared for USAID/E3 under this support activity. The Technical Director should have extensive experience with designing and reviewing evaluations and familiarity with USAID evaluation policy and guidance.
- **Activity Coordinator:** Will provide primary oversight of the study's activities, including data analysis and report writing. The Activity Coordinator should have familiarity with USAID evaluation policy and guidance.
- **Gender Specialist:** Will provide support for data analysis and formulation of recommendations. The Gender Specialist should have extensive experience with gender analysis and familiarity with the USAID's Gender Equality and Female Empowerment Policy.
- **Researchers:** A team of 1-2 researchers will support data analysis and report writing on this activity. Relevant experience with evaluations and familiarity with USAID evaluation policy and guidance is preferred.

Home Office support by the E3 Analytics and Evaluation Project team members will be provided to the activity team, including technical guidance, research assistance, administrative oversight, data analysis, and logistical support.

10. USAID Participation

The Project team will work closely with USAID/E3/GEWE throughout the activity to ensure useful and relevant final products.

11. Schedule

Tasks included in this SOW are expected to be completed between September 2015 and January 2016.

ANNEX B: EVALUATION REFERENCE LIST

Economic Growth – Economic Policy – 14 Evaluations				
#	Country	Evaluation Name	Project Description	DEC URL
1	Bolivia	Final Evaluation : Bolivian Productivity and Competitiveness Project (BPC)	BPC was designed to increase productivity and sales of micro, small and medium enterprises (MSMEs) The project was implemented to help the development of sectors including textiles, manufacturing, processed foods, bio-products and handicrafts.	http://pdf.usaid.gov/pdf_docs/PDACU955.pdf
2	Bosnia and Herzegovina	Performance Evaluation : USAID Bosnia and Herzegovina PARE Activity	The PARE activity was designed to advance financial sector development in Bosnia and Herzegovina. While a broad range of financial subsectors and institutions were covered, the primary focus was on strengthening banking supervision and deposit insurance, the subject areas of this evaluation.	http://pdf.usaid.gov/pdf_docs/PA00JP6T.pdf
3	Colombia	Post-Implementation Evaluation of The Programs More Investment in Sustainable Alternative Development (MIDAS) and Areas for Municipal-Level Alternative Development (ADAM)	This evaluation covers two USAID/Colombia programs that aimed to improve conditions for rural citizens through productive projects; community participation; social infrastructure development; forestry projects; support to agribusinesses, micro-enterprises, small-and medium-sized enterprises (SMEs); strengthening municipal governments; improving access to credit; and public policy development.	http://pdf.usaid.gov/pdf_docs/PA00JRMK.pdf
4	El Salvador	Final Performance Evaluation of the USAID Municipal Competitiveness Project in El Salvador	MCP was designed to improve the competitiveness of Salvadoran municipalities through the development of a model with inter-related components designed to (1) enhance municipal effectiveness and efficiency, (2) measure the local business climate, (3) encourage private-public and inter-jurisdictional engagement and dialogue, and (4) provide incentive funds to encourage municipalities to mobilize financial resources for improving economic development and security.	http://pdf.usaid.gov/pdf_docs/PA00JQ4Q.pdf

Economic Growth – Economic Policy – I4 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
5	Georgia	Midterm Performance Evaluation of the Georgia Economic Prosperity Initiative (EPI)	EPI is designed to improve enterprise, industry, and country-level competitiveness in Georgia. EPI's assistance to firms in agricultural, manufacturing and the service sectors aims to increase investment; open new markets; raise productivity; drive domestic and export sales; and create jobs	http://pdf.usaid.gov/pdf_docs/PDACY472.pdf
6	Kenya	Evaluation of the USAID-KARI Partnership for Increased Rural Household Incomes (2004-2013)	The KARI component of Agriculture Development Support Project (ADSP) aimed to increase participation and efficiency of the private sector in supplying agricultural inputs to smallholders and providing output market services. The evaluated partnership included a focus on biotechnology, maize, dairy, soil fertility and horticulture.	http://pdf.usaid.gov/pdf_docs/PDACX749.pdf
7	Liberia	Smallholder Oil Palm Support (SHOPS) Final Impact Evaluation	SHOPS was designed to foster grassroots economic growth in rural Liberia by building local capacity in technological manufacturing and commercialization; agricultural production and processing; and small business development.	http://pdf.usaid.gov/pdf_docs/PA00K1K9.pdf
8	Nepal	Nepal Economic, Agriculture, and Trade (NEAT) Activity Performance Evaluation	NEAT was designed to provide assistance in building the foundations for rapid, sustained, and inclusive economic growth, which will theoretically lessen pressures caused by conflict, reduce poverty, and improve lives.	http://pdf.usaid.gov/pdf_docs/PA00JWVC.pdf
9	Serbia	Midterm Performance Evaluation of the USAID/Serbia Sustainable Local Development Project (SLDP)	SLDP was designed to contribute to both USAID economic growth and good governance goals by supporting municipalities, business advocacy organizations, and civil society organizations (CSOs) to move beyond municipality-by-municipality solutions in favor of cooperative, inter-municipal approaches to improving public services and invigorating their economies.	http://pdf.usaid.gov/pdf_docs/PDACX763.pdf
10	Somalia	Midterm Performance Evaluation of the Somalia Partnership for Economic Growth Program	PEG works closely with private sector businesses, government ministries, non-governmental organizations (NGOs), and civil society organizations (CSOs) to promote economic growth and stabilization in Somaliland and Puntland. Program activities focus on two areas: private sector development and strengthening specific productive value chains.	http://pdf.usaid.gov/pdf_docs/PA00K3B6.pdf

Economic Growth – Economic Policy – 14 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
11	Sri Lanka	Evaluation: USAID/Sri Lanka Eastern Garment Alliance (EGA) Project	The EGA project's aim is to boost social and economic development in Sri Lanka's Ampara District by increasing incomes through direct employment of 1000 people in three apparel factories, with a goal towards increasing prosperity and stability in the district.	http://pdf.usaid.gov/pdf_docs/PD ACW255.pdf
12	Timor-Leste	Performance Evaluation of the USAID/Timor-Leste Consolidating Cooperative And Agribusiness Recovery (COCAR) Project	COCAR is a follow-on project to the Timor Economic Rehabilitation and Development Project (TERADP). Like TERADP before it, COCAR's agriculture interventions include applied research and development activities to promote the commercial development of resource poor farm families.	http://pdf.usaid.gov/pdf_docs/PD ACX381.pdf
13	Ukraine	Final Performance Evaluation of the Financial Sector Rehabilitation Project (FINREP) in Ukraine	The goal of FINREP is to assist Ukraine in building a sound, transparent and resilient financial system. In particular, the project has focused on capacity building with financial institutions.	http://pdf.usaid.gov/pdf_docs/PD ACX380.pdf
14	Ukraine	Evaluation of Local Investment and National Competitiveness: Final Performance Evaluation	The LINC project was designed to improve the business and investment environment as measured through progress in enterprise indices, increases in investment activity, and enterprise competitiveness.	http://pdf.usaid.gov/pdf_docs/PA 00JZTF.pdf

Economic Growth – Trade and Regulatory Reform – 9 Evaluations

No.	Country	Evaluation Name	Project Description	DEC URL
15	Azerbaijan	Final Performance Evaluation of the Azerbaijan Competitiveness and Trade (ACT) Project	ACT was designed to help eliminate or mitigate technical and administrative barriers that were deemed to be hindering economic progress in Azerbaijan with respect to private sector development.	http://pdf.usaid.gov/pdf_docs/PDACY063.pdf
16	Bangladesh	Poverty Reduction by Increasing the Competitiveness of Enterprises (PRICE) Final Performance Evaluation	The main mission of PRICE project was to sustainably reduce poverty by increasing enterprise competitiveness across three main sectors in Bangladesh: horticulture, aquaculture, and leather.	http://pdf.usaid.gov/pdf_docs/PA00JTTP.pdf
17	Ethiopia, Ghana, Senegal, Kenya, Mauritius, Tanzania, Uganda, Rwanda	Africa Trade Hubs Export Promotion Evaluation	USAID's Africa Trade Hubs operate under the development hypothesis that AGOA trade access, coupled with USAID technical assistance and training activities, will help achieve the development goal of expanding non-traditional exports from sub-Saharan Africa to the U.S. and other destinations.	http://pdf.usaid.gov/pdf_docs/PDACX958.pdf
18	Indonesia, Singapore, Malaysia, Australia, Peru, Japan, Thailand, Vietnam, People's Republic of China, South Korea	APEC U.S. TATF Midterm Contractor Evaluation	USAID/RDMA created a project to establish the TATF "in furtherance of U.S. foreign policy goals of greater Regional Economic Integration and to strengthen APEC as a regional institution." The APEC TATF would work in three technical areas: (1) trade and investment liberalization; (2) business facilitation; and (3) economic and technical cooperation.	http://pdf.usaid.gov/pdf_docs/PDACW256.pdf

Economic Growth – Trade and Regulatory Reform – 9 Evaluations

No.	Country	Evaluation Name	Project Description	DEC URL
19	Iraq	Final Report: Final Performance Evaluation of USAID/Iraq Tijara Provincial Economic Growth Program	Tijara was implemented to expand private sector opportunities in Iraq through (1) the establishment of and support for a network of small business development centers (SBDCs) and assistance to the Iraqi Ministry of Trade to facilitate Iraq's accession to the World Trade Organization (WTO); (2) expansion of commercial lending to SMEs through microfinance intuitions as well as through private banks and (3) implementation of the Iraqi Youth Initiative (IYI) focused on creating both self-employment and employment opportunities for the youth of Iraq.	http://pdf.usaid.gov/pdf_docs/PD ACX190.pdf
20	Mozambique	Performance Evaluation of The USAID/Mozambique Support Program for Economic and Enterprise Development (SPEED)	SPEED supports the creation of a private-sector friendly enabling business environment that leads to inclusive economic growth. The rationale of the activity is that through an improved business climate, the Mozambican market will be able to attract investments, increase exports, and create jobs.	http://pdf.usaid.gov/pdf_docs/PA 00JWCX.pdf
21	Pakistan	Pakistan Trade Project: Midterm Performance Evaluation Report	PTP was conceived primarily as both a trade environment/policy and trade facilitation project supporting United States–Pakistan regional priorities, particularly trade with Afghanistan and India.	http://pdf.usaid.gov/pdf_docs/PA 00JWVI.pdf
22	Serbia	Midterm Performance Evaluation of the USAID Serbia Business Enabling Project	The purpose of BEP is to help the government of Serbia to improve the competitiveness of its economy and private sector businesses. It consisted of 3 major components: (1) business regulation and economic governance; (2) macroeconomic policy and public financial management; and (3) financial market development.	http://pdf.usaid.gov/pdf_docs/PD ACX759.pdf
23	South Africa, Botswana, Namibia, Malawi, Zambia	Midterm Evaluation of the Southern Africa Trade Hub	The Trade Hub's overarching goal was originally "increased international competitiveness, intra -regional trade, and food security in the Southern African Development Community (SADC) region." This objective was to be accomplished through the advancement of the regional integration agenda and increased trade capacity of regional value chains in selected sectors.	http://pdf.usaid.gov/pdf_docs/PA 00K8GT.pdf

Economic Growth – Private Capital Management – 3 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
24	India	Final Evaluation: Transforming Access to Housing Microfinance in India	The project was designed as a collaboration between Habitat for Humanity International, Development Innovations Group and Opportunities International to improve housing conditions in low-income communities through technical assistance in construction and housing microfinance (HMF).	http://pdf.usaid.gov/pdf_docs/PDACY439.pdf
25	Lebanon	Lebanon Investment in Microfinance (LIM) Program: Midterm Evaluation Report	The LIM program has partnered with eight Microfinance Institutions (MFI), to maximize access of finance to micro-enterprises and small businesses, operating in the Agribusiness; Tourism; and Information and Communication Technology (ICT) value chains	http://pdf.usaid.gov/pdf_docs/PA00K8Q1.pdf
26	Philippines	Final Performance Evaluation USAID/Philippines' Microenterprise Access to Banking Services Program-4 (MABS-4)	Initially designed to assist twenty (20) RBs in Mindanao to develop their capability to profitably provide both loan and deposit services to microenterprises, with said banks collectively providing services to some 8,000 micro-borrowers and 15,000 micro-depositors. It was hoped that participating banks would find their microfinance experience sufficiently profitable and decide to make microfinance services a permanent and substantial part of their business.	http://pdf.usaid.gov/pdf_docs/PDACX377.pdf

Economic Growth – Development Credit – I Evaluation

#	Country	Evaluation Name	Project Description	DEC URL
27	Mozambique	Midterm Performance Evaluation of the USAID-Funded Development Credit Authority (DCA) Activity	The DCA is designed to strengthen the guaranteed party's (lending institutions) ability to finance loans to medium-sized farm, agribusiness and tourism enterprises in Mozambique, thereby stimulating economic growth.	http://pdf.usaid.gov/pdf_docs/PA00K5TB.pdf

Education – 42 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
28	Afghanistan	Midterm Performance Evaluation (April 2012-October 2013): Afghanistan Workforce Development Program (AWDP) Project	The Afghanistan Workforce Development Program (AWDP) as a whole aims to increase job placements, salaries and wages, and self-employment opportunities for 25,000 Afghans; at least 25 percent of whom will be women.	http://pdf.usaid.gov/pdf_docs/PA00K48W.pdf
29	Armenia	Midterm Performance Evaluation of Junior Achievement of Armenia (JAA) Entrepreneurship and Civic Activism for Young People	The JAA project combines a longer-standing effort to improve youth education in economics with the added goals of increasing entrepreneurship and community-based civic activities that address community needs by equipping Armenian youth with the skills and knowledge necessary to compete and succeed in tomorrow's world. JAA operates a number of related programs to educate students on international business practices, ethics, and corporate social responsibility (CSR) issues.	http://pdf.usaid.gov/pdf_docs/PA00JTJH.pdf
30	Azerbaijan	Final Performance Evaluation of the Youth Business Leadership Project (YBLP) in Azerbaijan	YBLP was designed to empower the next generation of business leaders in Azerbaijan by providing undergraduate business students with hands-on professional development workshops to enhance business skills, the opportunity to gain real world experience through internships at various private companies, mentorship with successful businessmen and businesswomen, and networking opportunities with like-minded peers.	http://pdf.usaid.gov/pdf_docs/PA00K9M6.pdf
31	Benin	Girls' Education and Community Participation Project (GECPP): Final Evaluation	GECPP did not directly provide formal education service. Rather, it followed intervention principles applied in earlier projects by acting on key components of the school's environment; governance; as well as community and parental involvement.	http://pdf.usaid.gov/pdf_docs/PA00JR45.pdf
32	Benin	Teacher Motivation and Training (TMT) Project, Benin 2009-2013: Final Evaluation Report	The project had two main result areas: (1) improving the quality of pre-service teacher training in five public École Normal des Instituteurs (ENIs) (teacher training colleges); and (2) improving teacher performance in primary schools through the training of officials from the Ministère des Enseignements Maternel et Primaire (MEMP) including Conseillers Pédagogiques (CPs) and Chefs de Circonscription Scolaire (CCs) and primary school directors.	http://pdf.usaid.gov/pdf_docs/PD ACX671.pdf

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#	Country	Evaluation Name	Project Description	DEC URL
33	Cambodia	End of Project Performance Evaluation of the Improved Basic Education in Cambodia Project: Promoting Better Educated Youth in Cambodia with Increased Access to a Quality and Relevant Basic Education	The strategic objective of this project is to improve access, quality, and relevance of basic education in Cambodia. More specifically, the IBEC project is to increase lower secondary school enrollments, retention, and completion rates, providing Cambodia's adolescent youth population with an opportunity to be better educated and lead productive lives.	http://pdf.usaid.gov/pdf_docs/PA00K2NV.pdf
34	Djibouti	Projet AIDE Performance Evaluation 2009-2013: Evaluation Report Final	Projet AIDE (Assistance Internationale pour le Développement de l'Éducation) was designed to strengthen systems and Ministry of National Education and Professional Training's management capacity through (1) decentralized teacher training and community participation (2) strengthened strategic information and communication capacity through an Education (3) Education Management Information System (EMIS); and (4) increased community participation and education and job opportunities for out-of-school youth.	http://pdf.usaid.gov/pdf_docs/PDACY251.pdf
35	Dominican Republic	USAID/Dominican Republic Education Portfolio Midterm Performance Evaluation: Integrated Report	The USAID/DR education portfolio is focused on improvement in the quality of basic education, particularly in grades one through four. Improvement in quality will be achieved through three Intermediate Results (IRs): improved student performance in reading and math in grades 1 to 4 (IR1); strengthened community and private sector involvement in education (IR2); and increased learning opportunities for at-risk youth (IR3). The integrated evaluation of the portfolio draws on performance evaluations of the key projects tied to each of the three intermediate results.	http://pdf.usaid.gov/pdf_docs/PDACU985.pdf

Education – 42 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
36	Ethiopia	Final Performance Evaluation of the School-Community Partnership Serving Orphan and Vulnerable Children Affected by HIV/AIDS (SCOPSO) Project	The SCOPSO project aimed in part to strengthen the ability of schools and communities to participate actively in the design, implementation and management of OVC support activities at schools in sustainable way. The overall objective of the project was to build the capacity of 400 primary schools to serve as focal points for OVC care and support to at least 52,000 HIV affected or infected OVC leading to increased enrollment, retention and academic performance.	http://pdf.usaid.gov/pdf_docs/PBAAA329.pdf
37	Georgia	Performance Evaluation of the Georgia Education Management Project (EMP)	EMP was designed to (1) improve the long-term capacity of higher education and Educational Resource Centers to better manage Georgia's education sector and (2) support the ability of Georgia's Ministry of Education and Science and associated educational agencies to develop and implement appropriate policies on educational administration and on school financing.	http://pdf.usaid.gov/pdf_docs/PDACU911.pdf
38	Ghana	Final Evaluation of Ghana Transition and Persistence (TAP) Project	TAP aimed to increase junior high school enrollment and completion rates in 156 junior high schools across 13 districts in 4 regions. The overall goal of the project was to help Ghana meet its Education for All goal of universal primary completion.	http://pdf.usaid.gov/pdf_docs/PAA00JPRV.pdf
39	Ghana	Final Performance Evaluation of USAID/Ghana's Partnership for Accountable Governance in Education (PAGE) Project	The goal of the PAGE project was to improve student achievement in basic schools through strengthened educational governance and supervision.	http://pdf.usaid.gov/pdf_docs/PBAAA020.pdf
40	Guatemala	Evaluation: Education Reform in the Classroom (Reaula) Project	Project REAULA has organized into two main areas of action: (1) improvement of educational institutions, training and professional development for teachers—referring to transformation at the system level in order to impact the educational system and (2) "Quality Classrooms" – referring to pilots of models and policies in select areas of the country in accordance with concrete experience.	http://pdf.usaid.gov/pdf_docs/PAA00JP35.pdf

Education – 42 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
41	Indonesia	Evaluation of the Indonesia University Partnerships Program: Phase Two, Partnerships #3 and #4	The UP program was designed to help improve the quality and relevance of higher education in Indonesia by establishing university partnerships which leverage US universities' expertise to strengthen the research and teaching capacity of Indonesian institutions.	http://pdf.usaid.gov/pdf_docs/PDACY092.pdf
42	Indonesia	Evaluation of the Indonesia University Partnerships : Program: Phase Three, Partnerships #5-#8	The UP program was designed to help improve the quality and relevance of higher education in Indonesia. Under this Task Order projects looking at Climate risk, health systems, marine biotechnology and geothermal educational capacity were evaluated.	http://pdf.usaid.gov/pdf_docs/PA00JRCZ.pdf
43	Indonesia	Evaluation of the Opportunities for Vulnerable Children Program Indonesia	The OVC program was designed to (1) improve the coordination of policy, planning, and funding among the national, provincial, and district levels (2) improve the capacity of universities (3) improve in-service training programs and (4) increase awareness of inclusive education within the education system and the public.	http://pdf.usaid.gov/pdf_docs/PA00JM2M.pdf
44	Jamaica	Midterm Performance Evaluation of the USAID/Jamaica Basic Education Project: In Support Of The Jamaica Education Transformation Project	This project aimed to improve student performance in reading and mathematics in grades 1-3; to strengthen accountability in the primary education system through use of measurement tools and establishment of standards; and to build regional capacity for school management oversight.	http://pdf.usaid.gov/pdf_docs/PDACX310.pdf
45	Jordan	"JSP: A Transformational Change" -- Evaluation of the Jordan School Construction and Rehabilitation Project	JSP intended to (1) reduce overcrowding in classrooms (2) reduce rented facilities, (3) reduce double-shifting schools, (4) provide the capacity for improved enrollment rates for basic education for the growing population and (5) improve the design and quality of educational architecture so as to enhance the relationship of the students with their place of learning and to increase their learning performance.	http://pdf.usaid.gov/pdf_docs/PDACX664.pdf
46	Jordan	Final Performance Evaluation: USAID/Jordan Learning Environment Technical Support Program	The LETS program was designed to (1) build capacity within schools to support enabling environments and (2) build the Ministry of Educations' capacity to sustain and institutionalize environment improvements and to prepare LETS partner ASK to compete directly for USAID-funded projects.	http://pdf.usaid.gov/pdf_docs/PA00KIQB.pdf

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#	Country	Evaluation Name	Project Description	DEC URL
47	Kenya	Yes Youth Can! Impact Evaluation: Final Report	The goal of YYC is to address the underlying social, economic, and political factors that drive youth marginalization in Kenya. The evaluation thus considers the impact of the program on a broad range of outcomes divided into five categories: economic opportunities, political empowerment and inclusion, trust and social capital, attitudes/behaviors towards ethnicity and violence, and self-efficacy.	http://pdf.usaid.gov/pdf_docs/PA00JZQX.pdf
48	Kenya	Global Give Back Circle Program Midterm Performance Evaluation Report	The GGBC program recruits college and university-bound orphaned and vulnerable students and provides them with a comprehensive package of assistance intended to move them from poverty to prosperity and from recipients of assistance to givers of assistance to needy communities. Under the program, every beneficiary receives: a tertiary level scholarship including living expenses; a nine-month course in information and communications technology (ICT); assignment of a Kenyan or international mentor; life skills training in financial literacy, reproductive health, HIV/AIDS prevention, employment readiness, and other subjects; and an opportunity to intern with a private sector firm during their years in university or college	http://pdf.usaid.gov/pdf_docs/PD ACX748.pdf
49	Kenya	Final Performance Evaluation of the Teacher Education and Professional Development Project in Kenya	TEPD has been funded in two phases, with three emphases: (1) Teacher Education, (2) Information and Communication Technology (ICTs) in Education, and (3) HIV/AIDS education.	http://pdf.usaid.gov/pdf_docs/PD ACX751.pdf
50	Kosovo	Midterm Performance Evaluation of the Kosovo Basic Education Program (BEP)	BEP aims to strengthen the capacity of Kosovo's teachers and schools to provide relevant skills for its students. Its overarching goal is to strengthen the Government of Kosovo's (GOK) institutional capacity in the education sector and improve the quality of primary education.	http://pdf.usaid.gov/pdf_docs/PA00JZGH.pdf

Education – 42 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
51	Kyrgyzstan	Learning Evaluation of USAID/Kyrgyz Republic's National Admissions Test (NAT) Project	The NAT (initially called the National Scholarship Test (NST) when it was used only to determine scholarship awardees) was introduced to create a standardized means for academically proficient students to be awarded one of approximately 5,700 state scholarships.	http://pdf.usaid.gov/pdf_docs/PBAAA094.pdf
52	Liberia	Midterm Assessment of the Liberia Teacher Training Program Phase II	LTTP II is a five-year project that focuses on three areas (components): (1) strengthening the institutional capacity, policymaking and systems of the Ministry of Education (MOE), particularly those systems necessary to enable teachers to provide quality services; (2) supporting pre-service and in-service teacher training and creating a reliable, transparent system for teacher recruitment, certification, promotion and compensation; and (3) support to the national plan to ensure all children are reading by grade 3 and introducing an early grade reading and math curricula in a selected sample of school	http://pdf.usaid.gov/pdf_docs/PA00JNC4.pdf
53	Macedonia	Midterm Performance Evaluation of USAID/Macedonia's Interethnic Integration in Education Project	IIEP was designed to build broad public understanding of the benefits of an integrated educational system in Macedonia. It works with a variety of actors to create "the political, social, and economic environment need for Macedonia to achieve sustained interethnic integration in schools, in other educational institutions and eventually all of society".	http://pdf.usaid.gov/pdf_docs/PA00K15Q.pdf
54	Malawi	Evaluation of the Malawi Teacher Professional Development Support (MTPDS) Program	MTPDS was designed to (1) strengthen teacher policy, support and management systems; (2) enhance teacher performance; (3) improve early grade literacy; (4) enhance quality of primary teaching and learning materials; and (5) improve monitoring and evaluation systems on teacher competencies and learner outcomes.	http://pdf.usaid.gov/pdf_docs/PDACX458.pdf
55	Mexico, Guatemala, El Salvador	Evaluation of LAC Higher Education Scholarships Program	A series of three scholarship programs targeting technical training for employment, leadership development, and civil society diplomacy needs throughout seven countries in Latin America.	http://pdf.usaid.gov/pdf_docs/PDACX232.pdf

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#	Country	Evaluation Name	Project Description	DEC URL
56	Nepal	Final Evaluation Report: Education for Income Generation Project (EIG)	The EIG program combined literacy and life skills education; technical and vocational training linked to employment; training to increase agricultural productivity and raise rural incomes; and targeted scholarships for disadvantaged Dalit youth to increase access to higher (10+2 and college certificate) education.	http://pdf.usaid.gov/pdf_docs/PBAAA002.pdf
57	Nicaragua	Midterm Evaluation of the Education for Success Project on the Atlantic Coast of Nicaragua	EFS was designed to serve as an integrated program for at-risk children and youth in targeted municipalities in Región Autónoma del Atlántico Sur (RAAS) that would provide opportunities for formal and non-formal education, life skills, and workforce competencies.	http://pdf.usaid.gov/pdf_docs/PA00JK6H.pdf
58	Nicaragua	Nicaragua Strategic Alliance for Social Investment in Education and Health (Alliances 2) Project: Final Evaluation	Under Alliances 2 sub-grants were issued to six local NGOs that committed to establishing partnerships with private-sector entities with the hope of raising counterpart funds equal to twice the amount provided by USAID. Programs funded included educational; democracy and governance; and health activities.	http://pdf.usaid.gov/pdf_docs/PA00JK6G.pdf
59	Nigeria	Northern Education Initiative (NEI) Project: Midterm Performance Evaluation	NEI's goal is to deliver quality basic education services to children in the two states, through achievement of two objectives: (1) strengthened state and local government capacity to deliver basic education services; and (2) increased access of orphans and vulnerable children (OVCs) to basic education and other services.	http://pdf.usaid.gov/pdf_docs/PDACY473.pdf
60	Pakistan	Higher Education Commission: University and Technical Support and Higher Education Support Program	The USAID University and Technical Education Support Program was part of a larger U.S. Government emergency response program whose goal was to stabilize Pakistani society affected by extremist insurgencies, fiscal crisis, and weak local institutions. The objective of the Higher Education Support Program was to further the “Investing in People” objective under the U.S. Foreign Assistance Framework	http://pdf.usaid.gov/pdf_docs/PBAAA234.pdf

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#	Country	Evaluation Name	Project Description	DEC URL
61	Pakistan	Fulbright Student Program Evaluation in Pakistan - Midterm Performance Evaluation Report	The Fulbright Student Program in Pakistan awards merit-based scholarships for both master and doctoral level study in the U.S. to early and mid-career professionals with high academic achievement and potential for leadership. The Program is intended to support awardees' academic development, create mutual understanding between the people of Pakistan and the U.S., and facilitate linkages between American and Pakistani academic institutions and scholars.	http://pdf.usaid.gov/pdf_docs/PA00JTWS.pdf
62	Pakistan	Pakistan-United States Science and Technology Cooperation (S&T) Program: Midterm Performance Evaluation Report	The S&T Program provides research grants to Pakistani and American universities and research institutions to carry out joint research projects. The objective of these research partnerships is to build capacity in the sciences and technology at the institutional level in Pakistan and to strengthen U.S.-Pakistan cooperative relationships	http://pdf.usaid.gov/pdf_docs/PA00K48G.pdf
63	Philippines	Literacy for Peace and Development (LIPAD) Project Performance Evaluation	The focus of the Project is to increase their literacy and numeracy skills through a three-month, 140-hour classroom intervention. As part of the learning process, participants were to be introduced to conflict prevention and peacemaking skills to better enable them to participate meaningfully in the fashioning of peace, democracy and development in their own communities	http://pdf.usaid.gov/pdf_docs/PDACY456.pdf
64	Senegal	USAID Basic Education Project Midterm Evaluation: "A Committed and Successful Educational Community"	The EdB project targets 10 of the 14 regions which make up the Senegal by conducting activities in Middle schools around five components: (1) vulnerable children; (2) curriculum and instruction; (3) Information Communication Technology for Education (ICT4E); (4) governance and management; and (5) Public-Private Partnerships.	http://pdf.usaid.gov/pdf_docs/PDACX672.pdf
65	Somalia	Midterm Performance Evaluation of the USAID Somali Youth Leaders Initiative (SYLI)	The specific goal of the Somali Youth Leaders Initiative is to increase education and economic opportunities for Somali youth. Its aim is to reduce instability in its target areas.	http://pdf.usaid.gov/pdf_docs/PA00K3XD.pdf
66	Tanzania	Performance Evaluation of the BridgeIT Project	The main goal of Bridge IT is to significantly increase the educational quality and achievement in mathematics, science and life skills among primary school pupils through the innovative use of cell phones and digital technology.	http://pdf.usaid.gov/pdf_docs/PA00JSSH.pdf

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#	Country	Evaluation Name	Project Description	DEC URL
67	Ukraine	Final Project Evaluation: USETI Legacy Alliance Project in Ukraine	The USETI Alliance aims to (1) support a sustainable Ukraine Center for Educational Quality Assessment capable of independently and transparently developing and implementing secure tests that meet international standards; (2) contribute to a secure legislative basis for testing and higher education admission, and an institutionalized partnership between business, higher education, and policymakers; (3) transform public support for testing into a proactive contemporary public expectation, so that grass roots support will ensure the sustainability of testing; and (4) develop a basic and quality test-preparation industry driven by informed consumer demand.	http://pdf.usaid.gov/pdf_docs/PDACY081.pdf
68	Vietnam	Midterm Evaluation of the Higher Engineering Education Alliance Program (HEEAP)	HEEAP aims to transform engineering education in Vietnam from what is described as "passive, theory-based instruction to active, project-based instruction" with the goal of producing "work-ready" graduates for the country's booming high-tech sector.	http://pdf.usaid.gov/pdf_docs/PDACX675.pdf
69	Vietnam	Kon Ray Boarding School and Central Highlands Education Project: End-of-Project Evaluation	The original objective of the project was to improve access to education for ethnic minority children, as well as children with disabilities through the construction of a boarding school. The scope was expanded to include teacher training and sustainability of gains.	http://pdf.usaid.gov/pdf_docs/PDACX676.pdf

Environment – Forestry And Biodiversity – 17 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
70	Bangladesh	Performance Evaluation of the Integrated Protected Areas Co-Management (IPAC) Project: Democracy and Governance Components	The IPAC project aimed to consolidate the ongoing conservation-oriented work of three different GoB departments in two different ministries (Ministry of Environment and Forest [MoEF] and Ministry of Fisheries and Livestock [MoFL]) into a coordinated national system of co-managed Partnership Agreements	http://pdf.usaid.gov/pdf_docs/PBAAA333.pdf
71	Bolivia	Final Report: Midterm Evaluation of the Integrated Development and Conservation in the Bolivian Amazon Project	The purpose of the project is to project is to promote the conservation and sustainable use of biodiversity for the well-being of the Bolivian people, taking into account global climate change. The strategy of the project is to promote the development of integrated forest management activities, tourism and agro-ecology in a framework of land management and improved governance of natural resources with the active participation of stakeholders.	http://pdf.usaid.gov/pdf_docs/PD ACX322.pdf
72	Ecuador	Evaluation of USAID/Ecuador's Sustainable Forest and Coast Project	USAID/Ecuador's environment program seeks to help conserve Ecuador's biodiverse areas while improving livelihoods in neighboring communities.	http://pdf.usaid.gov/pdf_docs/PD ACY100.pdf
73	Indonesia	Seeing the Forest for the Trees: An Evaluation of USAID/Indonesia's Forest Resource Sustainability Program (FOREST): Final Report	FOREST was intended to improve the protection and sustainable use of forest ecosystems as a vital resource upon which Indonesian people and their economy depend. The program provided technical assistance in: (1) land and forest resource governance reform; (2) improved management and conservation of forest resources; (3) private sector sustainability; and (4) integrated climate change responses.	http://pdf.usaid.gov/pdf_docs/PA00JP2G.pdf
74	Indonesia, Malaysia, Papua New Guinea, Philippines, Solomon Islands, Timor-Leste	Final Evaluation of the U.S. Coral Triangle Initiative (US CTI) Program	The CTI-CFF Regional Plan of Action has five goals relating to: (1) seascapes; 2) ecosystem approach to fisheries management; 3) marine protected areas; 4) climate change adaptation; and 5) threatened species. The project emphasized management improvement, capacity improvement, regional collaboration and integration of measures across program area	http://pdf.usaid.gov/pdf_docs/PD ACY438.pdf

Environment – Forestry And Biodiversity – 17 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
75	Kenya	Final Performance Evaluation Report for Community-Based Natural Resource Management and Biodiversity Implemented by the Laikipia Wildlife Forum	LWF was created in response to an initiative by the Kenya Wildlife Service (KWS) to engage landowners and land users in the conservation and management of wildlife in unprotected areas.	http://pdf.usaid.gov/pdf_docs/PD ACX678.pdf
76	Kenya	Final Performance Evaluation of USAID/Kenya's Support to the Kenya Wildlife Service (KWS) "Wildlife Conservation Project" (WCP)	WCP was therefore designed to facilitate a reform process and identified four broad objectives: (1) protected area management support; (2) institutional management strengthening; (3) science-based conservation to enhance management of protected and non-protected areas; and (4) enhanced wildlife co-management	http://pdf.usaid.gov/pdf_docs/PD ACX688.pdf
77	Malawi	Malawi Biodiversity Projects Evaluation	Two projects in Malawi were concurrently evaluated. The overall objective of each was to support Malawi's rural poor in transforming management and protection of their natural resources and biologically significant areas from practices that degrade, to approaches that revitalize and protect these important areas for the good of the society and future generations.	http://pdf.usaid.gov/pdf_docs/PA 00J924.pdf
78	Mozambique	Performance Evaluation of Three Biodiversity and Ecotourism Activities in Mozambique	Three separate evaluations looking at ecotourism and biodiversity were evaluated concurrently for their effectiveness, impact and sustainability.	http://pdf.usaid.gov/pdf_docs/PA 00JKM6.pdf
79	Nicaragua	Final Performance Evaluation: "Conservation and Sustainable Tourism Program"	The program worked under a cluster approach in order to link different types of complementary businesses to form a "tourism destination". It focused its actions on three components: (1) strengthening local leadership; (2) building better businesses; and (3) improving natural resource management	http://pdf.usaid.gov/pdf_docs/PB AAA029.pdf

Environment – Forestry And Biodiversity – 17 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
80	Peru	Enhancing Forestry Governance in the Peruvian Amazon: Midterm Evaluation of the Peru Forest Sector Initiative	The USFS/PFSI objective is to contribute to sustainable forest management in Peru by developing technical capacities, tools and methodologies and by strengthening key actors in the public and private sector in designated priority areas.	http://pdf.usaid.gov/pdf_docs/PA00JX3D.pdf
81	Peru	Performance Evaluation: “Promoting Long-Term Sustainability of Parque Nacional Cordillera Azul”	The Parque Nacional Cordillera Azul (PNCAZ) is a park in Peru which has received support to build protection infrastructure, train and implement patrols, remove illegal logging, and involve communities living in the buffer zone in park-related activities	http://pdf.usaid.gov/pdf_docs/PA00JJSF.pdf
82	Rwanda	Evaluation of USAID Investments in Nyungwe National Park	Three separate evaluations looking at ecotourism and biodiversity were evaluated concurrently for their impact on economic growth and the improvement in biodiversity conservation in and around Nyungwe National Park.	http://pdf.usaid.gov/pdf_docs/PD ACX669.pdf
83	Tanzania	Tanzania Wildlife Management Areas (WMA) Evaluation: Final Evaluation Report	WMAs have been increasingly seen as an effective means to deal with growing concerns in Tanzania around land and land tenure security, increasing population growth, and pressure of communities on protected areas	http://pdf.usaid.gov/pdf_docs/PD ACY083.pdf
84	Uganda, Brazil	Measuring Impact: U.S. Forest Service Participating Agency Program Agreement (PAPA) Evaluation Report	This program had a broad technical range covering sustainable forest management policies and practices; protected area management and forest biodiversity conservation; fire prevention and fire response; forest monitoring; remote sensing and geographic information systems; global climate change analysis and mitigation; tree-based biofuels production; community forestry; agro forestry; smallholder wood production systems; regional forest planning; invasive species and forest pest/disease management; disaster planning and mitigation; and governance of natural resources	http://pdf.usaid.gov/pdf_docs/PA00K62N.pdf

Environment – Forestry And Biodiversity – 17 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
85	Vietnam, Philippines, Tanzania, Gabon, Indonesia, Ghana, Cambodia, Nepal, Madagascar, Zimbabwe, DR Congo, Mongolia, Bolivia	Promoting Transformations by Linking Nature, Wealth and Power (TransLinks) Performance Evaluation Report	The goal of TransLinks was “increasing social, economic, biodiversity, resilience, and other environmental benefits through sustainable natural resource management.” It focused on knowledge generation and capacity building, principally through the documentation and dissemination of lessons from experience in natural resource management.	http://pdf.usaid.gov/pdf_docs/PA00K43H.pdf
86	Vietnam, Thailand, Philippines, Indonesia, China	Midterm Performance Evaluation of Asia’s Regional Response to Endangered Species Trafficking (ARREST) Program	The ARREST program promotes a three-pronged approach to curb wildlife trafficking through: (1) reduction in consumption of endangered species in key markets in Asia by reducing consumer demand; (2) reduction in poaching and trafficking of endangered species across Asia by strengthening law enforcement capacity; and (3) continuation and sustainability of these positive trends beyond the life of the program by strengthening and sustaining regional learning networks and partnerships.	http://pdf.usaid.gov/pdf_docs/PDACY224.pdf

Environment – Water – 13 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
87	Afghanistan	Final Performance Evaluation: Afghan Engineering Support Program (AESP)	AESP was designed to provide architectural and engineering technical services to USAID-supported infrastructure projects in Afghanistan in the sectors of transportation; vertical structures; energy; and water and sanitation.	http://pdf.usaid.gov/pdf_docs/PA00K48R.pdf
88	Afghanistan	Performance Evaluation: Engineering Quality Assurance and Logistical Support (EQUALS) Project	The purpose of EQUALS is to provide USAID's Afghanistan Office of Infrastructure and Economic Growth (OEGI) with an Afghanistan-based team to provide independent quality assurance for ongoing and planned construction, and design and maintenance projects in the four infrastructure areas, namely: transportation; vertical structures; energy; and water and sanitation.	http://pdf.usaid.gov/pdf_docs/PA00K6BZ.pdf
89	Afghanistan	Final Evaluation Report: The Commercialization of Afghanistan Water and Sanitation Activity (CAWSA) Project	The primary purpose of the project was to establish a viable business model for water service delivery in Afghanistan by enhancing both the technical and commercial operations at the AUWSSC's water supply and sanitation utilities.	http://pdf.usaid.gov/pdf_docs/PA00K48X.pdf
90	Dominican Republic	Evaluation: USAID/Dominican Republic Batey Community Development Project	The Project sought to induce sustainable improvements in the living conditions of the "Bateys": former sugar cane work camps which are home to poor Haitian migrant workers and Dominicans. The Project aimed to focus on basic health, education services, income generating activities and linkages to other programs that can also contribute to provide livelihood improvements to said communities.	http://pdf.usaid.gov/pdf_docs/PDACY353.pdf
91	Ethiopia	Final Performance Evaluation of Water Sanitation and Hygiene Transformation for Enhanced Resiliency (WaTER) Project	WaTER was designed to contribute toward the alleviation of water and sanitation problems in Ethiopia through the construction and rehabilitation of borehole-based systems with corresponding distribution networks as well as training to develop local capacity.	http://pdf.usaid.gov/pdf_docs/PA00JWVB.pdf

Environment – Water – 13 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
92	Ethiopia, Kenya, Liberia, Mozambique, Nigeria, Senegal, South Sudan, Uganda, Zambia	USAID/Washington Midterm Performance Evaluation of the Sustainable Water and Sanitation in Africa (SUWASA) Project	The design of the SUWASA project emphasized the role that institutional reform would play to improve direct service delivery in providing access to water and sanitation services. This emphasis on institutional reform included the development of cost-based tariffs, a process by which tariffs are adjusted; the development of governing boards overseeing and planning utility operations and investment; and training provided at the local utility level.	http://pdf.usaid.gov/pdf_docs/PDACY091.pdf
93	Ghana	Evaluation of the USAID Ghana Water, Sanitation, and Hygiene Program	The GWASH goal is to support improved access to safe, adequate, water supply and basic sanitation facilities (latrines) for homes, schools, clinics and markets while promoting complementary hygiene practices.	http://pdf.usaid.gov/pdf_docs/PA00JX93.pdf
94	Indonesia	Indonesia Urban Water, Sanitation and Hygiene (IUWASH) Project: Midterm Evaluation Review	IUWASH is a five-year USAID-funded program whose core objective is a significant increase of access to safe water supply and improved sanitation in Indonesia's urban areas, with a particular focus on facilitating better access to these services for the urban poor. This core objective is defined by the following four high-level targets: (1) expanded access to safe water supply for an additional 2,000,000 people in urban areas; (2) access for an additional 250,000 people in urban areas to improved sanitation facilities; (3) the unit cost of safe water paid by the poor in targeted communities to decrease by at least 20 percent, and (4) 75,000 additional people to be trained in IUWASH activities.	http://pdf.usaid.gov/pdf_docs/PDACY328.pdf
95	Jordan	End-of-Project Evaluation of the Institutional Support and Strengthening Program (ISSP)	The goal of ISSP was to identify and then implement a range of institutional reforms to address key institutional constraints to more effective and efficient management of the water sector to enable Jordan to better manage demands on its water resources.	http://pdf.usaid.gov/pdf_docs/PA00JQT3.pdf
96	Namibia, Botswana, Angola, South Africa	Southern Africa Regional Environment Program Performance Evaluation	SAREP's objective is to support the initiatives of the Southern Africa Development Community (SADC) to integrate improved water and sanitation services with strategies that address threats to ecosystem services and biodiversity within priority shared river basins and to strengthen regional capacity to adapt and respond to effects of climate change.	http://pdf.usaid.gov/pdf_docs/PA00JZJT.pdf

Environment – Water – 13 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
97	Tanzania	USAID/Tanzania : Performance Evaluation for the Integrated Water, Sanitation and Hygiene (iWASH) Program	The goal of the Integrated Water, Sanitation, and Hygiene Program (iWASH) is to support sustainable, market-driven water supply, sanitation, and hygiene services to improve health and increase economic resiliency of the poor within an integrated water resource management framework.	http://pdf.usaid.gov/pdf_docs/PA00JM6X.pdf
98	Zambia	End-Term Performance Evaluation for the USAID/Zambia School Water Supply and Hygiene (WASH) and Quality Education Activity	The main objective of the School WASH and Quality Education Project is to improve access to water and sanitation services in schools in all 12 districts of Northern and Muchinga Provinces and to promote improved learning outcomes.	http://pdf.usaid.gov/pdf_docs/PA00JMR8.pdf
99	Zimbabwe	Performance Evaluation of Water Interventions in Urban and Rural Areas of Zimbabwe	In response to Zimbabwe's critical health status and the degraded state of the country's water infrastructure, USAID/OFDA funded 12 projects related to the Water, Sanitation, and Hygiene Promotion (WASH) sector in schools, hospitals, and clinics across Zimbabwe	http://pdf.usaid.gov/pdf_docs/PA00JRPM.pdf

Environment – Energy And Infrastructure – 8 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
100	Afghanistan	Final Performance Evaluation: Rehabilitation Projects at Regional Airports	In 2010, USAID executed a government-to-government financial assistance program with the Islamist Government of Afghanistan; the Ministry of Finance; and the Ministry of Transportation and Civil Aviation to support the completion of regional airport upgrades originally funded by the Asian Development Bank.	http://pdf.usaid.gov/pdf_docs/PA00K6Q2.pdf
101	Armenia	Performance Evaluation of the Energy Security and Regional Integration Project (ESRI): End of Project Evaluation Report	The goal of ESRI project is to assist Armenia is securing diversified sources of energy; including nuclear, renewables and international electricity trade.	http://pdf.usaid.gov/pdf_docs/PA00JR2M.pdf
102	Bosnia and Herzegovina	Performance Evaluation of the Regulatory and Energy Assistance Program (REAP)	The REAP project was composed of two major tasks: (1) a fully integrated energy sector into the regional market and the EU; and (2) restructuring and commercialization of energy companies.	http://pdf.usaid.gov/pdf_docs/PDACY479.pdf
103	Burundi, DR Congo, Egypt, Ethiopia, Libya, Kenya, Rwanda, Sudan, Tanzania, Uganda	Powering Progress Project: End of Project Performance Evaluation Report	The purpose of PPP was to provide technical assistance and capacity building support to key entities in eastern Africa and to establish a regional electricity market. The primary focus of PPP was to: (1) develop model bilateral Electricity Trade Agreements (ETAs) and Wheeling Agreements (WAs); (2) develop Regional Power Transmission Standards for Eastern Africa Power Pool (EAPP) member countries; and (3) to build capacity to exploit clean and renewable energy resources, harmonize regional policies and regulations for improved cross-border trade, and improvement of the technical and financial performance of EAPP member utilities.	http://pdf.usaid.gov/pdf_docs/PDACW314.pdf
104	Georgia	Midterm Performance Evaluation of USAID/Georgia Power and Gas Infrastructure Project (PGIP)	PGIP was designed to: (1) promote energy security through greater access to electricity and natural gas supplies for households and businesses in Western Georgia; (2) promote the development of the Poti Free Industrial Zone (FIZ) on the Black Sea; and (3) secure power exports through reliable transmission infrastructure improvements domestically.	http://pdf.usaid.gov/pdf_docs/PDACY463.pdf
105	Lebanon	Small Villages Wastewater Treatment Systems Program (SVWTS)	SVWTS targeted communities in the Upper Litani River basin not currently served by wastewater treatment facilities.	http://pdf.usaid.gov/pdf_docs/PDACY065.pdf

Environment – Energy And Infrastructure – 8 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
106	Liberia	Midterm Evaluation of the Liberian Energy Sector Support Program	LESSP's goal is to build upon the successes of previous activities aimed at increasing access to electricity in Liberia through creating and rehabilitating energy infrastructure and facilitating Liberia's macroeconomic development strategy.	http://pdf.usaid.gov/pdf_docs/PA00JR3N.pdf
107	Philippines	Final Performance Evaluation USAID/Philippines' Alliance for Mindanao Off-Grid Renewable Energy (AMORE) 3 Program	AMORE 3 was a decentralized energy activity originally conceived as a fully commercial implementation program. However its objective changed from that in AMORE 1 of "improving the quality of life in un-electrified rural communities" to "[continuing] its contribution to rural development and peace initiatives in Mindanao."	http://pdf.usaid.gov/pdf_docs/PA00JX3J.pdf

Environment – Global Climate Change – 6 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
108	Cambodia, Laos, Vietnam, Thailand, Malaysia	Midterm Evaluation of the Lowering Emissions in Asia's Forests (LEAF) Program	The program has an overall goal of strengthening capacities of developing countries in the Asia region to produce meaningful and sustainable reductions in GHG emissions from the forestry/land-use sector, allowing them to benefit from the emerging international REDD+ framework.	http://pdf.usaid.gov/pdf_docs/PDACY434.pdf
109	Cambodia	Midterm Performance Evaluation of the Cambodia HARVEST Project (Helping Address Rural Vulnerabilities and Ecosystem Stability)	The program is comprised of four components: (1) Increasing food availability; (2) increasing food access through rural income diversification; (3) increasing natural resource management and resilience to climate change; and (4) increasing capacity of Public, Private and Civil Society to address food security and climate change.	http://pdf.usaid.gov/pdf_docs/PA00K123.pdf
110	Indonesia	Final Evaluation Report: Adapting to Climate Change in Eastern Indonesia	This program aimed to strengthen the ability of vulnerable, upland communities in ecologically fragile areas of Nusa Tenggara to effectively respond to the impact of climate change and to prepare plans to mitigate the disasters they may face as a result of climate change.	http://pdf.usaid.gov/pdf_docs/PA00JZFC.pdf
111	Mexico	Performance Evaluation of the Mexico Low Emissions Development (MLED) Program	The MLED program was launched to: (1) support GOM's efforts to develop and implement a Low-Emissions Development Strategy (LEDS); (2) strengthen robust systems for monitoring, reporting and verification of emissions across all emitting sectors of the economy; and (3) promote the widespread adoption of clean energy technologies and best practices through the development of energy policies, financing mechanisms and institutional and technical capacity in Mexico.	http://pdf.usaid.gov/pdf_docs/PA00JT95.pdf
112	Mongolia	Evaluation of the Ulaanbaatar School Buildings Thermo-Technical Retrofitting Project	The project was designed to achieve: (1) increased efficiency of energy use in the three buildings, and consequent reductions in coal consumption, coal costs, and coal-related GHG emissions; (2) a more comfortable learning environment for children and staff at the schools; and (3) trained and knowledgeable local builders, engineers, and architects who are able to design and implement retrofits.	http://pdf.usaid.gov/pdf_docs/PDACU987.pdf

Environment – Global Climate Change – 6 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
113	Swaziland, Lesotho, Seychelles, South Africa	Development Grants Program Performance Evaluation	The Development Grants Program (DGP) is a competitive small grants program, established in 2008 by Section 674 of the US Consolidated Appropriations Act of 2008, that provides targeted support to U.S. Private Voluntary Organizations (PVOs) and local non-government organizations (NGOs) that have limited or no experience in managing direct USAID grants. Successful PVO/NGO applicants receive awards (usually up to \$2 mn) to implement activities in the field over a period of up to five years. Awards include a capacity development component providing awardees with access to resources for technical assistance and/or organizational strengthening.	http://pdf.usaid.gov/pdf_docs/PA00K3Q6.pdf

Environment – Land Tenure And Resource Management – 4 Evaluations

#	Country	Evaluation Name	Project Description	DEC URL
114	Afghanistan	Improving Livelihoods and Governance Through Natural Resources Management (ILGNRM) Project: Performance Evaluation Final Report	The project goals are: (1) to build Afghanistan's capacity to conserve and sustainably manage its natural resources; (2) to improve the livelihoods of the rural poor in and near targeted protected areas; and (3) to strengthen subnational governance related to natural resources management, as well as linkages between communities, provincial and national government institutions.	http://pdf.usaid.gov/pdf_docs/PD ACX762.pdf
115	Haiti	Développement Economique pour un Environnement Durable (DEED): Performance Evaluation	The DEED project includes six integrated technical components: (1) strengthening community-based producer groups, associations, and enterprises; (2) promoting alternatives to hillside farming; (3) promoting and improving community-based natural resources management; (4) assisting the Government of Haiti develop sound NRM policies and systems; (5) developing watershed restoration and environmentally sustainable management plans with watershed stakeholders; and (6) promoting alliances with the private sector to leverage DEED resources.	http://pdf.usaid.gov/pdf_docs/PD ACY457.pdf
116	Kenya, Liberia	Property Rights and Resource Governance Program (PRRG): Performance Evaluation Final Report	PRRG was designed to: (1) expand on the Land Tenure Property Rights Framework and refine existing and develop new companion tools to augment the Framework; (2) provide training and educational tools related to property rights; (3) develop improved knowledge management and information distribution systems; and (4) continue to provide technical assistance to missions and operating units to address property rights and develop programs supporting their operational plans.	http://pdf.usaid.gov/pdf_docs/PA 00K43J.pdf
117	Uganda, Ethiopia	Global Sustainable Tourism Alliance (GSTA) Performance Evaluation Final Report	These interventions were carried out as collaborative efforts involving the private sector, development institutions, and USAID under a single, global mechanism that used tourism as a means to achieve USAID's objectives of poverty alleviation, economic growth, biodiversity conservation, and improved governance. GSTA linked biodiversity conservation and ecological resilience to economic development through tourism	http://pdf.usaid.gov/pdf_docs/PA 00K43K.pdf

ANNEX C: CONTENT ANALYSIS QUESTIONNAIRE

What is a "project?": An evaluation could be looking at any number of USAID interventions, including activities, projects, programs, DO-level programming, etc. Throughout this tool, the questions refer to the evaluand as a "project". This should be interpreted as whatever intervention or set of interventions the evaluation is addressing.

Source of Information: This questionnaire aims to collect information contained in the evaluation report. Do not use sources outside of the report to answer the questions (i.e. additional program documents, web searches, etc.).

Types of Questions: There are two types of questions: ones that are asking you to report what the evaluation report stated and ones that ask you to provide your insight as a reader and an expert in your field to draw any additional conclusions from the report. The questions that ask you to provide your insight all begin with "As a reader". These questions are optional, and should only be answered with a "yes" as needed.

Providing Text from the Evaluation Report: This questionnaire includes questions that ask you to provide text from the evaluation report. When copying and pasting, please provide enough text that the response is in context (i.e. the whole paragraph that mentions innovation, not just one sentence). If the text is more than a page long (i.e. a whole section on gender equality and women's empowerment related to project implementation), please provide the key paragraphs as well as the relevant page numbers so that the analysts can review it in detail.

Questionnaire Focus: This questionnaire is broken down into six sections, which will ask you to focus on different aspects of the evaluation report.

- Project Design - Information in the evaluation report that describes how the project was initially conceived or planned. Focus on "*what did the project plan to do*".
- Project Implementation / Management - Information in the evaluation report that describes how the project was implemented or managed. Focus on "*what did the project actually do*".
- Technical / Subject Matter - Information in the evaluation report that is about the technical aspects of the intervention. Focus on lessons and innovations about the intervention itself, beyond those related to design or management.
- Project Results - Information in the evaluation report that documents the results of the project as a whole. Focus on "*what did the project achieve*".
- Evaluation Innovative Practices - this is the only section that is asking you for information about the evaluation report itself. Focus on *innovative practices in evaluation, not the project*.
- Additional Comments - any additional information about the evaluation report that you feel is important to document. Note that this is only one of two data collection tools that will be used for this study. The other data collection tool focuses on the quality of the evaluation report itself, including adherence to USAID policy and guidance and best practices in evaluation.

#	Question	Response Options	Guidance	
Project Design				
1	a	Did the evaluation report include lessons learned related to project design?	Y – N	These should be identified by the evaluation as “lessons learned”, either in a distinct section of the report or in the conclusions. Do not make any value judgments as to whether they are actually lessons learned, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report of the lessons learned in relation to project design.	text	Copy/paste the relevant text from the report.
	c	As a reader, were there any additional lessons about project design included in the evaluation report that you, as an expert in your field, think would be of interest to others or have implications for effectively addressing similar issues/problems in another setting, such as another county/region or sector?	Y – N	This field allows you to record lessons learned in reading the evaluation report that were not specifically cited as such in the report. These should be things that would be of interest to those outside of the specific project/country context, related to project design. The ADS Glossary defines lessons learned as “the conclusions extracted from reviewing a development program or activity by participants, managers, customers or evaluators with implications for effectively addressing similar issues/problems in another setting.”
	d	Please describe the additional lessons learned that you identified in relation to project design.	text	Provide your additional insight into lessons learned, above and beyond those identified as such in the evaluation report.
2	a	Did the evaluation report describe any aspect of the project design as innovative?	Y – N	These should be practices identified in the evaluation report as “innovation”, “innovative”, etc. Do not make any judgments as to whether it is actually an innovation, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report that describes the innovative practice in project design.	text	Copy/paste the relevant text from the report.
	c	As a reader and an expert in your field, did you identify any additional innovative practices in relation to project design?	Y – N	This field allows you to record any innovative practices in project design that were not specifically cited as such by the evaluation report. As described by Development Innovation Ventures, “Innovation” and “innovative” can describe a variety of concepts, from anything new to something interesting or unexpected. At USAID, we use innovation to refer to novel business or organizational models, operational or production processes, or products or services that lead to substantial improvements (not incremental “next steps”) in addressing development challenges. Innovation may incorporate science and technology but is often broader, to include new processes or business models.”
	d	Please describe the additional innovative practice(s) you identified in relation to project design.	text	Provide your additional insight into an innovative practice in project design, above and beyond those identified as such in the evaluation report.
3	a	Did the evaluation report identify any failures and/or problems in the project design?	Y – N	These should be specifically cited in the evaluation report as failures, shortcomings or problems in the project design. Do not make any value judgments as to whether the project design actually had failures/shortcomings, as that will be done during further analysis from the text provided below.

#	Question	Response Options	Guidance
	b	text	Provide the text from the evaluation report regarding the failure and/or problem in relation to project design. Copy/paste the relevant text from the report.
	c	Y – N	As a reader and an expert in your field, did you identify any additional failures and/or problems in the project design? This field allows you to record any failures, shortcomings, or problems in the project design that were not specifically cited as such by the evaluation report.
	d	text	Please describe the additional failure and/or problems you identified in relation to project design. Provide your additional insight into any failures, shortcomings, or problems in project design, above and beyond those identified as such in the evaluation report.
4	a	Y – N – N/A	<p>Identify whether the evaluation report stated that gender equality and women’s empowerment considerations were integrated into the project design. Do not make any value judgments as to whether it was successfully or sufficiently integrated. This will be addressed during further analysis from the text provided below.</p> <p>Response options: Yes – The evaluation report stated that gender equality and women’s empowerment considerations were integrated into project design. No – The evaluation report stated that gender equality and women’s empowerment considerations were not integrated into project design. N/A – The evaluation report did not address any aspect of gender equality and women’s empowerment in relation to project design.</p> <p>As defined by the USAID Gender Equality and Female Empowerment Policy, 2012: Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females. Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. Gender integration involves identifying, and then addressing, gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis.</p>

#	Question	Response Options	Guidance
	b Provide the text from the evaluation report on how gender equality and women's empowerment considerations were integrated in the project design.	text	Copy/paste the relevant text from the report.
	c As a reader, did you identify any additional aspects of integrating gender equality and women's empowerment into the project design?	Y – N	This field allows you to record any aspects of integrating gender equality and women's empowerment in the project design that were not specifically cited as such by the evaluation report.
	d Please describe the additional gender equality and women's empowerment considerations you identified in relation to project design.	text	Provide your additional insight into aspects of integrating gender equality and women's empowerment in project design, above and beyond those identified as such in the evaluation report.
5	a According to the evaluation report, was governance addressed in the project's design, such as in the theory of change, assumptions, activities, etc.?	Y – N – N/A	<p>Identify whether the evaluation report stated that governance issues were addressed in the project design. Do not make any value judgments as to whether it was successfully or sufficiently integrated. This will be addressed during further analysis from the text provided below.</p> <p>Response options:</p> <ul style="list-style-type: none"> • Yes – The evaluation report stated that governance issues were integrated into project design. • No – The evaluation report stated that governance issues were not integrated into project design. • N/A – The evaluation report did not address any aspect of governance issues in relation to project design. <p>Governance, as defined in the USAID Strategy on Democracy, Human Rights, and Governance, and by the United Nations Development Programme, refers to the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It involves the process and capacity to formulate, implement, and enforce public policies and deliver services.</p>
	b Provide the text from the evaluation report on how governance was addressed in relation to project design.	text	Copy/paste the relevant text from the report.
	c As a reader, did you identify any additional governance issues relating to project design?	Y – N	This field allows you to record any governance issues related to project design that were not specifically cited as such by the evaluation report.
	d Please describe the additional information on governance issues you identified in relation to project design.	text	Provide your additional insight into the governance issues in project design, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance
6	a	Y – N – N/A	<p>Identify whether the evaluation report stated that private sector engagement was addressed in the project design. Do not make any value judgments as to whether it was successfully or sufficiently addressed. This will be addressed during further analysis from the text provided below.</p> <p>Response options:</p> <ul style="list-style-type: none"> • Yes – The evaluation report stated that private sector engagement was integrated into project design. • No – The evaluation report stated that private sector engagement was not integrated into project design. • N/A – The evaluation report did not address any aspect of governance issues in relation to project design. <p>Private sector engagement is characterized by partnerships between USAID and private sector firms. More information can be found at: http://www.usaid.gov/work-usaid/partnership-opportunities/corporate/commercial-engagement</p> <p>One example provided on the website: <i>The Coca-Cola Company and USAID have created a unique partnership, the Water and Development Alliance (WADA), to address community water needs in developing countries. In conjunction with local USAID missions, Coca-Cola system partners, and the Global Environment & Technology Foundation, WADA contributes to improving the sustainability of watersheds, increasing access to water supply and sanitation services, and enhancing productive uses of water. With a combined investment of \$28.1 million since 2005, WADA is impacting the lives of people in 22 countries throughout Africa, Asia, the Middle East, and Latin America.</i></p>
	b	text	Copy/paste the relevant text from the report.
	c	Y – N	This field allows you to record any private sector engagement related to project design that was not specifically cited as such by the evaluation report.
	d	text	Provide your additional insight into the private sector engagement in project design, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance	
Project Management / Implementation				
7	a	Did the evaluation report include lessons learned related to project management / implementation?	Y – N	These should be identified by the evaluation as “lessons learned”, either in a distinct section of the report or in the conclusions. Do not make any value judgments as to whether they are actually lessons learned, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report of the lessons learned in relation to project management / implementation.	text	Copy/paste the relevant text from the report.
	c	As a reader, were there any additional lessons about project management / implementation included in the evaluation report that you, as an expert in your field, think would be of interest to others or have implications for effectively addressing similar issues/problems in another setting, such as another county/region or sector?	Y – N	This field allows you to record lessons learned in reading the evaluation report that were not specifically cited as such in the report. These should be things that would be of interest to those outside of the specific project/country context, related to project management / implementation. The ADS Glossary defines lessons learned as “the conclusions extracted from reviewing a development program or activity by participants, managers, customers or evaluators with implications for effectively addressing similar issues/problems in another setting.”
	d	Please describe the additional lessons learned you identified in relation to project management / implementation.	text	Provide your additional insight into lessons learned, above and beyond those identified as such in the evaluation report.
8	a	Did the evaluation report describe any aspect of the project management / implementation as innovative?	Y – N	These should be practices identified in the evaluation report as “innovation”, “innovative”, etc. Do not make any judgments as to whether it is actually an innovation, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report that describes the innovative practice in project management / implementation.	text	Copy/paste the relevant text from the report.
	c	As a reader and an expert in your field, did you identify any additional innovative practices in relation to project management / implementation?	Y – N	This field allows you to record any innovative practices in project management / implementation that were not specifically cited as such by the evaluation report. As described by Development Innovation Ventures, “Innovation” and “innovative” can describe a variety of concepts, from anything new to something interesting or unexpected. At USAID, we use innovation to refer to novel business or organizational models, operational or production processes, or products or services that lead to substantial improvements (not incremental “next steps”) in addressing development challenges. Innovation may incorporate science and technology but is often broader, to include new processes or business models.”
	d	Please describe the additional innovative practice(s) you identified in relation to project management / implementation.	text	Provide your additional insight into an innovative practice in project management / implementation, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance	
9	a	Did the evaluation report identify any failures and/or problems in the project management / implementation?	Y – N	These should be specifically cited in the evaluation report as failures, shortcomings or problems in the project management / implementation. Do not make any value judgments as to whether the project design actually had failures/shortcomings, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report regarding the failure and/or problem in relation to project management / implementation.	text	Copy/paste the relevant text from the report.
	c	As a reader and an expert in your field, did you identify any additional failures and/or problems in the project management / implementation?	Y – N	This field allows you to record any failures, shortcomings, or problems in the project management / implementation that were not specifically cited as such by the evaluation report.
	d	Please describe the additional failure and/or problems you identified in relation to project management / implementation.	text	Provide your additional insight into any failures, shortcomings, or problems in project management / implementation, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance
10	a According to the evaluation report, did the project's management / implementation integrate gender equality and/or women's empowerment considerations?	Y – N – N/A	<p>Identify whether the evaluation report stated that gender equality and women's empowerment considerations were integrated into the project management / implementation. Do not make any value judgments as to whether it was successfully or sufficiently integrated. This will be addressed during further analysis from the text provided below.</p> <p>Yes – The evaluation report stated that gender equality and women's empowerment considerations were integrated into project management / implementation. No – The evaluation report stated that gender equality and women's empowerment considerations were not integrated into project management / implementation. N/A – The evaluation report did not address any aspect of gender equality and women's empowerment in relation to project management / implementation.</p> <p>As defined by the USAID Gender Equality and Female Empowerment Policy, 2012: Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females. Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment. Gender integration involves identifying, and then addressing, gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis.</p>
	b Provide the text from the evaluation report on how gender equality and/or women's empowerment considerations were integrated in the project management / implementation.	text	Copy/paste the relevant text from the report.
	c As a reader, did you identify any additional aspects of integrating gender equality and women's empowerment into the project management / implementation?	Y – N	This field allows you to record any aspects of integrating gender equality and women's empowerment in the project management / implementation that were not specifically cited as such by the evaluation report.
	d Please describe the additional gender equality and women's empowerment considerations you identified in relation to project management / implementation.	text	Provide your additional insight into aspects of integrating gender equality and women's empowerment in project management / implementation, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance
II	a	Y – N – N/A	<p>Identify whether the evaluation report stated that governance issues were addressed in the project management / implementation. Do not make any value judgments as to whether it was successfully or sufficiently integrated. This will be addressed during further analysis from the text provided below.</p> <p>Response options:</p> <ul style="list-style-type: none"> • Yes – The evaluation report stated that governance issues were integrated into project management / implementation. • No – The evaluation report stated that governance issues were not integrated into project management / implementation. • N/A – The evaluation report did not address any aspect of governance issues in relation to project management / implementation. <p>Governance, as defined in the USAID Strategy on Democracy, Human Rights, and Governance, and by the United Nations Development Programme, refers to the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It involves the process and capacity to formulate, implement, and enforce public policies and deliver services.</p>
	b	text	Copy/paste the relevant text from the report.
	c	Y – N	This field allows you to record any governance issues related to project management / implementation that were not specifically cited as such by the evaluation report.
	d	text	Provide your additional insight into the governance issues in project management / implementation, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance
12	<p>a</p> <p>According to the evaluation report, was private sector engagement addressed in the project's management / implementation, such as in the approach, assumptions, intended partnering?</p>	<p>Y – N – N/A</p>	<p>Identify whether the evaluation report stated that private sector engagement was addressed in the project management / implementation. Do not make any value judgments as to whether it was successfully or sufficiently addressed. This will be addressed during further analysis from the text provided below.</p> <p>Response options:</p> <ul style="list-style-type: none"> • Yes – The evaluation report stated that private sector engagement was integrated into project management / implementation. • No – The evaluation report stated that private sector engagement was not integrated into project management / implementation. • N/A – The evaluation report did not address any aspect of governance issues in relation to project management / implementation. <p>Private sector engagement is characterized by partnerships between USAID and private sector firms. More information can be found at: http://www.usaid.gov/work-usaid/partnership-opportunities/corporate/commercial-engagement</p> <p>One example provided on the website: <i>The Coca-Cola Company and USAID have created a unique partnership, the Water and Development Alliance (WADA), to address community water needs in developing countries. In conjunction with local USAID missions, Coca-Cola system partners, and the Global Environment & Technology Foundation, WADA contributes to improving the sustainability of watersheds, increasing access to water supply and sanitation services, and enhancing productive uses of water. With a combined investment of \$28.1 million since 2005, WADA is impacting the lives of people in 22 countries throughout Africa, Asia, the Middle East, and Latin America.</i></p> <p>If the evaluation report did not address any aspect of private sector engagement in relation to project management / implementation, mark N/A.</p>
	<p>b</p> <p>Provide the text from the evaluation report on how private sector engagement was addressed in regards to project management / implementation.</p>	<p>text</p>	<p>Copy/paste the relevant text from the report.</p>
	<p>c</p> <p>As a reader, did you identify any additional aspects of private sector engagement in relation to project management / implementation?</p>	<p>Y – N</p>	<p>This field allows you to record any private sector engagement related to project management / implementation that was not specifically cited as such by the evaluation report.</p>
	<p>d</p> <p>Please describe the additional information on governance issues you identified in relation to project management / implementation.</p>	<p>text</p>	<p>Provide your additional insight into the private sector engagement in project management / implementation, above and beyond those identified as such in the evaluation report.</p>

#	Question	Response Options	Guidance	
Technical / Subject Matter Area				
13	a	Did the evaluation report include lessons learned related to the project's technical / subject matter area?	Y – N	These should be identified by the evaluation as "lessons learned", either in a distinct section of the report or in the conclusions. Do not make any value judgments as to whether they are actually lessons learned, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report of the lessons learned in relation to the project's technical / subject matter area.	text	Copy/paste the relevant text from the report.
	c	As a reader, were there any additional lessons about the project's technical / subject matter area included in the evaluation report that you, as an expert in your field, think would be of interest to others or have implications for effectively addressing similar issues/problems in another setting, such as another county/region or sector?	Y – N	This field allows you to record lessons learned in reading the evaluation report that were not specifically cited as such in the report. These should be things that would be of interest to those outside of the specific project/country context, related to the project's technical / subject matter area. The ADS Glossary defines lessons learned as "the conclusions extracted from reviewing a development program or activity by participants, managers, customers or evaluators with implications for effectively addressing similar issues/problems in another setting."
	d	Please describe the additional lessons learned you identified in relation to the project's technical / subject matter area.	text	Provide your additional insight into lessons learned, above and beyond those identified as such in the evaluation report.
14	a	Did the evaluation report describe any aspect of the project's technical / subject matter area as innovative?	Y – N	These should be practices identified in the evaluation report as "innovation", "innovative", etc. Do not make any judgments as to whether it is actually an innovation, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report that describes the innovative practice in the project's technical / subject matter area.	text	Copy/paste the relevant text from the report.
	c	As a reader and an expert in your field, did you identify any additional innovative practices in relation to the project's technical / subject matter area?	Y – N	This field allows you to record any innovative practices in the project's technical / subject matter area that were not specifically cited as such by the evaluation report. As described by Development Innovation Ventures, "Innovation" and "innovative" can describe a variety of concepts, from anything new to something interesting or unexpected. At USAID, we use innovation to refer to novel business or organizational models, operational or production processes, or products or services that lead to substantial improvements (not incremental "next steps") in addressing development challenges. Innovation may incorporate science and technology but is often broader, to include new processes or business models."
	d	Please describe the additional innovative practice(s) you identified in relation to the project's technical / subject matter area.	text	Provide your additional insight into an innovative practice in the project's technical / subject matter area, above and beyond those identified as such in the evaluation report.

#	Question	Response Options	Guidance
Project Results			
15	A	Y – N	Performance targets relate to the project’s monitoring and evaluation plan, which in some reports may be referred to as the performance management plan or performance monitoring plan (PMP). ADS Glossary definition of performance target: Specific, planned level of result to be achieved within an explicit timeframe.
	b	Exceeded – Met – Fell Short – N/A	Note that this question is for the project as a whole, not for individual indicators. When in doubt about whether a project achieved its targets, round up. For example, if half of the performance targets were met and half fell slightly short, mark “met”. If the evaluation report included discussion of the project’s performance targets but did not address whether the project exceeded/met/fell short, mark N/A.
	c	text	This space allows for any contextual information about performance targets which was included in the evaluation report that you as the reviewer find important.
16	a	Y – N	This question is asking about <i>outcomes</i> of the project, not <i>outputs</i> . An outcome is the change that the project achieved (i.e. demonstrated learning), whereas an output is the activity or product that the project produced (i.e. number of people trained). The evaluation team may or may not be using the term “outcome” correctly. Only answer “yes” if specific <i>outcomes</i> (as defined above) are identified. ADS Glossary definition of outcome: A higher level or end result at the assistance objective level. Development Objectives should be outcomes. An outcome is expected to have a positive impact on and lead to change in the development situation of the host country.
	b	text	Copy/paste the relevant text from the report.

#	Question	Response Options	Guidance
c	Did the evaluation report state that the change in these outcomes could be attributed to the project?	Y – N – N/A	<p>This question is about attribution or causality. Response options:</p> <p>Yes - The evaluation report states that the change in outcome(s) <u>can be</u> attributed to the project. No - The evaluation report states that the change in outcome(s) <u>cannot be</u> attributed to the project. N/A - The evaluation report discusses a change in outcome(s), but <u>does not address</u> attribution or causality at all.</p> <p>An evaluation report may attempt to establish attribution or causality in reference to an experimental (control group, randomized assignment, or randomized controlled trial) or quasi-experimental (comparison group, propensity score matching, interrupted time series, or regression discontinuity) design.</p> <p>Terminology associated with a non-experimental design might include language identifying and eliminating alternative possible causes (modus operandi), outcome mapping, action research, contribution analysis, or case study.</p>
	d	Provide the text from the evaluation report attributing the change in outcomes to the project.	text Copy/paste the relevant text from the report.
Innovative Practices in Evaluation			
17	a	Did the evaluation report describe any aspect of the evaluation itself as innovative, such as the evaluation design, methodology, analysis, etc.?	Y – N These should be practices identified in the evaluation report as “innovation”, “innovative”, etc. pertaining to the evaluation itself (not the project being evaluated). Do not make any judgments as to whether it is actually an innovation, as that will be done during further analysis from the text provided below.
	b	Provide the text from the evaluation report that describes the innovative evaluation practice.	text Copy/paste the relevant text from the report.
Additional Information			
18	a	Please provide any additional notes about the project or evaluation that are relevant to this study, such as additional strengths, weaknesses, or concerns that were not addressed above.	text

ANNEX D: EVALUATION REPORT REVIEW CHECKLISTS AND RATER'S GUIDES

Evaluation Report Review Checklist

Evaluation Report Review Checklist	Yes	No	N/A ⁵
Executive Summary			
1. Does the Executive Summary accurately reflect the most critical elements of the report?			
Program/Project Background			
2. Are the basic characteristics of the program, project or activity described (title, dates, funding organization, budget, implementing organization, location/map, target group, contextual information)?			
3. Is the program or project's "theory of change" described (intended results (in particular the project purpose); development hypotheses; assumptions)			
Evaluation Purpose			
4. Does the evaluation purpose identify the management reason(s) for undertaking the evaluation?			
Evaluation Questions			
How many evaluation questions does the evaluation report state that the evaluation addressed (in the body of the report, not the SOW)? ⁶ Count the number of visible question marks.	Enter a number below		
5. Are the evaluation questions stated in the body of the report clearly related to the evaluation purpose?			
6. Are the evaluation questions in the report identical to the evaluation questions in the evaluation SOW?			
7. If the questions in the body of the report and those found in the SOW differ, does the report (or annexes) state that there was written approval for changes in the evaluation questions?			
Methodology			
8. Does the report (or methods annex) describe <u>specific</u> data collection methods the team used?			
9. Are the data collection methods presented (in the report or methods annex) in a manner that makes it clear which specific methods are used to address <u>each</u> evaluation question? (e.g., matrix of questions by methods)			
10. Does the report (or methods annex) describe <u>specific</u> data analysis methods the team used? (frequency distributions, cross-tabulations; correlation; reanalysis of secondary data)			
11. Are the data analysis methods presented (in the report or methods annex) in a manner that makes it clear how they are associated with the evaluation questions or specific data collection methods?			
Team Composition			
12. Did the report (or methods annex) indicate that the evaluation team leader was external to USAID?			
13. Did the report (or methods annex) identify at least one evaluation specialist on the			

⁵ In this instrument we define N/A as "the conditions required to answer the question are not all present."

⁶ This question is not a numbered checklist question as it cannot be answered yes or no, but it nevertheless provides important information about the evaluation report.

Evaluation Report Review Checklist	Yes	No	N/A ⁵
team?			
14. Did the report (or methods annex) identify local evaluation team members?			
15. Did the report indicate that team members had signed Conflict of Interest forms or letters? (check if the report says this or the COI forms are included in an annex)			
Study Limitations			
16. Does the report include a description of study limitations (lack of baseline data; selection bias as to sites, interviewees, comparison groups; seasonal unavailability of key informants)?			
Responsiveness to Evaluation Questions			
17. Is the evaluation report structured to present findings in relation to evaluation questions, as opposed to presenting information in relation to program/project objectives or in some other format?			
18. Are <u>all</u> of the evaluation questions, including sub-questions, answered primarily in the body of the report (as opposed to in an annex)			
19. If any questions were not answered, did the report provide a reason why?			
Findings			
20. Did the findings presented appear to be drawn from social science data collection and analysis methods the team described in its study methodology (including secondary data it assembled or reanalyzed)?			
21. For findings presented within the evaluation report is there a transparent connection to the source(s) of the data? (60% of the beneficiaries' interviews reported that...)			
22. In the presentation of findings, did the team draw on data from the range of methods they used rather than answer using data from primarily one method?			
23. Are findings clearly distinguished from conclusions and recommendations in the report, at least by the use of language that signals transitions ("the evaluation found that....." "the team concluded that")?			
24. Are quantitative findings reported precisely, i.e., as specific numbers or percentages rather than general statements like "some", "many", or "most"?			
25. Does the report present findings about unplanned/unanticipated results?			
26. Does the report discuss alternative possible causes of results/outcomes it documents?			
27. Are evaluation findings disaggregated by sex at all levels (activity, outputs, outcomes) when data are person-focused?			
28. Does the report explain whether access/ participation and/or outcomes/benefits were different for men and women when data are person-focused?			
Recommendations			
29. Is the report's presentation of recommendations limited to recommendations? (free from repetition of information already presented or new findings not previously revealed)			
30. Do evaluation recommendations meet USAID policy expectations with respect to being specific? (states clearly what is to be done, and possibly how?)			
31. Do evaluation recommendations meet USAID policy expectations with respect to being directed to a specific party? (identifies who should do it)			
32. Are all the recommendations supported by the findings and conclusions presented? (Can a reader can follow a transparent path from findings to conclusions to recommendations?)			
Annexes			
33. Is the evaluation SOW included as an annex to the evaluation report?			
34. Are sources of information that the evaluators used listed in annexes?			
35. Are data collection instruments provided as evaluation report annexes?			

Evaluation Report Review Checklist	Yes	No	N/A ⁵
36. Is there a matching instrument for <u>each</u> and <u>every</u> data collection method the team reported that they used?			
37. Were any “Statements of Differences” included as evaluation annexes (prepared by team members, the Mission, the Implementing Partner, or other stakeholder)?			
Evaluation Data Warehousing			
38. Does the evaluation report explain how/in what form the evaluation data will be transferred to USAID (survey data, focus group transcripts)?			
Link to Evaluation Policy quality standards (proxy for evaluation team awareness of expectations)			
39. Does the evaluation SOW include a copy or the equivalent of Appendix I of the evaluation policy?			
Additional Questions About Basic Evaluation Characteristics			
40. Does the report include a Table of Contents?			
41. Does the report include a glossary and/or list of acronyms?			
42. Is the report well-written (clear sentences, reasonable length paragraphs) and mostly free of typos and other grammatical errors?			
43. Is the report well-organized (each topic is clearly delineated, subheadings used for easy reading)?			
44. Is the date of the report given on the report cover or inside cover?			
45. Is the name of the team leader present in the report or on the report cover, inside cover or in the preface or introduction to the report?			

Calculating the Quality of Evaluation Report Score

Following the same methodology used in the the USAID Meta-Evaluation of Quality and Coverage of USAID Evaluations 2009 – 2012 (http://pdf.usaid.gov/pdf_docs/PDACX771.pdf), the E3 Sectoral Synthesis includes evaluation report quality scores. This score is based on based on a subset of eleven of the factors included in this checklist. To calculate the score, award 1 point for “yes” on items 1, 8, 10, 16, 20, 23, 32, 33 and 35. Award 1 point if the evaluation received a “yes” on items 2 and 3.

Evaluation Report Review Checklist – Supplemental Descriptive Data

Rater's Name		Date	
Report Title			
Evaluation Report Review Checklist – Supplemental Descriptive Data		Y/N or text	
1. What kind of document is it? (Select only one option)			
• Evaluation			
• Audit (IG or GAO)			
• Assessment			
• Meta-analysis			
• Meta-evaluation			
• Evaluation guidance			
• Other <small>(Please insert exact language from the report here.)</small>			
• Unable to determine			
If this document is not an evaluation, STOP HERE.			
2. Year Published (read spreadsheet and confirm, if correct enter Yes to the right, if No, enter correct answer directly below)			
3. Month the Report was Published (enter the month, e.g., May)			
4. Document Title (answer as above)			
5. Authorizing Organization (answer as above)			
6. Sponsoring Organization (answer as above)			
7. Geographic Descriptors (answer as above)			
8. Primary Subject (answer as above)			
9. Report Length			
a. Executive Summary <u>alone</u> (pages)			
b. Report, including Executive Summary, excluding annexes (pages = final page number for body of the report)			
10. Evaluation Type (choose only one)			
• Performance			
• Impact			
• Both (hybrid)			
• Unable to determine			
11. Timing (choose only one)			
• During Implementation			
• Towards End of Program/Project			
• Continuous (parallel Impact Evaluation)			
• Ex-Post			
• Unable to determine			
12. Scope (choose only one)			
• Single Project or activity (one country)			
• Program-level (one country) – explicitly examines all elements under a USAID Development Objective (DO), e.g., “economic growth improved”, “food security increased”			
• Sector-wide (one country) – e.g., all agriculture, all health projects/activities			
• Other Multiple Projects (one country) evaluation, e.g., several activities in one			

Rater's Name		Date	
Report Title			
Evaluation Report Review Checklist – Supplemental Descriptive Data		Y/N or text	
district, or several activities focused on youth employment			
<ul style="list-style-type: none"> • Single project (multiple countries) e.g., approach to sexual violence in schools in Ghana and Malawi 			
<ul style="list-style-type: none"> • Multiple projects (multiple countries), e.g., worldwide review of Mission funded trade projects 			
<ul style="list-style-type: none"> • Regional program or project (funded by a regional office or bureau); e.g., Mekong River cooperation project involving multiple countries 			
<ul style="list-style-type: none"> • Global program or project (funded by USAID/W), e.g., worldwide assistance to missions on gender assessments 			
<ul style="list-style-type: none"> • Other scope (<i>explain or paste in description below</i>) 			
<ul style="list-style-type: none"> • Unable to determine 			
13. Specific Evaluation Purpose Included in Report			
Data capture: Insert the exact Evaluation Purpose language from the report at right			
Check all that apply below regarding the Evaluation Purpose, i.e., management reason(s) for undertaking the evaluation			
a) Improve the implementation/performance of an existing program, project, or activity			
b) Decide whether to continue or terminate an existing project or activity			
c) Facilitate the design of a follow on project or activity			
d) Provide input/lessons for the design of a future strategy, program, or project that is not a direct follow-on (i.e., not Phase II) of the one this evaluation addressed.			
e) Required by policy, i.e., performance evaluations of large projects or impact evaluations of innovative interventions or pilot projects			
f) Other (<i>explain or paste purpose statement below</i>)			
g) Unable to determine			
14. What was the evaluation asked to address?			
<ul style="list-style-type: none"> • Questions, Issues, Other (for “other” <i>explain or paste in description below</i>), or you can indicate that the evaluation was not asked to address anything in particular 			
Other:			
15. Number of evaluation questions			
a) Are the questions numbered? Yes or no?			
b) Highest number assigned, even if there were a number of sub-questions			
c) Count of all question marks, including in sub-questions			
d) Considering all questions, including when you split up compound questions (<i>two questions with an “and,” but only one question mark?</i>)			
16. Evaluation Design/Approach to Causality/Attribution Included			
<ul style="list-style-type: none"> • Did the list of evaluation questions include questions about causality/attribution? If no, skip Question 17 below. 			
17. Specific Design for Examining Causality/Attribution the Team Used		Y/ N or N/A	
a) The evaluation report says it used an <u>experimental design</u> or provided equivalent words (control group, randomized assignment, randomized controlled trial). If yes, enter “yes” and provide the page number.			If yes, provide page number
b) The evaluation report says it used a <u>quasi-experimental design</u> or provided equivalent words (comparison group, regression discontinuity; matching design; propensity score matching, interrupted time series). If yes, enter “yes”			If yes, provide page number

Rater's Name			Date	
Report Title				
Evaluation Report Review Checklist – Supplemental Descriptive Data			Y/N or text	
and provide the page number.				
c) The evaluation report says it used a specific <u>non-experimental approach</u> for examining causality or attribution (outcome mapping; identification & elimination of alternative possible causes (<i>modus operandi</i>); contribution analysis, case study). If yes, enter “yes” and provide the page number.				If yes, provide page number
d) While there were questions about causality/attribution in the list, no overall design for answering these questions was presented.				
Data Collection methods (check all that apply)			18. Methods section said planned to use the method to collect data	19. Findings presentation explicitly references data from this method
a) Cull data from document review/secondary source data sets				
b) Cull facts from project performance monitoring data				
c) Structured observation				
d) Unstructured observations				
e) Key Informant interviews				
f) Individual interviews				
g) Survey				
h) Group interviews				
i) Focus group				
j) Community interview/town hall meeting				
k) Instruments – weight, height, pH				
l) Other data collection method (describe or paste in below)				
m) Unable to determine				
Data Analysis methods (check all that apply)			20. Methods section said the team planned to use the method to analyze data	21. Visible use, or explicit reference to results from this method
a) Descriptive statistics (frequency, percent, ratio, cross-tabulations)				
b) Inferential statistics (regression, correlation, t-test, chi-square)				
c) Content or pattern analysis (describes patterns in qualitative responses)				
d) Other data analysis method (describe or paste in below)				
e) Unable to determine				
22. Did the evaluation report state that a participatory approach or method was used?				
If yes, indicate who participated (beyond contributing data) and at what stage of the evaluation in questions 23 and 24 below. If not, please skip questions 23 and 24.				
23. Participatory – who participated (check all that apply)				
a) USAID staff				
b) Contractor/grantee partner staff				
c) Country partner - government				
d) Other donor (as in joint evaluation)				

Rater's Name		Date	
Report Title			
Evaluation Report Review Checklist – Supplemental Descriptive Data		Y/N or text	
e) Beneficiaries – farmers, small enterprises, households			
f) Others who participated (describe or paste in below)			
g) Unable to determine			
24. Participatory – phase of evaluation (check all that apply)			
a) Evaluation design/methods selection			
b) Data collection			
c) Data analysis			
d) Formulation of recommendations			
e) Other type of participation (describe or paste in below)			
f) Unable to determine			
25. Recommendations			
<ul style="list-style-type: none"> Number of recommendation provided in the report's recommendations section or summary of recommendations. 			

Evaluation Report Review Rater's Guide

Evaluation Report Review Checklist - Rater's Guide ⁷	
Executive Summary	
1. Does the executive summary present an accurate reflection of the most critical elements of the report?	An executive summary must provide an accurate representation of the gist of the evaluation report without adding any new "material" information or contradicting the evaluation report in any way. "Critical" implies that not all information included in the evaluation report needs to be present in the executive summary, but that critical information from <u>all major elements should be discussed (i.e., evaluation purpose, questions, background information, methods, study limitations, findings, and recommendations)</u> . If an executive summary is not present, mark "N/A."
Program/Project Background	
2. Are the basic characteristics of the project or program described (title, dates, funding organization, budget, implementing organization, location/map, target group)?	The project description plays a critical role in enabling the reader to understand the context of the evaluation, and involves several characteristics such as the title, dates, funding organization, budget, implementing organization, location/map, and target group. All of these characteristics play an important role and virtually all should be present to receive credit for this item in order to take a holistic view of whether the project is sufficiently well-described. If one or two characteristics are missing or weak but you get the gist of the project and can answer all future questions, then check "yes."
3. Is the project or program's "theory of change" described (intended results (in particular the project Purpose); development hypotheses; assumptions)	The "theory of change" describes, via narrative and/or graphic depiction of the intended results and causal logic, how anticipated results will be achieved. You may see this described as the development hypotheses and assumptions underlying the project or program. We expect that a clear explanation of the theory of change/development hypotheses will be presented in the evaluation report <u>before</u> the evaluation's findings are presented.
Evaluation Purpose	
4. Does the evaluation purpose identify the management reason(s) for undertaking the evaluation?	Evaluation policy states that USAID is conducting evaluations for learning and accountability purposes. Beyond that, it is important that the evaluation purpose identifies the specific decisions or actions the evaluation is expected to inform (e.g., continue, terminate, expand, or redesign an intervention). If a statement of the evaluation purpose is not found, or is only present in the SOW, mark "N/A."
Evaluation Questions	
5. Are the evaluation questions clearly related to the evaluation purpose?	The evaluation questions, as stated in the evaluation report, should have a direct and clear relationship to the stated evaluation purpose. If no evaluation questions are provided in the body of the report before the findings, or in the SOW, check "N/A." Even if questions are provided, this question cannot be answered if no evaluation purpose was included. Thus if item (4) above indicated that there was no purpose stated, then this question must be marked "N/A."

⁷ For this checklist the term N/A means that the conditions needed to rate a particular item are not present. For example, if no evaluation questions were included in the evaluation report, then later items that ask about characteristics of the evaluation questions cannot be answered and should be rated N/A. Shading on the checklist response column indicates with N/A is an allowable answer.

Evaluation Report Review Checklist - Rater's Guide⁷	
6. Are the evaluation questions in the report identical to the evaluation questions in the SOW?	This question is about evaluation questions found in the body of the report and in the SOW. There must be questions in both places in order to address this question. If questions are present in only one of these two places, mark "N/A."
7. If the questions in the body of the report and those found in the SOW differ, does the report (or annexes) state that there was written approval for changes in the evaluation questions?	The evaluation SOW is the contract evaluators work from, so it is imperative that the questions/issues in the body of the evaluation report match those included in the SOW word for word. If the evaluation team changed, removed, or added evaluation questions/issues, USAID policy states that they should only have done so with written approval from USAID. While this written approval does not need to be included in an annex, it does need to be mentioned in the body of the report. If the answer to 6 is "yes" or "N/A" then mark 7 as "N/A." If the answer to 6 is "no" then answer 7 with a "yes" or "no."
Methodology	
8. Does the report (or methods annex) describe <u>specific</u> data collection methods the team used?	USAID requires that an evaluation report identify the data collection methods used, but does not indicate where this information must be presented. It is common to include the methodology description in the body of the report with a longer and more detailed methods annex, so be sure and check the annex. To receive credit, the methods description must be specific on how and from whom data will be collected. It is insufficient to say, "interviews will be conducted." To be adequate a description of methods must indicate what types of interviews, estimated numbers, and with whom they will be conducted (e.g., key informant interviews, individual interviews with beneficiaries, group interviews).
9. Are the data collection methods presented (in the report or methods annex) in a manner that makes it clear which specific methods are used to address <u>each</u> evaluation question (e.g., matrix of questions by methods)?	USAID How-To guidance on evaluations advises that data collection methods should be explained in relation to each evaluation question/issue the evaluation team addressed. This information may be found within the body of the report or may be presented in a methods or design annex. While the methods can be associated to questions in a variety of ways, some evaluations use a matrix for this purpose that lists an evaluation question and then describes the data sources, data collection methods, sampling strategies, and data analysis methods. If no data collection methods are provided, or if no questions/issues exist, check the box for "N/A."
10. Does the report (or methods annex) describe <u>specific</u> data analysis methods the team used? (frequency distributions; cross-tabulations; correlation; reanalysis of secondary data)	USAID requires that an evaluation report identify the data analysis methods used, but does not indicate where this information must be presented. It is common to include the methodology description in the body of the report with a longer and more detailed methods annex. To receive credit, the data analysis methods description must be <u>specific about how, or through what method, data will be analyzed</u> . It is insufficient to say, "qualitative and quantitative analyses will be conducted" and instead must provide detailed information on the kinds of analyses to be conducted (e.g., frequency distributions, cross-tabs, correlations, content analysis, pattern analysis).

Evaluation Report Review Checklist - Rater's Guide⁷

<p>11. Are the data analysis methods presented (in the report or methods annex) in a manner that makes it clear how they are associated with the evaluation questions or specific data collection methods?</p>	<p>The evaluation report should make it clear which data analysis methods described were used to analyze data to answer specific evaluation questions/issues. [The question parallels #9 above for data collection methods.] Information on data analysis methods may be available within the body of the report or may be found in a methods or design annex. As indicated under item (9), some report include a matrix that describes data analysis approaches as well as data collection methods in relation to each evaluation question. Note that wherever a discussion of data analysis methods takes place, it is acceptable for this description to relate data analysis methods to data collection methods, instead of directly to evaluation questions. If no data analysis methods are provided (marked “no” for previous question, #9), or if no questions exist, check the box for “N/A.”</p>
<p>Team Composition</p>	
<p>12. Did the report (or methods annex) indicate that the evaluation team leader was external to USAID?</p>	<p>USAID counts an evaluation as being external if the team leader is external, meaning that the team leader is an independent expert from outside of USAID who has no fiduciary relationship with the implementing partner. If the evaluation is a self-evaluation (USAID or its Implementing Partner is evaluating their own project/activity) then this answer must be no. To receive credit, the evaluation must indicate the team leader in either the body of the report (including cover or title page) or in the methods section. A search for the term “team leader” may expedite this process. <u>If the report is not explicit in stating the team leader was external, it may be inferred from a description of the team leader or the organization with which they are associated (e.g., university professor or evaluation firm that is not the project implementer).</u> Independence may also be confirmed via a “no-conflict of interest” statement often included as an annex. If the report identifies that the team was independent, but there is no designated team leader, check “N/A.”</p>
<p>13. Did the report (or methods annex) identify at least one evaluation specialist on the team?</p>	<p>At least one member of the evaluation team must be an evaluation specialist and clearly indicated as such in either the body of the report or in the methods annex. The term “evaluation specialist” must be explicit and not implied.</p>
<p>14. Did the report (or methods annex) identify local evaluation team members?</p>	<p>USAID encourages the participation of country nationals on evaluation teams. The report need not use the word “local” specifically, but can be referred to by designation such as “Brazilian education specialist,” if in Brazil. This person could be any country national, including a foreign service national (FSN). Simply guessing a person’s country of origin based on their name is insufficient. Do not guess.</p>
<p>15. Did the report indicate that team members had signed Conflict of Interest forms or letters (check if the report says this or the COI forms are included in an annex)?</p>	<p>USAID requires that evaluation team members certify their independence by signing statements indicating that they have no conflict of interest or fiduciary involvement with the project or program they will evaluate. USAID guidance includes a sample Conflict of Interest form. It is expected that an evaluation will indicate that such forms, or their equivalent, are on file and available or are provided in an evaluation annex.</p>

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Study Limitations	
16. Does the report include a description of study limitations (lack of baseline data; selection bias as to sites, interviewees, comparison groups; seasonal unavailability of key informants)?	It is common for evaluators to encounter unexpected interferences with anticipated study designs such as unavailability of key informants or lack of access to activity sites. In other instances, stakeholder preferences may introduce selection biases. In any such instance, evaluators are obligated to include these "study limitations" and a description of the impact they have had on the evaluation. Study limitations may only be included for this item if they directly impact the evaluator's ability to credibly and effectively answer an evaluation question (i.e., if all data can still be collected, even if inconveniently or at a higher cost, it is not a limitation). Limitations do not need to have their own distinct section provided they are located towards the end of the methodology description and before the introduction of findings.
Report Structure Responsiveness to Evaluation Questions	
17. Is the evaluation report structured to present findings in relation to evaluation questions, as opposed to presenting information in relation to project objectives or in some other format?	The most straightforward way to meet USAID's requirement that every evaluation question/issue be addressed, is a question-by-question (or issue-by-issue) report structure. Historically, evaluations have not always taken this approach, and instead structured the report around such things as project objectives, or locations. If no evaluation questions/issues exist around which a report could be structured, check "N/A." If the evaluation questions/issues and the team's answers to those questions/issues are the dominant structure of the report, check "yes."
18. Are <u>all</u> of the evaluation questions, including sub-questions, answered primarily in the body of the report (as opposed to in an annex)?	The purpose of an evaluation report is to provide the evaluators' findings and recommendations on <u>each</u> and <u>every</u> evaluation question. Accordingly, USAID expects that the answers to all evaluation questions/issues, including any sub-questions/issues, will be provided primarily in the body of the report. Answering main questions/issues in the body and sub-questions/issues in an annex is not consistent with USAID expectations. If no evaluation questions/issues are provided (either in the body of the report or in an annex) to which a team could respond, check "N/A."
19. If any questions were not answered, did the report provide a reason why?	If the answer to question 18 is "yes," mark this answer as "N/A." If the answer to question 18 is "no," does the evaluation report provide an explanation as to why specific questions were not answered or were answered somewhere other than in the body of the report?
Findings	
20. Did the findings presented appear to be drawn from social science data collection and analysis methods the team described in study methodology (including secondary data assembled or reanalyzed)?	USAID's commitment to evidence-based decision-making is necessitating a shift to stronger and more replicable approaches to gathering data and presenting action recommendations to the agency. The more consistent use of credible social science data collection and analysis methods in evaluations is an important step in that direction (e.g., structured and well documented interviews, observation protocols, survey research methods). If the report did not describe the data collection and analysis methods used, check "N/A."

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<p>21. For the findings presented within the evaluation report is there a transparent connection to the source(s) of the data? (60% of the beneficiaries interviews reported that...; reanalysis of school records shows....; responses from mayors indicate that...)</p>	<p>While most evaluation reports present sets of findings, it is not always clear where those findings came from. It is helpful to the reader to connect the sources of data to the findings those data are being used to support. For example, "children's consumption of protein increased" does not indicate where that finding came from. Alternatively, "60% of mothers who participated in the survey stated that their children's consumption of protein had increased" does a good job of connecting the finding to the source. This is true for both qualitative and quantitative findings. If the findings in the report were connected to sources of data as indicated above, check "yes." If findings are generally presented without reference to their source, check "no."</p>
<p>22. In the presentation of findings, did the team draw on data from the range of methods they used rather than answer using data from or primarily one method?</p>	<p>In addressing this question, only include those methods specifically referenced in the methods section of the report or in the methods annex. Of the methods actually used, the evaluation should demonstrate a balanced use of data from all data collection methods. If no methodologies were introduced from which they could later be drawn on, check "N/A."</p>
<p>23. Are findings clearly distinguished from conclusions and recommendations in the report, at least by the use of language that signals transitions ("the evaluation found that..." or "the team concluded that...")?</p>	<p>As defined by the evaluation policy, evaluation findings are "based on facts, evidence, and data...[and] should be specific, concise, and supported by quantitative and qualitative information that is reliable, valid, and generalizable". The presence of opinions, conclusions, and/or recommendations mixed in with the descriptions of findings reduces a finding's ability to meet USAID's definition.</p>
<p>24. Are quantitative findings reported precisely, i.e., as specific numbers or percentages rather than general statements like "some," "many," or "most"?</p>	<p>When presenting quantitative findings it is important to be precise so that the reader knows exactly how to interpret the findings and is able to determine the accuracy of the conclusions drawn by the evaluators. Precision implies the use of specific numbers and/or percentages as opposed to general statements like "some," "many," or "most." If no potentially quantitative findings are provided, check "N/A."</p>
<p>25. Does the report present findings about unplanned/unanticipated results?</p>	<p>While evaluators may be asked to look for unplanned or unanticipated results in an evaluation question, it is common to come across such results unexpectedly. If such results are found, by request or unexpectedly, they should be included in the report.</p>
<p>26. Does the report discuss alternative possible causes of results/ outcomes it documents?</p>	<p>Though evaluators may be asked to look for alternative causes of documented results or outcomes in an evaluation question, it is possible for evaluators to come across such potential alternative causes unexpectedly. If any such causes are found, it is important that the evaluators bring such information to the attention of USAID.</p>
<p>27. Are evaluation findings disaggregated by sex at all levels (activity, outputs, outcomes) when data are person-focused?</p>	<p>The evaluation policy and USAID in general are making a big push for gathering sex-disaggregated data whenever possible. To support this focus, it is valuable for evaluators to include data collection and analysis methods that enable sex-disaggregation whenever the data they anticipate working with will be person-focused. Such data should be represented at all project levels from activities to outputs to outcomes to the extent possible. If no person-focused data was collected and therefore there was no data that could be disaggregated by sex, check "N/A."</p>

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28. Does the report explain whether access/ participation and/or outcomes/benefits were different for men and women when data are person-focused?	USAID expects that evaluations will identify/discuss/explain how men and women have participated in, and/or benefited from, the programs and projects it evaluates. This involves more than simply collecting data on a sex-disaggregated basis. Addressing this issue can be presented in one general section or on a question-by-question basis; either is acceptable. If data was not collected in a person-focused manner for the evaluation, check "N/A."
Recommendations	
29. Is the report's presentation of recommendations limited to recommendations (free from repetition of information already presented or new findings not previously revealed)?	Presentation of recommendations in an evaluation report affects the usability of the report. Recommendations build on information previously introduced through findings and conclusions. Therefore, the presentation of recommendations does not need supporting findings and conclusions repeated or any new supporting findings or conclusions introduced. The presence of any information other than the specific, practical, and action-oriented recommendations could have a diminishing effect on report usability. If no recommendations are present in the report, check "N/A."
30. Do evaluation recommendations meet USAID policy expectations with respect to being specific (states what exactly is to be done, and possibly how)?	Recommendations that are specific are inherently more actionable than those which are not. The recommendation, "improve management of the project," is much less specific than one that says "streamline the process for identifying and responding to clinic needs for supplies in order to reduce gaps in service delivery." If no recommendations are presented in the evaluation report, check "N/A."
31. Do evaluation recommendations meet USAID policy expectations with respect to being directed to a specific party?	USAID encourages evaluation teams to identify the parties who need to take action on each recommendation. Doing so makes it easier for USAID staff to understand and act on and evaluations implications. If no recommendations are presented in the evaluation report, check "N/A."
32. Are all the recommendations supported by the findings and conclusions presented (Can a reader can follow a transparent path from findings to conclusions to recommendations)?	Managers are more likely to adopt evaluation recommendations when those evaluations are based on credible empirical evidence and an analysis that transparently demonstrates why a specific recommendation is the soundest course of action. To this end, USAID encourages evaluators to present a clear progression from Findings → Conclusions → Recommendations in their reports, such that none of a report's recommendations appear to lack grounding, or appear out of "thin air." If no recommendations are presented in the evaluation report, check "N/A."
Annexes	
33. Is the evaluation SOW included as an annex to the evaluation report?	This question checks on evaluation team responsiveness to USAID's Evaluation Policy, Appendix I, requirement for including an evaluation SOW as an evaluation report annex.
34. Are sources of information that the evaluators used listed in annexes?	USAID's Evaluation Policy, Appendix I, requires sources of information to be included as an evaluation report annex. Sources include both documents reviewed and individuals who have been interviewed. Generally it is not expected that names of survey respondents or focus group participants will be individually provided, as these individuals are generally exempted based on common/shared expectations about maintaining confidentiality with respect to individual respondents.
35. Are data collection instruments provided as evaluation report annexes?	This question focuses on the inclusion of data collection instruments in an evaluation annex including interview guides or survey questionnaires.
36. Is there a matching instrument for each and every data collection method the team reported that they used?	This question examines how comprehensive a set of the instruments used for collecting data for a USAID evaluation a report provides. USAID's standard in its evaluation policy is "all" tools.

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37. Were any "Statements of Differences" included as evaluation annexes (prepared by team members, or the Mission, or Implementing Partner, or other stakeholders)	Including "Statements of Differences" has long been a USAID evaluation report option. This question determines how frequently "Statements of Differences" are actually included in USAID evaluations. Statements are often written by evaluation team members, or alternatively by the Mission, a stakeholder, or implementing partner. If one or more "Statements of Differences" are included, check "yes."
Evaluation Data Warehousing	
38. Does the evaluation report explain how the evaluation data will be transferred to USAID (survey data, focus group transcripts)?	USAID evaluation policy (p. 10) calls for the transfer of data sets from evaluations to USAID, so that, when appropriate, they can be reused in other assessment and evaluations. Given this requirement, it is helpful if an evaluation report indicates how and when that transfer was made.
SOW Leading Indicator of Evaluation Quality (answer if SOW is a report annex)	
39. Does the evaluation SOW include a copy or the equivalent of Appendix I of the evaluation policy?	USAID policy requires that statements of work (SOWs) for evaluations include the language of Appendix I of the USAID Evaluation Policy. If no SOW is included as an annex to the evaluation report, check "N/A."

Additional Questions About Basic Evaluation Characteristics	
40. Does the report include a table of contents?	Include a table of contents informs the reader on what the report covers and provides the reader with page numbers to better access information in a given section. Ideally a table of tables and/or a table of figures will also be included facilitate access to data.
41. Does the report include a glossary and/or list of acronyms?	A high-quality evaluation report should include a glossary and/or a list of acronyms used throughout the report since not all readers are familiar with the acronyms, abbreviations, or nuanced language specific to a given subject or country.
42. Is the report well-written (clear sentences, reasonable length paragraphs) and mostly free of typos and other grammatical errors?	High-quality evaluation reports give the appearance of having been edited or peer-reviewed to remove any grammatical, syntax, or punctuation inconsistencies or errors. Attempting to read an evaluation report that contains errors, inconsistencies, or unclear sentences prevents the reader from being able to digest or comprehend the content of the report.
43. Is the report well-organized (each topic is clearly delineated, subheadings used for easy reading)?	A high-quality evaluation report should be well-organized to facilitate ease of reading and ability for the reader to digest the content of the report in a logical manner. The use of section headings, sub-headings, and titles breaks up what may be long and dense sections of reports.
44. Is the date of the report given?	The date of the report should be included in the report or on the front cover of the report. This may be the date submitted to or approved by USAID, or the date disseminated to the public.
45. Is the name of the evaluation team leader present in the report or on the report cover?	The names and roles of all team members should be included either in the body of the report or on the front cover. At very least the evaluation team leader must be readily identified by name as they are the person responsible for the final report deliverable

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1.	<p><u>What kind of document is it?</u> The purpose of this question is to identify when documents are miscoded in the DEC. It is not uncommon to find documents such as pre-project assessments, GAO or IG audits, or evaluation guides, among other documents, mixed in with actual evaluations. Please indicate which of the available options the document you are coding falls under and provide a description if “other.” If for some reason you are unable to determine what kind of document it is, please let the activity leader know.</p> <p><u>IF NOT AN EVALUATION STOP HERE AND MOVE ON TO THE NEXT EVALUATION ASSIGNED TO YOU!</u></p>
2.	<p><u>Year Published</u> – This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the year indicated in the report, usually on the cover page or inside cover. If incorrect, provide the correct information.</p>
3.	<p><u>Month Published</u> – This information was not included in the spreadsheet provided, but will be important for splitting up some years, such as 2001 to fully capture when the evaluation policy would have taken effect. Both the month and year should be visible on the front cover or inside cover of the report. Please use the dropdown list provided to select the appropriate month</p>
4.	<p><u>Document Title</u> - This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the title on the cover page of the report. If the title is abbreviated either in the spreadsheet or in the report, and you are certain you are reading the right report, you do not need to correct the wording. Please confirm by indicating “yes” and move on to the next item. If incorrect, please indicate “no” and provide the correct title.</p>
5.	<p><u>Authoring Organization</u> - This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the information provided in the report, usually on the cover page or inside cover but perhaps in the body of the report. If the information is accurate, pick “yes” and if the information is incorrect, pick “no” and then enter the correct information.</p>
6.	<p><u>Sponsoring Organization</u> - This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the information provided in the report, this may be buried in the body of the report. We are looking for the information to be as specific as possible. If “USAID/Georgia” is possible then “USAID” is insufficient. Additionally, there may be more than one sponsoring organization provided. If this is the case, please provide all sponsoring organizations listed separated by a semicolon. If the information is accurate, pick “yes” and if the information is incorrect, pick “no” and then enter the correct information.</p>
7.	<p><u>Geographic Descriptor</u> - This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the geographic focus of the report as mentioned in the introduction or perhaps title. If the information is accurate, pick “yes” and if the information is incorrect, pick “no” and then enter the correct information.</p>

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8.	<p>Primary Subject - This information was included on the spreadsheet provided to you and represents how it was entered in the DEC. Please confirm if the information is accurate by comparing it to the general subject matter of the project being evaluated. If the information is accurate, pick “yes” and if the information is incorrect, pick “no” and then enter the correct information.</p>
9.	<p>Report Length – This item has two parts</p> <ol style="list-style-type: none"> a) Executive Summary: Please provide the exact number of pages of the executive summary. If there is only one line on a fifth page it counts as five pages b) Evaluation Report: This refers to the entire evaluation report including the executive summary, but excluding the annexes or cover pages. Begin your count when the narrative text begins. Please provide the exact number of pages of the evaluation report. If there is only one line on a twenty-fifth page it counts as twenty-five pages.
10.	<p>Evaluation Type - Evaluation type can include an impact evaluation, performance evaluation, or a hybrid of the two. Please refer to the Evaluation Policy (box 1 page 2) for specific definitions of impact and performance evaluations. A hybrid evaluation must include both performance and impact questions and must include a design with two parts, one that establishes at the counterfactual and one that does not. Please choose the appropriate evaluation type from the dropdown menu. If you are unable to determine, pick that option.</p>
11.	<p>Timing – This item is identifying when the evaluation is taking place in relation to the project/program being evaluated. The options include during implementation (at a specific point during the project/program, e.g., in year 2 of 4), approaching the end of a project/program (e.g., in the final year of a long intervention or in the last months of a shorter evaluation), continuous (e.g., for an impact evaluation where the intervention is evaluated throughout its life cycle), or ex-post (any time from immediately after to several years after project close-out). Please choose the appropriate evaluation timing from the dropdown menu. If you are unable to determine, pick that option.</p>
12.	<p>Scope – This item refers to what exactly was being evaluated. Evaluations can look at individual projects or can look at multiple projects at a time and they can focus on an individual country or a group of countries. It is important for our purposes to be able to distinguish evaluations based on their scope. Some of the scopes provided are fairly straightforward while others are a bit more nuanced and are given more detail below.</p> <p>An evaluation of a single project or activity corresponds to one implementing mechanism (contract, grant, cooperative agreement), regardless of the number of subcontractors or tasks/activities within that implementing mechanism.</p> <p>When evaluating multiple projects within a given country there are three options:</p> <ul style="list-style-type: none"> • A program-level evaluation would explicitly examine every element within one of the country mission’s Development Objectives (DOs). DOs focus on large technical issues such as economic growth or food security and would encompass all elements that contribute to achieving the DO. • A sector-wide evaluation would look at all, or a sample of, the projects within a given technical sector such as agriculture or education. This may crosscut or be a subset of a DO. • The category “other multi-project single-country” might focus on all, or a sample of, the projects within a geographic region of a country or a group of activities, for example, focused on youth employment. <p>When evaluating projects or programs across multiple countries, there are four options:</p>

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	<ul style="list-style-type: none"> • An example of a single-project multi-country evaluation might focus on an approach to dealing with sexual violence in schools in Malawi and Ghana • An example of a multi-project multi-country evaluation might focus on a sample of Mission-funded trade projects around the world • A regional program or project evaluation is one that is funded by a regional office or bureau and is focused on a specific geographic region or group of countries. For example, climate change along the Mekong River. • A global project is funded through USAID/Washington. For example, a project that can help any mission do a gender assessment. <p>Please choose the appropriate evaluation scope from the dropdown menu. If you are unable to determine, pick that option.</p> <p>If sufficient information is provided, but you are not confident in identifying the scope, please contact the team leader and activity manager for assistance.</p>
13.	<p><u>Evaluation Purpose (management)</u> – The management purpose of the evaluation must be explicit in regards to the decisions and actions the evaluation is intended to inform and should come from the body of the evaluation if possible before taking from the executive summary, but should not be taken from the SOW. An evaluation can have more than one management purpose. Response options based on the most common management purposes from previous studies are shown on the demographic sheet. Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a management purpose other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If you were not able to identify a management purpose from any of the options provided, pick yes on the final option “unable to determine.”</p> <p>Be sure you put either yes or no for every option in this set</p>
14.	<p><u>What was the evaluation asked to address</u> – Answer options for this question include: questions, issues, and other. For this item, identify what the evaluation team stated that they were asked to address in the evaluation. Please look in the body of the report for this item, and if no information is available there then look in the evaluation SOW. The two most likely responses will be questions or issues. USAID policy and supporting documents are requiring the use of questions, but it is not uncommon to find issues instead. If an evaluation team claims to be asked to address something other than questions or issues, please check “other” and include the language used in the report. If there is no language in the report, or in the SOW, on what the evaluation team was asked to address, please choose that option. If issues or anything other than questions are indicated please skip forward to Q16.</p>
15.	<p><u>Number of Evaluation Questions</u> – Complete this section only if you answered “questions” on 14, above. This section includes four elements.</p> <ol style="list-style-type: none"> Are the questions numbered? This is a yes/no question about whether questions (not issues) found in the body of the report, or in the SOW if there were none in the body of the report, had been assigned numbers. If there are questions in both the body of the report and the SOW, the questions in the body of the report take precedence in terms of answering all elements of this set of questions. To how many questions were full numbers assigned and what is the total of those numbers? In the simplest instance, questions would be numbered 1-5. If there are sub-questions, (e.g., 5a, 5b) then the highest number of questions would still be 5. In other instances, questions might be in groups (e.g., A, 1-5, and then B, 1-6). In this type of case the number of numbered questions would be 11. If you answered “no” on 17 (a) above, enter 0

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	<p>(zero) for 17 (b)</p> <p>c. How many questions marks were included among the questions? This is a simple count of how many question marks were used in presenting the questions in the body of the report, or in the SOW if no questions were found in the body of the report. Don’t worry about hidden or compound questions, just count question marks. If there are questions with no question marks, they cannot be counted, only questions with question marks.</p> <p>d. How many total questions, including compound (hidden) questions? For this item, we are looking for a count of all questions beyond those distinguished by a question mark. Compound, or hidden questions, are questions with an “and” in them or perhaps a list of items an evaluator is being asked to look at within a specific question. An example of this might be, “what was the yield and impact for each crop variety?”</p>
16.	<p>Evaluation Design/Approach to Causality/Attribution Included – If the evaluation team is responsible for answering one or more questions or issues that ask about causality or attribution pick “yes” and move to the next item (#17). If there is no question or issue asking about causality or attribution, pick “no” and move on to item 18.</p>
17.	<p>Evaluation Design Types – For questions or issues of causality and attribution, there are three categories of evaluation designs to choose from. In order to fall into one of these categories the evaluation design must be specifically discussed in the body of the evaluation report and not exclusively in an annex. If not discussed, or if discussed exclusively in an annex exclusively, please pick yes for the final option “design not presented.” If a design was discussed, please indicate which of the following three design categories it falls into and provide the page number where it can be found in the report.</p> <ul style="list-style-type: none"> • Experimental design – this type of design will only be used for impact evaluations and might be referenced using one of the following keywords: experimental design, control group, randomized assignment, or randomized controlled trial. • Quasi-experimental design – this type of design will only be used for impact evaluations and might be referenced using one of the following keywords: quasi-experimental, comparison group, propensity score matching, interrupted time series, or regression discontinuity. • Non-experimental design – a design in this category uses an approach examining causality/attribution that does not include an experiment. Terminology associated with one of these designs might include language identifying and eliminating alternative possible causes (modus operandi), outcome mapping, action research, contribution analysis, or case study.
18.	<p>Data Collection Methods (team said it planned to use) – For this item, we are looking for every data collection method that the evaluation team stated that they planned to use (either in the body of the report or in a methodology annex). In the instance that the data collection team introduces a data collection method, but misstates what the method actually is, and there is enough information provided for you as a coder to appropriately re-categorize it, please do so (e.g., if an evaluation claims to be doing quantitative interviews, but the description and a look at the data collection instrument indicate that it is actually a survey, mark it as a survey). An evaluation can use more than one data collection method. A list of data collection methods based on the most common methods used in previous studies are shown on the demographic sheet. Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a data collection method other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If a data collection method is insufficiently detailed enough to fit into an option provided (i.e., “interviews” and not “key-informant interviews” or “other interviews”) then check “other” and in the area provided indicate “interviews – not specified.” If you were not able to identify a data collection method from any of the options provided, pick yes on the final option “unable to determine.”</p>

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	<p>Be sure you put either yes or no for every option in this set</p>
<p>19.</p>	<p>Data Collection Methods (data actually used) - For this item, we are looking for the presentation of data that shows which data collection methods were actually used. For example, “20% of the survey respondents said” indicates that the survey method was actually used. The demographic sheet shows the same list of data collection methods as you saw in item 19. For every method you mark that they planned to use, look to see if there was data linked to words about the method that would indicate it was actually used. Additionally, for any data linked to methods that were used but which you did not code as methods they stated they planned to use, mark “yes” for that data collection method. In the instance that the data collection team introduces a data collection method, but misstates what the method actually is, and there is enough information provided for you as a coder to appropriately re-categorize it, please do so (e.g., if an evaluation claims to be doing quantitative interviews, but the description and a look at the data collection instrument indicate that it is actually a survey, mark it as a survey).</p> <p>Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a data collection method other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If you were not able to identify a data collection method from any of the options provided, pick yes on the final option “unable to determine.”</p> <p>Be sure you put either yes or no for every option in this set</p>
<p>20.</p>	<p>Data Analysis Methods (team said it planned to use) – For this item, we are looking for every data analysis method that the evaluation team stated that they planned to use (either in the body of the report or in a methodology annex). An evaluation can use more than one data analysis method. A list of data analysis methods based on the most common methods used in previous studies are shown on the demographic sheet. An additional option for noting where the team described how it planned to synthesize data from multiple methods (mixed methods) is also shown on the demographic sheet. Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a data analysis method other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If you were not able to identify a data analysis method from any of the options provided, pick yes on the final option “unable to determine.”</p> <p>Be sure you put either yes or no for every option in this set</p>
<p>21.</p>	<p>Data Analysis Methods (data actually used) - For this item, we are looking for the presentation of data that shows which data analysis methods were actually used. Examples of the kinds of language you might find if they used particular methods can be found in the table below. The demographic sheet shows the same list of data analysis methods as you saw in item 21. For every method you mark that they planned to use, look to see if there was analysis language, tables, or graphs that would indicate it was actually used. Additionally, for any analyses that were used but which you did not code as analyses they stated they planned to use, mark “yes” for that data analysis method.</p> <p>Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a data analysis method other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If you were not able to identify a data analysis method from any of the options provided, pick yes on the final option “unable to determine.”</p> <p>Be sure you put either yes or no for every option in this set</p>

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Q.20 They Said They Plan to Do	Q.21 They Show They Did			
Descriptive Statistics				
Frequency	Question 28: 23 said yes; 7 said no			
Percentage	77% of respondents said “yes”			
Ratio	The ratio of books to students is 1:6			
Cross-tabulation				
	Loan Status	Men	Women	Total
	Took a loan	16	8	24
	Didn’t take a loan	8	16	24
	Total	24	24	48
Inferential Statistics				
Correlation (tells how closely related two variables are)	Correlation coefficient; statistically significance			
Regression	Regression coefficient; statistical significance			
t-test (compares averages for groups with continuous variables, like money)	Difference between means; t value; statistical significance			
Chi-square (compares answers for groups with discontinuous variables (high, medium, low))	Difference between groups; statistical significance			
Content Analysis				
Code key words, phrases, concepts mentioned in open-ended questions, group interviews or focus groups; identify dominant patterns, or quantify the results of pattern coding	Discussion of dominant content or patterns of responses to open-ended (qualitative, or transformed into quantitative form)			
22.	<p>Participatory Mentioned? For this item, if there was any mention of a participatory method or approach then it counts even if there is no further discussion of who participated or in which phase they participated.</p> <p>If yes, indicate who participated (beyond contributing data) and at what stage of the evaluation in questions 23 and 24 below. If not, please skip questions 23 and 24.</p>			
23.	<p>Participatory (when) – There are various stages at which people outside of the evaluation team may become involved in the evaluation. We are looking to identify participation at any of the stages that an evaluation report indicates that it occurred. Note that if a person is on the evaluation team, even if a country national, USAID staff, or implementing partner staff, they cannot be considered as participating in the evaluation for this item.</p> <p>Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you found a stage or type of participation other than one of the options provided, please pick yes for the “other” option and paste the language into the space provided. If you were able to determine that participation took place but not at what particular stage of the process, pick yes on the final option “unable to determine.”</p>			
24.	<p>Participatory (who) – There are various groups of people outside of the evaluation team who may become involved in the evaluation. Such groups could include, but are not limited to, USAID representatives (other than the evaluation activity manager), project/program implementing partners including the government, other donors, or beneficiaries. Note that if a person is on the evaluation team, even if a country national, USAID staff, or implementing partner staff, they cannot be considered as participating in the evaluation for this item. Please indicate all options that apply by choosing “yes” or “no” for each option using the dropdown list provided. If you identified stakeholders who participated in the evaluation process other than one of the options provided, please pick yes for the “other” option, and paste the language into the space provided. If you were able to determine that participation took</p>			

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	place but not who participated, pick yes on the final option “unable to determine.”
25.	<p><u>Recommendations</u> – Please provide the number of recommendations provided in a recommendations section, or a summary of recommendations in the body of the report, and not in an executive summary. Count the number of identifiable recommendations, whether they are shown as numbers, letters, or bullets. Do not look inside the bullets or numbered recommendations to separate out where they are compound in nature.</p> <p>If recommendations are not broken into sections (i.e. long paragraphs), please see Activity Manager for instructions on numbering recommendations.</p>

ANNEX E: GENDER ANALYSIS QUESTIONNAIRE

This tool is designed to extract additional information from the evaluation reports in order to inform an in-depth analysis of how the issues of gender equality and female empowerment are being addressed in evaluation. As defined by the [2012 USAID Gender Equality and Female Empowerment Policy](#):

Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.

Female empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.

Project outputs and outcomes

1. Did the evaluation report describe or analyze the gender equality and/or female empowerment aspects of any project outputs and/or outcomes? (Y/N)
 - 1.1. If yes, provide the text from the evaluation report that describes or analyzes the outputs and/or outcomes.
 - 1.2. If no, does the evaluation report provide an explanation about why these aspects were not included, such as that no information was available from the project? (Y/N)
 - 1.2.1. Provide the explanatory text from the evaluation report.

Disaggregation of evaluation findings by sex

2. Please provide your response to the meta-evaluation question number 27: *Are evaluation findings disaggregated by sex at all levels (activity, outputs, outcomes) when data are person-focused?* (Y/N/NA)
 - 2.1. If yes, provide a brief description of the findings that were disaggregated and any relevant references.
 - 2.2. If no, does the evaluation report present any sex-disaggregated data at any levels? (Y/N)
 - 2.2.1. If yes, provide a brief description of the findings that were disaggregated and any references.

Gender differential access or participation in project outcomes or benefits

3. Please provide your response to the meta-evaluation question number 28: *Does the report explain whether access/participation and/or outcomes/benefits were different for men and women when data are person-focused?* (Y/N/NA)
 - 3.1. If yes, cut and paste the relevant text from the report. If copying the text is not feasible, please provide a summary of the report's description of how access/participation and/or outcomes/benefits were different for men and women.

Additional Information

4. Does the report present any other gender-related information not already captured in your responses to the previous questions? (Y/N)
 - 4.1. If yes, cut and paste the relevant text from the report. If copying the text is not feasible, please provide a summary of the relevant additional information.