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Sectoral Synthesis of FY2015 Evaluation Findings

BUREAU FOR ECONOMIC GROWTH, EDUCATION, AND ENVIRONMENT

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SECTORAL SYNTHESIS OF FY2015 EVALUATION FINDINGS

BUREAU FOR ECONOMIC GROWTH, EDUCATION, AND ENVIRONMENT

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Prepared by:

Dr. Andrew Green
Sam Hargadine

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CONTENTS

TABLE OF FIGURES

TABLE OF TABLES

ACRONYMS AND ABBREVIATIONS

ADS	Automated Directives System
AfPak	Afghanistan and Pakistan
AHM	Asia's High Mountain Landscapes and Communities activity
Arazi	Afghan Land Authority
ASP	Assessment and Strengthening Program (USAID/Pakistan)
CLP	Community Livelihood Project (USAID/Yemen)
CSO	Civil Society Organization
DC	Development Credit Office (USAID/E3)
DEC	Development Experience Clearinghouse
DIV	Development Innovation Ventures
DMP	Demand-Side Management
E3	Bureau for Economic Growth, Education, and Environment (USAID)
E&E	Europe and Eurasia
E&I	Energy and Infrastructure Office (USAID/E3)
ED	Education Office (USAID/E3)
EGA	Pakistan Economic Growth and Agriculture activity
EGRA	Early Grade Reading Assessment
EP	Economic Policy Office (USAID/E3)
FAB	Forestry and Biodiversity Office (USAID/E3)
Foras	Iraq Opportunities Project
FRPII	Jordan Fiscal Reform Project II
FY	Fiscal Year
GCC	Global Climate Change Office (USAID/E3)
GenDev	Gender Equality and Women's Empowerment Office (USAID/E3)
GMIP	Georgia Municipal Infrastructure Project
GMU	Greater Masito-Ugalla (Tanzania)
ICAA2	Initiative for Conservation in the Andean Amazon Phase 2
ICT	Information and communications technology
IDEA-NEW	Incentives Driving Economic Alternatives for the North, East, and West (USAID/Afghanistan)
IGF	Internally Generated Funds
JCAP	Joint Country Action Plan
LAC	Latin America and the Caribbean

LARA	Land Reform in Afghanistan Project
LER	Office of Learning, Evaluation, and Research (USAID/PPL)
LESSP	Liberia Energy Sector Support Program
LS	Local Sustainability Office (USAID/E3)
LTRM	Land Tenure and Resource Management Office (USAID/E3)
M&E	Monitoring and Evaluation
MAREA	Central America Management of Aquatic Resources and Economic Alternatives
MAWRED	Monitoring Agriculture and Water Resources Development
MDF	Municipal Development Fund
ME	Middle East
MERS	Minimum Economic Recovery Standards
MSI	Management Systems International
NGO	Non-Governmental Organization
P3DP	Ukraine Public-Private Partnership Development Program
PARA-Agua	Partnering for Adaptation and Resilience
PCAP	Palestine Community Assistance Program
PCM	Private Capital and Microenterprise Office (USAID/E3)
PDP	Power Distribution Program (USAID/Pakistan)
PFAN	Private Financing Advisory Network
PfG	Partnership for Growth
PPL	Bureau for Policy, Planning, and Learning (USAID)
PPP	Public-Private Partnerships
PPR	Performance Plan and Reports
PRIME	Pastoralist Areas Resilience Improvement through Market Expansion activity (USAID/Ethiopia)
RAPID	Responsive Assistance for Priority Infrastructure Development (USAID/South Sudan)
RET	Renewable Energy Technology
SCAPES	Sustainable Conservation Approaches in Priority Ecosystems Program
SOW	Statement of Work
TRR	Trade and Regulatory Reform Office (USAID/E3)
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WGA	Whole-of-Government Approach
Z:W	Zimbabwe:Works activity

EXECUTIVE SUMMARY

The E3 Sectoral Synthesis of 2015 Evaluation Findings is a review of 92 evaluation reports published between October 2014 and September 2015. Each of these 92 reports aligns with one of the technical specializations of the United States Agency for International Development's Bureau for Economic Growth, Education, and Environment (USAID/E3).

This study builds on the previous work provided in the Sectoral Synthesis of 2013–2014 Evaluation Findings,[1] and uses tools similarly used for Agency-wide meta-evaluations such as the 2009–2012 Meta-Evaluation of Quality and Coverage of USAID Evaluations.[2] Because the Agency has prioritized periodic review and synthesis of evaluations relevant to its work, a relatively large database now exists concerning trends in USAID evaluation reports. This synthesis study used this database to examine not only trends for 2015 reports, but also trends starting from 2009, where possible.

The results of this synthesis mean to inform development practitioners within the E3 Bureau and wider Agency about broad lessons learned, best practices, and trends relating to Agency priorities, such as private sector engagement, governance, and gender equality and women's empowerment. This report also examines the relative quality of these reports and points out factors that have continued to improve, as well as some factors of quality that appear to have stagnated.

Key findings from the 2015 portfolio of evaluation reports include:

- Sixty-seven percent of reports included enough information to assess achievement of performance targets. Within this subset, 65 percent either met or exceeded their targets.
- Sixty-five percent of the reports (60 of 92) noted that the project achieved some sort of outcome. Eighty percent of this subset (48 of 60 reports) described these outcomes as partially attributable to the intervention. These outcomes mainly consisted of improved stakeholder linkages, enhancements in the organizational capacity of partners and beneficiaries receiving assistance, or improved livelihoods opportunities in target communities.
- Thirty-six percent of evaluation reports discussed an innovative activity practice or component implemented by the Agency or by partners receiving USAID assistance. These innovative practices mainly concerned communication approaches with partner governments, communities, and stakeholders, or service delivery mechanisms.
- Sixty percent of reports addressed differential access or benefits between male and female beneficiaries — an important component to building the evidence base for how best to achieve gender equity targets across the program cycle. The percentage of evaluations with sex-disaggregated findings, however, declined in 2015 to 66 percent, compared to 78 percent of reports from the 2013–2014 period.
- Two-thirds of applicable evaluations reported evidence that the activities, to at least some degree, had addressed the integration of gender equality or women's empowerment in project design or implementation. Findings from among the wide range of interventions evaluated included those pertaining to (1) the incorporation of women into markets; (2) future considerations for project design and scope; and (3) the need for additional and better quality data to integrate female perspectives properly into an adaptive management framework.
- Fifty-three percent of evaluations addressed private sector engagement. This represents a 9 percent drop from the 2013–2014 period. Partial explanation for this finding is the fact that

1 USAID. (2015). Sectoral Synthesis of 2013–2014 Evaluation Findings. http://pdf.usaid.gov/pdf_docs/pa00kqt8.pdf
2 USAID. (2013). Meta-Evaluation Of Quality And Coverage Of USAID Evaluations 2009 – 2012. http://pdf.usaid.gov/pdf_docs/pdacx771.pdf

the 2015 evaluation portfolio included no Development Credit evaluations. In addition, 2015 saw a larger share of economic growth sector evaluations concerned with public financial management interventions, which by their nature focus on public institutions. In addition, a larger proportion of the 2015 portfolio operated in post-conflict or conflict-prone regions, which present considerable enabling environment challenges with respect to private sector engagement.

- Fifty-nine percent of evaluations addressed successes or challenges relating to governance. These efforts typically took the form of providing support to improve institutional capacity of host country institutions or civil society or advocacy groups.
- Areas for learning and improvement included better integration of results-based management techniques for program management, as well as integrating sustainability into project efforts to achieve lasting results following the end of USAID assistance.
- Additional lessons learned across sectors focused on best practices concerning stakeholder engagement, addressing inconsistencies contained within an activity's scope of work, and adapting to challenging operating environments.

In terms of the quality of these 92 evaluation reports, the 2015 portfolio represents a decline from the relative high in 2014. An explanation of the methodology used to assess evaluation report quality begins on page 3; the process employs a 10-point score composite that provides a useful tool to examine trends from 2009 onward. The average quality score of E3 evaluation reports rose from a recorded low of 4.69 in 2010 to 8.02 in 2014, yet it dropped to 7.54 in 2015. The two most critical areas where future reports can improve are:

1. Ensuring that the executive summary accurately reflects the most critical elements of the main body (46 percent of reports met this standard); and
2. Ensuring that findings are clearly distinguished from conclusions and recommendations (50 percent of reports met this standard).

In summary, the E3 Sectoral Synthesis of 2015 Evaluation Findings has demonstrated that evaluation practitioners and consumers must continue to adapt and refine data collection tools and dissemination strategies to keep up with rapidly changing development contexts and the needs of professionals and partners working both in Washington and abroad. The Agency operates in many of the world's most challenging environments and has laudably institutionalized adaptive management techniques into its program cycle. However, as new and innovative technologies and engagement strategies are deployed, how evaluation practitioners present evidence should evolve as well. This includes ensuring that reports are accessible, clear, and direct for the purposes of those who utilize them.

INTRODUCTION

Background

Since 2012, the United States Agency for International Development's Bureau for Economic Growth, Education, and Environment (USAID/E3) has periodically conducted studies to synthesize findings from impact and performance evaluations that relate to its 12 technical offices. This effort seeks to disseminate evidence to support not only the E3 Bureau's work, but also the efforts of development practitioners working in missions, other Washington-based operating units, and the wider development community. These broad lessons learned, best practices, and operational adaptations represent an effort to continuously improve the design of effective interventions, institute more appropriate implementation strategies, and encourage the kinds of cross-Agency and cross-sector collaboration that can lead to greater human development outcomes.

This report presents the third installment of the Bureau's effort to synthesize and disseminate applicable findings across its sectors of engagement. This report examines trends across time but is mainly concerned with reports finalized and made public over the course of fiscal year (FY) 2015. The previous report for 2013–2014 is publicly available via USAID's Development Experience Clearinghouse (DEC).[3]

The findings provided in this report are drawn from 92 evaluation reports, covering research efforts from 52 countries as well as 9 activities that were either global in nature or covered large regions (e.g., sub-Saharan Africa or Southeast Asia). Figure 1 illustrates the relative density of E3 evaluation activity for the 2015 period.

E3 Bureau's Work

The E3 Bureau provides technical leadership, research, and field support for worldwide activities in the areas of economic growth and trade, infrastructure and engineering, education, environment and global climate change, water, and gender equality and women's empowerment.[4] These responsibilities are shared among the Bureau's 12 technical offices, along with the Office for Planning, Learning, and Coordination, which commissioned this study. The 12 technical offices are:

- Development Credit (DC)
- Economic Policy (EP)
- Education (Ed)
- Energy and Infrastructure (E&I)
- Forestry and Biodiversity (FAB)
- Gender Equality and Women's Empowerment (GenDev)
- Global Climate Change (GCC)
- Land Tenure and Resource Management (LTRM)[5]
- Local Sustainability (LS)
- Private Capital and Microenterprise (PCM)
- Trade and Regulatory Reform (TRR)
- Water

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3 USAID. (2015). Sectoral Synthesis of 2013–2014 Evaluation Findings. http://pdf.usaid.gov/pdf_docs/pa00kqt8.pdf
4 USAID. (2016). Bureau for Economic Growth, Education, and Environment. Retrieved November 30, 2016, https://www.usaid.gov/who-we-are/organization/bureaus/bureau-economic-growth-education-and-environment.
5 LTRM was renamed the Land and Urban Office in 2016.

Figure 1: Density of 2015 Evaluations by Location

METHODOLOGY

USAID/E3 staff and the E3 Analytics and Evaluation Project worked collaboratively to conduct this review. Management Systems International led the Project's third-party team in partnership with the Palladium Group.[6] The review took place from June to December 2016 and covers 92 evaluation reports assigned to 10 of the Bureau's 12 technical offices. No Development Credit evaluation reports were identified for this fiscal year. Themes relevant to the Gender Equality and Women's Empowerment Office were considered crosscutting, therefore each of the 10 office-specific sections include findings relevant to gender and female empowerment. Office-specific discussions begin on page 29. All of the evaluations included in this review have a registered publication date to the DEC between October 1, 2014, and September 30, 2015. A list of these evaluations is in Annex B with a brief synopsis of each report.

The Project team used two data collection tools to carry out this review. The first was a content analysis questionnaire designed to extract substantive findings from evaluation reports, which was completed for each report by staff from the E3 Bureau or the E3 Analytics and Evaluation Project.[7] Second, the Project team rated each evaluation using the checklist rater's guide and scoring system used in USAID's 2009–2012 Agency-wide meta-evaluation.[8] This tool allowed comparisons between current E3 evaluations and the ratings that E3 sector evaluation reports earned in earlier Agency-wide and Bureau reviews of a similar nature.

A full description of the methods used for this synthesis, including analysis procedures to synthesize information sourced from these instruments, is in Annex C. The instruments appear in separate annexes: the content analysis questionnaire is Annex D and the evaluation report quality rating system is Annex E.

OVERVIEW OF 2015 E3 EVALUATIONS

The E3 Sectoral Synthesis of 2015 Evaluation Findings examined 92 evaluations, all of which are publicly available on the DEC. For analytical purposes, the Project split the E3 technical sectors into three "E" groups: economic growth, education, and environment.

- **Economic growth** is represented by 25 evaluations, including 11 related to economic policy, 8 for trade and regulatory reform, 5 for private capital and microenterprise, and 1 for local sustainability.
- **Education** is represented by 29 evaluations across a wide variety of sub-sectors.
- **Environment** is represented by 38 evaluations, including 12 for global climate change, 9 for water, 8 related to forestry and biodiversity, 6 for energy and infrastructure, and 3 for land tenure and resource management.

Figure 2 illustrates the distribution of evaluation reports per sector and sub-sector.

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6 Formerly Development and Training Services

7 Project team members reviewed approximately half of the education sector evaluation reports for technical content as well as between one and three reports for each of the economic policy and global climate change portfolios, due to the time constraints of specific E3 offices.

8 USAID. (2013). "Meta-Evaluation of Quality and Coverage of USAID Evaluations 2009–2012." http://pdf.usaid.gov/pdf_docs/PDACX771.pdf.

Figure 2: Distribution of 2015 E3 Sectoral Synthesis Evaluations by Sector

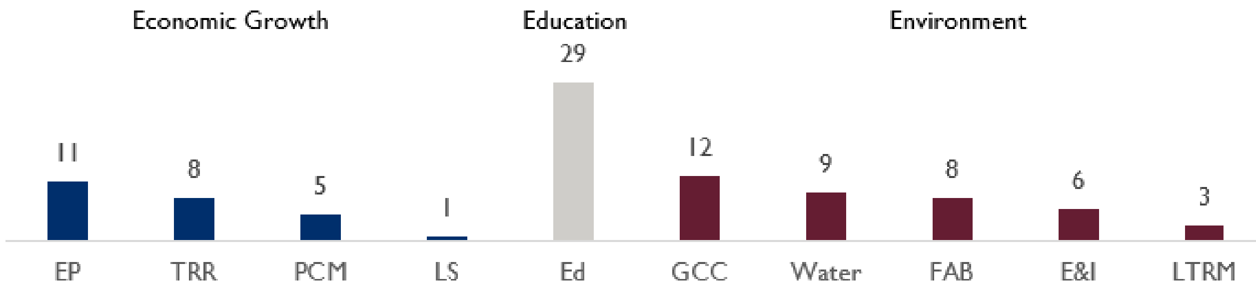


Figure 3 illustrates the proportionality of the various management uses of the 92 evaluations synthesized in this report. Eighty-one reports represented performance evaluations — including 40 mid-term evaluations, 33 final performance evaluations, and 8 ex-post evaluations. In addition, the portfolio includes eight impact evaluations and three evaluations that contained both performance and impact evaluation components.

The Project team categorized evaluations into the six USAID operational regions. Across E3, evaluations were most frequently conducted in Africa (25), followed by Asia (18), the Middle East (ME, 14), Afghanistan and Pakistan (AfPak, 13) Latin America and the Caribbean (LAC, 11), and Europe and Eurasia (E&E, 5). There were six global or multi-regional evaluations. Figure 4 provides the 2015 geographic distribution of evaluations; and Figures 5 and 6 compare 2013–2014 evaluations with 2015 proportional representation of each region.

Figure 3: Performance Evaluation Timing

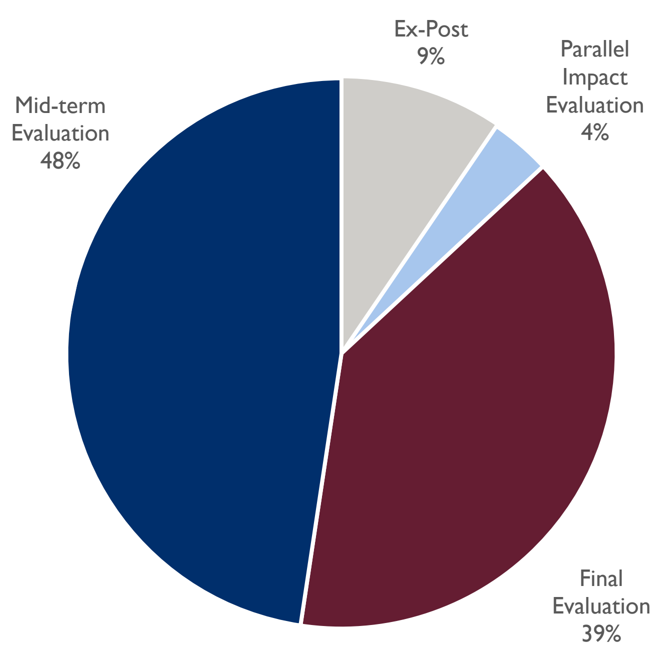


Figure 4: Distribution of E3 Sectoral Synthesis Evaluations by Region

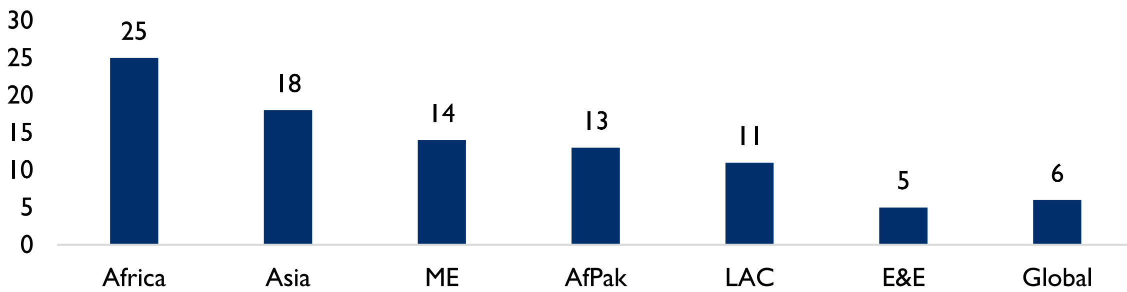


Figure 5: 2013-2014 Regional Proportions

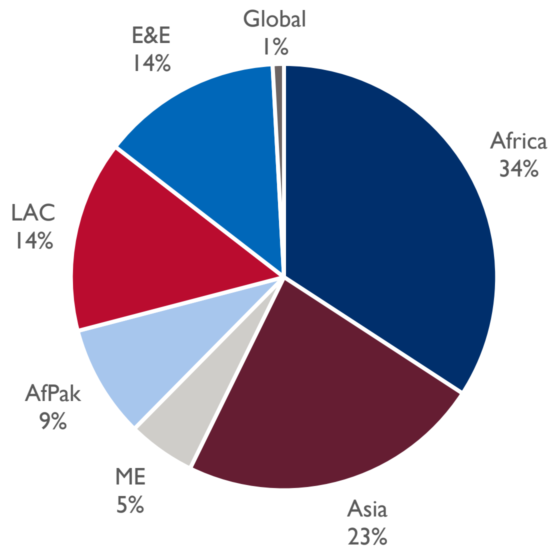


Figure 6: 2015 Regional Proportions

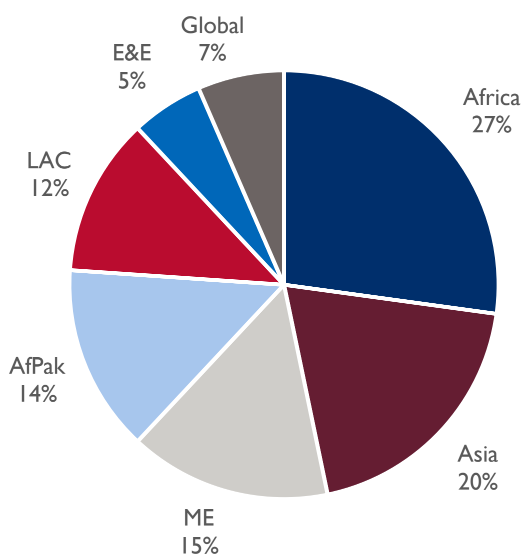
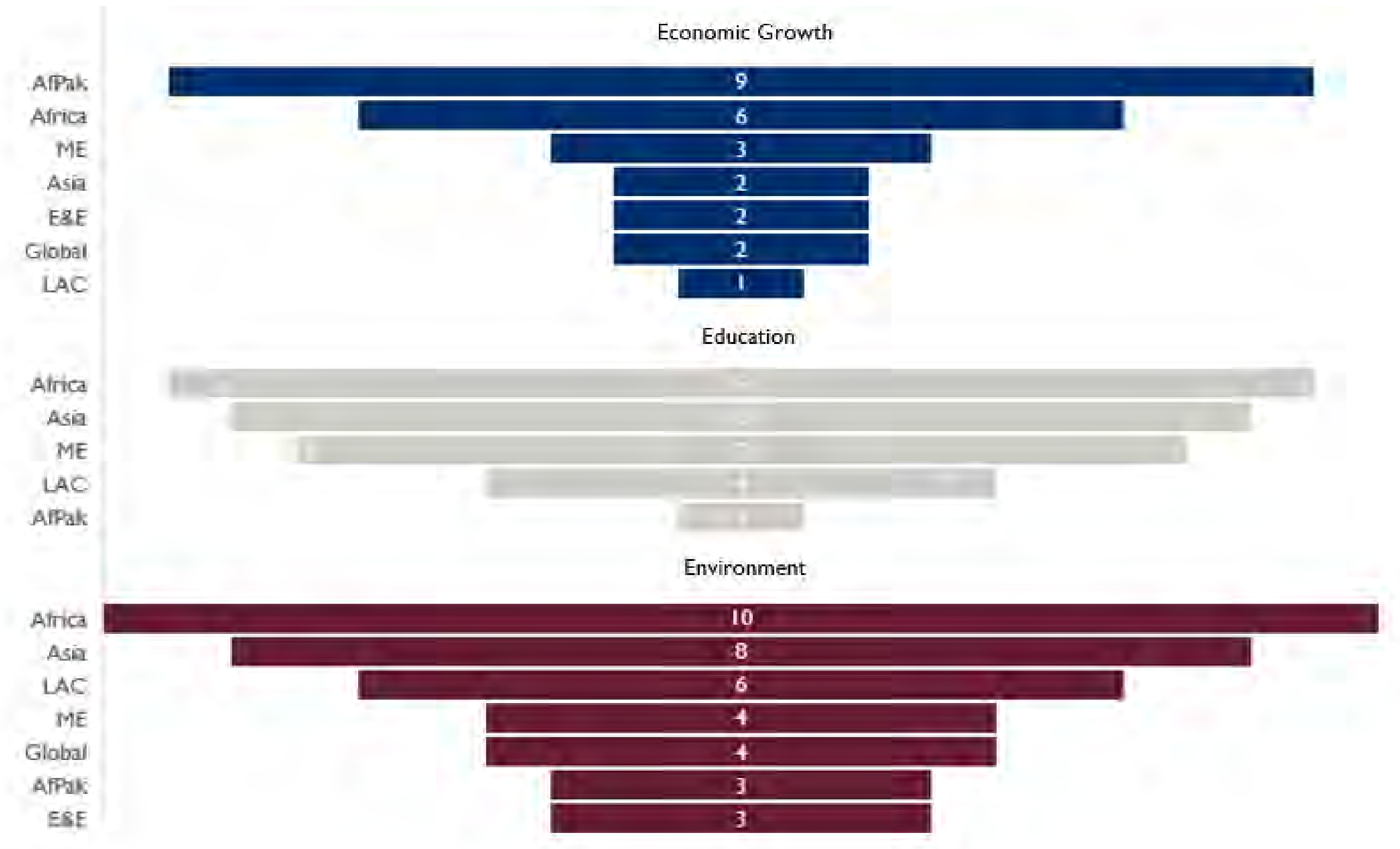


Figure 7 provides the 2015 regional breakdown of evaluation reports by sector grouping. Africa was a focus region across all three umbrella sectors. A plurality of economic growth evaluations focused on Afghanistan and Pakistan. Seven of the 14 Middle East evaluations in 2015 addressed the education sector. Environment's constituent evaluations were the most evenly distributed of the three.

Figure 7: Distribution of E3 Sectoral Synthesis Evaluations by Group and Region, 2015



KEY THEMES ACROSS THE E3 BUREAU

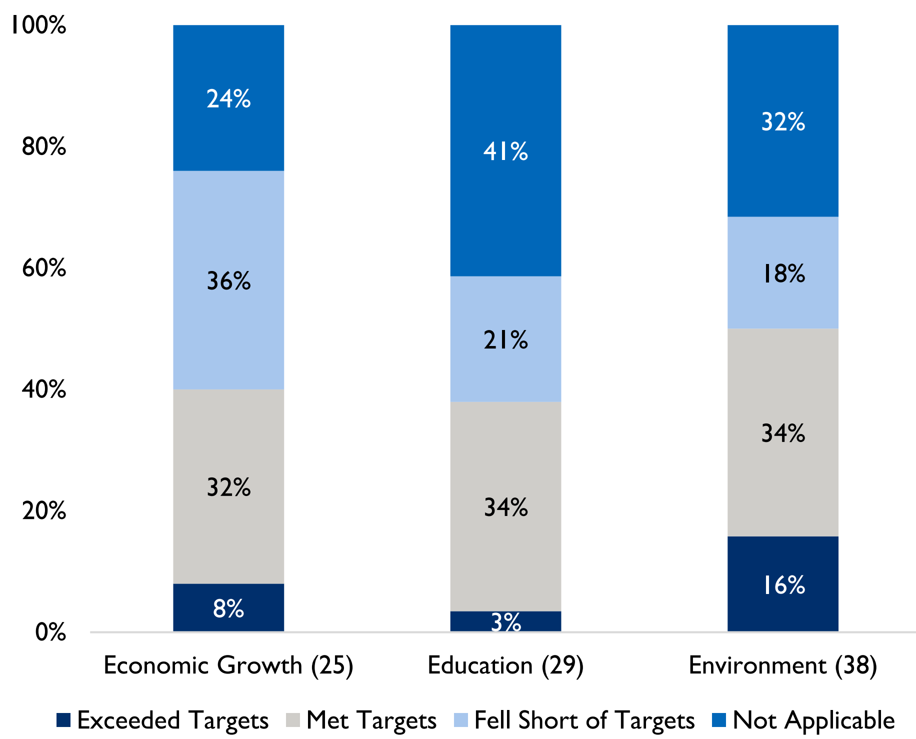
E3 Bureau staff and Project team members collaboratively reviewed 92 evaluation reports and extracted a wide range of project-specific as well as crosscutting findings and lessons learned. This section presents findings across seven themes with broad applicability for the Bureau's technical sectors. Later sections of this report present more detailed analysis sorted by E3 office. These seven themes are:

1. Project results;
2. Innovative practices;
3. Gender equality and women's empowerment;
4. Private sector engagement;
5. Governance;
6. Areas for learning and improvement; and
7. Lessons learned.

Project Results

The E3 and Project teams examined evaluations to determine if activities exceeded, met, or fell short of intended performance targets. Sixty-seven percent of reports discussed performance objectives and provided enough information to determine overall progress toward these indicators. Figure 8 provides the sector distribution of target achievement.

Figure 8: Overall Achievement of Performance Targets *(n = 92)*



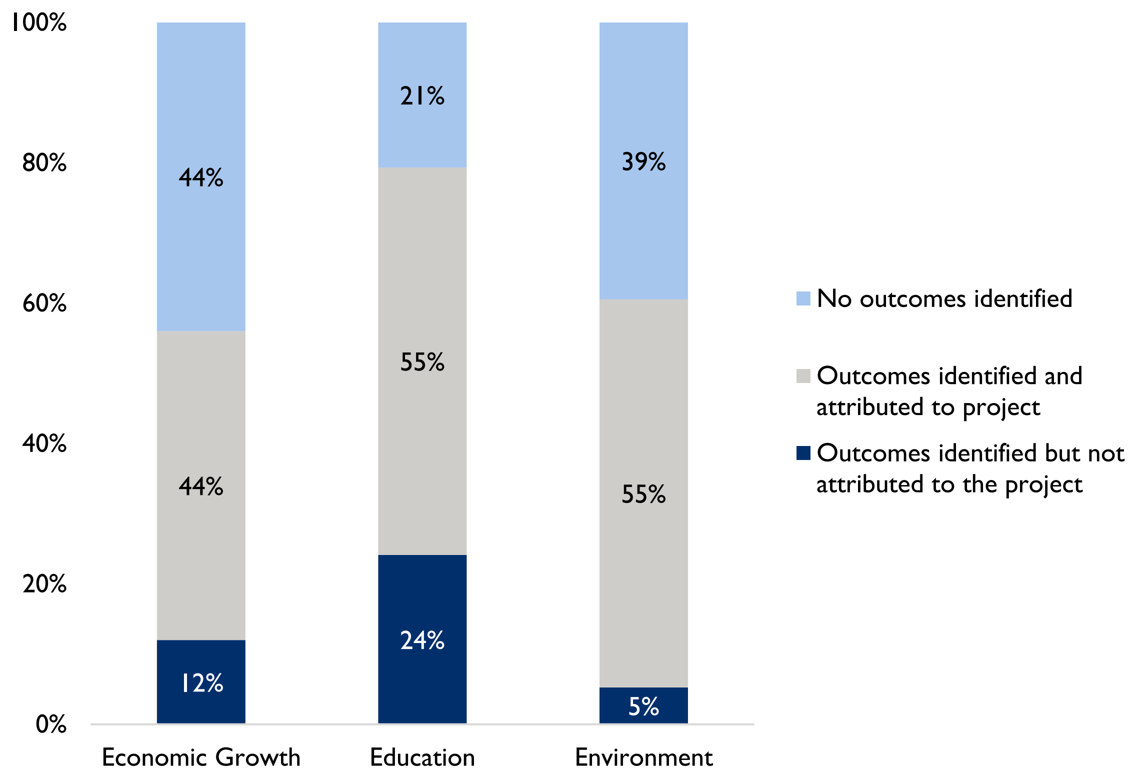
Excluding those reports that were not applicable, the environment sector met or exceeded targets for approximately 73 percent of the interventions evaluated (26 available reports). Likewise, 65 percent of education sector reports and 53 percent of economic growth evaluations indicated that activities met or exceeded targets.[9]

The E3 and Project teams also reviewed evaluation reports to extract the type of information provided on project outcomes, if any. Guided by the definition in USAID's Automated Directives System (ADS) Glossary for the 2015 period, an outcome is 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."

Sixty of the evaluation reports noted that the project achieved some sort of outcome, with 48 of those outcomes (80 percent) described as at least partially attributable to the project. Evaluations relating to economic growth were the least likely to claim attribution, at 44 percent (11 of 25), and the education and environment sectors claimed attribution 55 percent of the time (16 of 29 and 21 of 38 reports, respectively). Figure 9 details the percentage breakdown of E3 evaluations that addressed outcomes and attribution.

9 There were 17 applicable reports for the education sector and 19 for economic growth.

Figure 9: Percent of E3 Evaluations that Addressed Project Outcomes and Attribution (n = 92)



While the types of interventions evaluated across the 92 reports varied widely, major outcome themes across the portfolio included:

1. Improved stakeholder linkages;
2. Improved organizational capacity; and
3. Improved livelihoods opportunities in target communities.

Themes varied under the moniker of stakeholder linkages. Two broad sub-themes emerged: formal linkages (e.g., to markets or between the public and private sectors) and communication and feedback networks for improved services. The Ukraine Public-Private Partnership Development Program (P3DP) provides an example of formal linkages. The activity was designed to enhance the enabling environment of public-private partnerships (PPPs) through legal and regulatory reforms, pilot initiatives, awareness building and advocacy, and support to national oversight units. According to respondents for a survey conducted for the evaluation, launching PPPs became easier because of three main things:

> *"[I]nquiries about what exactly improved revealed that improvements [were] related primarily to increased awareness, better attitudes on the part of the government sector, and improved skills in both the public and private sector (e.g., in the survey, 58 percent of all positive changes correspond to these three)."*
> *– Performance evaluation of the P3DP activity in Ukraine*

Across sectors, evaluation reports highlighted community buy-in as a necessary component to improve service delivery mechanisms to communities and municipalities. In the education sector, three evaluation reports highlighted the positive contributions generated by efforts to improve school management through greater parental and community engagement. These outreach components contributed to greater community involvement in broad student issues, such as dropout rates or school responsiveness to student needs. Meanwhile, reports associated with the forestry and biodiversity portfolio found that community-level investments were most effective when local leaders joined the implementation approach to bridge the gap between high-level policy change and development outcomes.

"Fire-management programs have successfully raised the awareness of trained local people in the municipality where they have been implemented. Based on the interviews of mayors and members of fire response squads, it can be said that trained people are conscious of fire danger and the need to change their behavior from letting forest fires happen so that they can collect charcoal to participating in firefighting."
– Lebanon Reforestation Initiative Final Performance Evaluation

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Across all three umbrella sectors, building capacity among public actors was a notable priority. An example of this is the Pakistan Assessment and Strengthening (ASP) activity. The activity had the objective of improving public-sector capacity to absorb and effectively use external resources through more transparent, accountable, and effective administration procedures. Participants in the activity's coursework received training in human resource management, procurement, and financial management.

"A high proportion of [Assessment and Strengthening Program] alumni reported in the survey that they were able to make changes to their work as a result of attending a course. The highest percentage of participants who reported positively on being able to make a change were those who attended the Human Resource Management and Administration Course (94.9 percent), followed by Procurement Management (94.2 percent), Monitoring and Evaluation (92.2 percent) and Financial Management (89.7 percent)."
– ASP Interim Evaluation Report

Improvements in sustainable livelihood opportunities were especially evident from the water and global climate change portfolios. From these reports, successful interventions leveraged partnerships with organizations with strong community ties. These partners assisted in the design of interventions that incorporated local political economy structures. For interventions that sought complementary benefits for conservation and income generation, trainings and sustained engagement led to improved income streams and greater levels of household investment.

"Virtually all respondents reported that BIOREDD+ investments were highly valued by community members and galvanized community support for the entire REDD+ scheme, including reducing logging. … The compatibility of the REDD+ model with Afro-Colombian and indigenous cultures and socio/political needs revealed through the BIOREDD+ experiences indicate that future efforts grounded in BIOREDD+ are likely to be well received, if properly introduced."
– Final Performance Evaluation of the BIOREDD+ Climate Change Component

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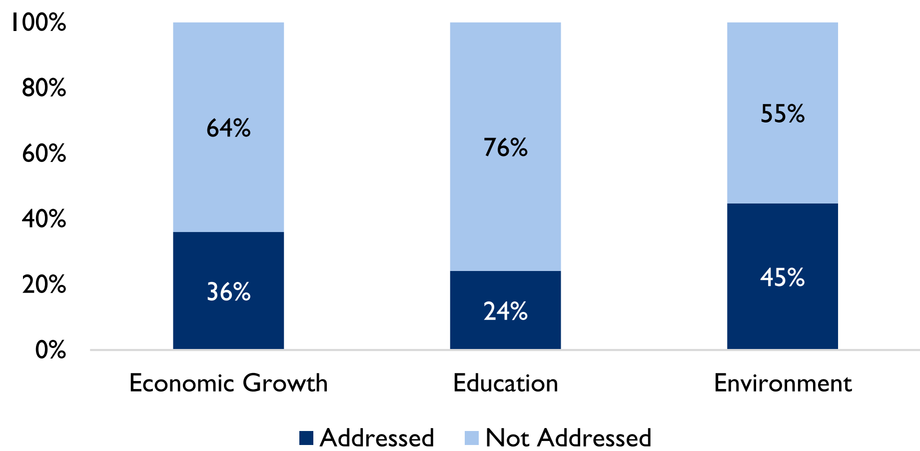
Innovative Practices

The E3 and Project teams reviewed evaluations with USAID's Development Innovation Ventures (DIV) definition in mind for what constitutes an "innovative practice:"

> *"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." – USAID-DIV*

Thirty-three of the 92 evaluations (36 percent) addressed innovative practices in some form. This consisted of innovative project design practices or implementation approaches. The environment group of evaluations contained the largest proportion of reports citing innovation, as Figure 10 shows.

Figure 10: Percent of Evaluations that Addressed Innovative Practices *(n = 92)*



Due to the range of E3 technical work, innovations ranged widely; however, most fall under two major themes:

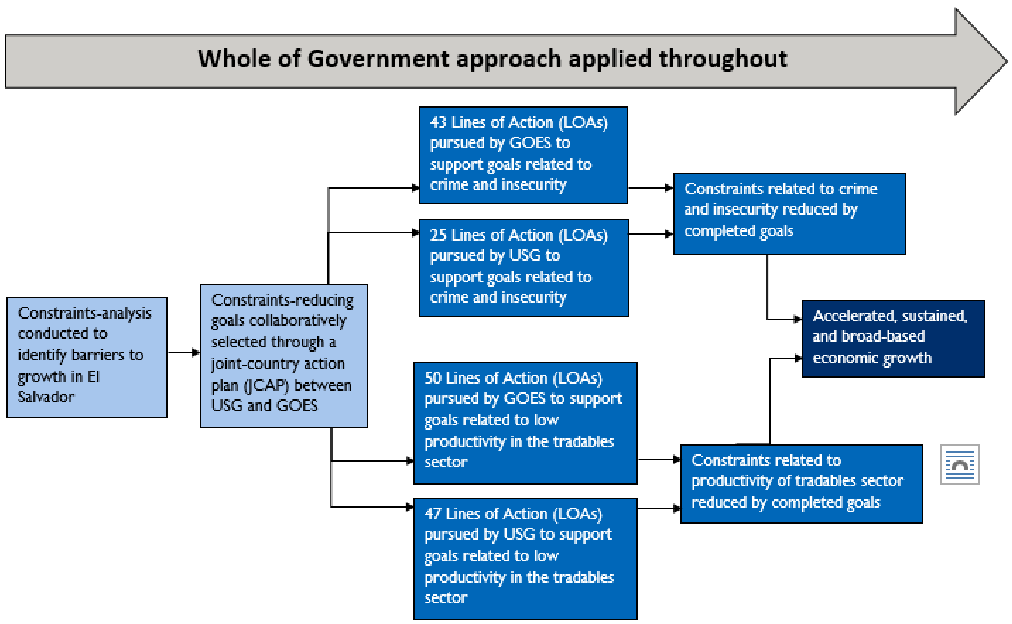
1. Innovative communication approaches (i.e., with host governments, communities, or stakeholders); and
2. Innovative service-delivery mechanisms.

Innovative approaches to communication were prevalent across all three sector groupings. For example, four evaluation reports in the education sector discussed innovative methods of engaging stakeholders. For education activities looking to improve instructional quality, USAID invested in linkages between teacher training colleges and the schools in which they place teachers. This contributed to formal feedback loops that factored school needs into teacher training curricula. Reports similarly highlighted workforce development components having integrated economic and social perspectives into the available types of vocational training. An example includes assistance to young journalists working in Timor-Leste, where USAID provided training for those looking to join the journalism sector or who were already working in it. The overarching aim of the activity was to engage youth in community governance and promote peace and reconciliation. The journalism assistance was as an input toward broadening the perspectives that participants share via radio programming.

The environment sector also utilized innovative communication approaches. For example, the forestry and biodiversity portfolio included three reports that discussed improved stakeholder engagement approaches with nonconventional partners. This total value-chain perspective, according to the reports, strengthened feelings of shared purpose between stakeholders. In addition, two reports noted the use of innovative organizational outreach. An example includes a rights-based approach to fisheries management, whereby regulatory bodies received technical assistance contributing to improved conservation enforcement protections with responsive feedback loops that factor in unique local realities relevant to productive and sustained income opportunities.

In the economic growth sector, innovative engagement approaches included the Partnership for Growth (PfG), which works directly with four partner governments (El Salvador, Philippines, Ghana, and Tanzania) and uses constraints analyses to identify binding constraints to economic development (e.g., low productivity or crime). As Figure 11 shows, this methodology builds a whole-of-government strategy between the U.S. Government and host country governments to develop a joint country action plan and associated lines of action.

Figure 11: Partnership for Growth Engagement Process (Illustrative)



Service delivery innovations were also present across all three sector groupings, but were most prevalent among the economic growth and environment sectors. For example, service delivery was a key component of the water portfolio. One innovative approach included the introduction of community insurance schemes in Madagascar for the purpose of pooled health costs at the community-level. While pilot schemes achieved mixed results, they highlighted the need for strong community engagement ties and visible management systems to instill confidence that payments made today will benefit members later.

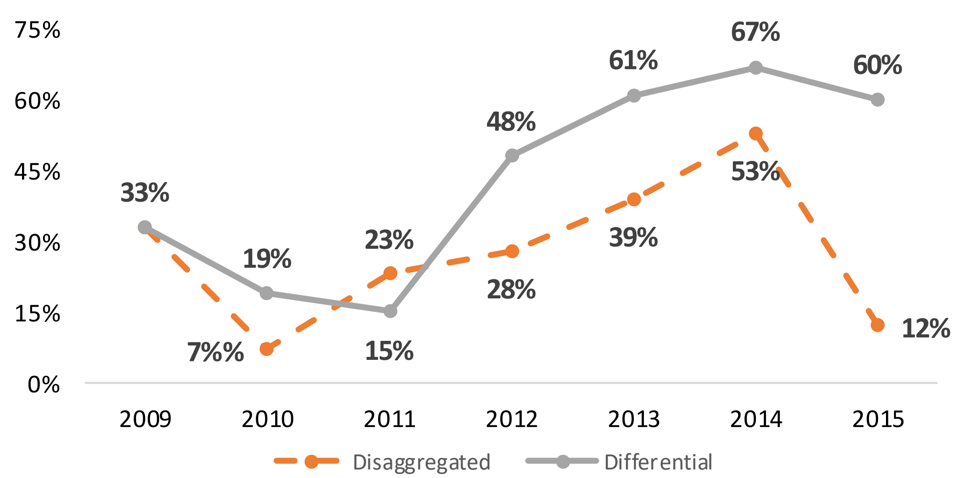
Economic growth sector reports discussed service delivery innovations in the context of public sector support. An example of this comes from the East Africa Trade Hubs activity, which utilized an innovative software platform for customs and transit data exchange. While that evaluation report found that other institutional processes bypassed the full integration of the software platform, member states did reportedly find the system beneficial. The report notes that political will within the member states must develop further to fully staff and pay the cost of maintaining the software service. In other areas, economic growth sector reports noted innovative approaches to livelihood-generating opportunities in the tourism sector, notably the development of public recreation facilities (e.g., trails) and public rating schemes (e.g., for hotels and restaurants) to engage a broad base of tourists and leisure industry workers domestically and regionally.

Gender Equality and Women's Empowerment

Addressing gender equality and women's empowerment in evaluation is an important part of integrating gender equity throughout the program cycle. Pursuant to USAID's 2012 Gender Equality and Female Empowerment Policy,[10] evaluation findings should be sex disaggregated whenever data is person-focused and evaluation reports should, when applicable, discuss or explain differences in how men and women participated in or benefited from a USAID investment.

Figure 12 depicts the 2009 to 2015 trend in the proportion of evaluation reports that address these differential access concerns. In 2015, the number of reports that provided considerations regarding the gender gap for service access and benefits fell 7 percent compared to 2014.

Figure 12: Percent of E3 Evaluations that Addressed Gender Aspects, 2009–2015



Regarding sex disaggregation of findings, 2015 E3 Bureau evaluations exhibited a steep decline in the number of reports that disaggregated data by sex at all levels where the subject was person-focused – 12 percent in 2015 from 53 percent in 2014. A limitation to this finding is the change in the order and wording of questions provided to report reviewers.[11] These instrument adjustments may have contributed to the large differential; however, this instructive comparison remains relevant due to the

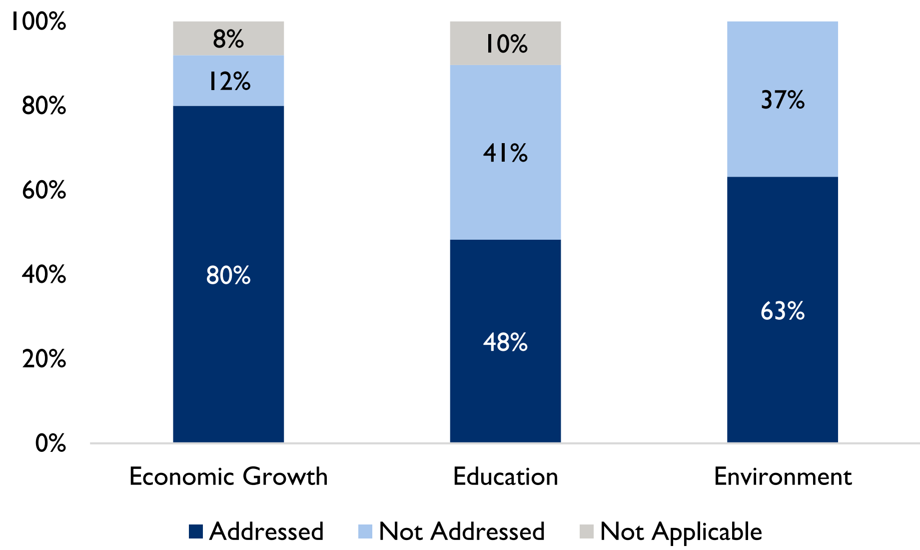
10 USAID. (2012). Gender Equality and Female Empowerment Policy. https://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf

11 The review tool for the 2015 Sectoral Synthesis asked reviewers two questions in sequence: first, to assess whether a report disaggregated data by sex at "all" levels (activity, outputs, outcomes) when data are person-focused; and second, to assess whether such relevant data were provided for "any" level. For the 2013-14 Sectoral Synthesis, reviewers were only asked the "all" question, and a separate second exercise asked reviewers the "any" question. It is possible that: previous ratings were inflated because reviewers felt the stark binary choice of yes or no penalized evaluations that provided some but not all anticipated data; the current report's ratings are deflated because a question with a lower bar was available was available to reviewers; or a mixture of the two dynamics.

precipitous nature of the drop. Relatedly, 66 percent of 2015 E3 Bureau evaluations provided disaggregated findings at some level, compared with 78 percent for the combined 2013–2014 period.

Reviewers also analyzed reports to determine if the evaluations documented whether the applicable activity's design, implementation, and/or management systems integrated gender equality and/or women's empowerment considerations. Approximately two-thirds of applicable reports addressed gender considerations in some fashion. Figure 13 provides the specific proportions within each sector.

Figure 13: Percent of 2015 E3 Evaluations that Addressed Gender Considerations *(n = 92)*



Findings from across these reports concerning gender can fall under three main themes:

1. The incorporation of women into markets, either existing or growing;
2. Considerations for project design and scope; and
3. The management need to better collect and integrate female perspectives into an adaptive management framework.

Across the Bureau's work, women's access to markets or participation in value chains was a common tool for sustained livelihoods generation for women as a goal unto itself or as a component within a larger theory of change (e.g., conservation targets through incorporation of local female artisans). Four reports among the trade and regulatory reform portfolio evaluated activities that included female training components encouraging women entrepreneurs to open a business. This was seen as an effective tool to address gender imbalances within tradable sectors, either domestically or for regional integration schemes.

Agency global climate change investments, in partnership with non-governmental organizations (NGOs), government agencies, and the private sector, encouraged the recruitment of women among these organizations to bolster female participation in environmental programming goals. Similarly, education sector workforce development investments tended to support female access to business management training so that they could create their own start-up or join enterprises predominant in their locality.

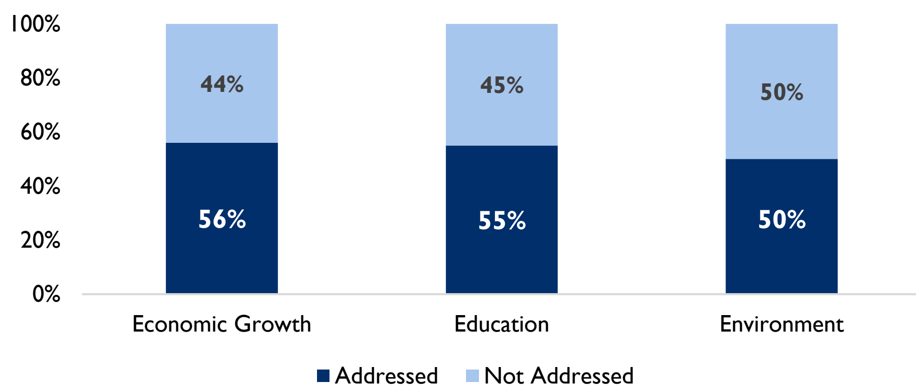
Regarding project design, five evaluations in the education sector discussed the role that women have or should have in the design process. A crosscutting finding was that female respondents felt that USAID programming could be more effective if services specifically targeted challenges that women disproportionately experienced. Integrating female perspectives likely requires more data to understand intra-household dynamics that typical household survey data collection tools have trouble detecting.

Further, evaluations across sectors concluded that standard monitoring procedures across the Bureau's 2015 portfolio could continue to improve. In certain instances, such as with water, sanitation, and hygiene (WASH) programming or other behavior change interventions, investments could adaptively integrate measures to ensure equitable distribution of activity benefits between the sexes across communities. This may mean incorporating efforts to overcome gender stereotyping and require activities to set aside a predetermined threshold of participant positions for females to break down barriers, context permitting. A final consideration regarding gender is a tendency to design gender-sensitive components but not follow through on these components when the implementation plan experiences challenges or contextual assumptions change. Two evaluations within the land tenure and resource management portfolio discussed this dynamic. The reports suggest reviewing gender components and their associated implementation plans and continuously reflecting on those components to bring adaptive management techniques to this vital component of a wider theory of change.

Private Sector Engagement

Fifty-three percent of 2015 evaluation reports in E3 sectors addressed information about private sector engagement, characterized by any form of partnership between USAID and private sector entities. All three umbrella sectors appeared to engage with private sector actors between 50 and 56 percent of the time, with activities in the economic growth sector having the largest percentage.

Figure 14: Percent of 2015 E3 Evaluations that Addressed Private Sector Engagement *(n = 92)*



The proportion of reports examining PPPs dropped in 2015 compared to the 2013–2014 period (62 percent). Three factors apparently contributed to this:

1. Public financial management interventions saw a rising share of the portfolio.
2. The Afghanistan-Pakistan region saw a rising share of the portfolio and typically dealt with reconstruction efforts. Private sector engagement themes were not completely absent from these interventions; however, they experienced significant challenges in implementation.
3. No known development credit evaluation reports were published for fiscal year 2015.

The trade and regulatory reform portfolio saw the highest proportion of evaluations assessing public sector engagement (seven of eight). Major themes included work force development linkages with the needs of the market, as well as capacity-building efforts to create linkages between (1) private sector actors (business-to-business) and (2) public ministries and private enterprise (government-to-business), both domestically and regionally (e.g., Afghan exports to Central Asian markets). Takeaways from the reports suggest that, leading up to 2015, USAID invested in commercial approaches in a larger share of conflict-prone and recovering environments.

According to an evaluation of a competitiveness support activity in Afghanistan, dedicated follow-ups could have improved PPP efforts. For instance, Afghan enterprises participated in regional trade conferences, but logistical and capacity needs of traders and transporters remain insufficient to link Afghan firms to regional trade networks. Another example comes from Nigeria, where USAID partners provided support for non-petroleum economic sectors; however, they encountered an extremely challenging legal and regulatory environment. The mid-term performance evaluation for the Nigeria Expanded Trade and Transport activity suggests that future Nigerian enterprise development efforts could better target basic financial and institutional hindrances that constrain the enabling environment outside of the petro-chemicals sector (e.g., the cost of electricity or lack of basic infrastructure).

The 2015 set of evaluation reports showed a rise in public sector engagement for the education sector (55 percent in 2015, up from 40 percent in 2013–2014). Two factors offer likely explanations:

1. A rising trend of support for vocational programming geared toward youth and women; and
2. Efforts to sustain development outcomes.

According to education sector evaluation reports, interventions that were successful in their vocational programming factored labor supply and demand concepts into their activity design. When interventions did not factor in political economy considerations, training alone was at times insufficient to contribute substantively to better livelihood opportunities for participants. Across the reports, considerations for future design efforts included:

1. How and why employers screen candidates;
2. The legal, regulatory, and hierarchical constraints to expanding employment opportunities; and
3. The appropriateness of entrepreneurial trainings to the local context (e.g., training youth to access financial services in contexts where participants are too young or exceedingly unlikely to receive a business loan).

In terms of sustainability, education sector evaluations (three reports) found that private sector partnerships sustained interventions after donor support ended. A notable constraint to this was reliance on PPPs that were predicated on corporate social responsibly support, rather than a direct profit-making relationship. Another finding highlighted the need for better early assessments of local partner capacities. Poor estimation of local partner capabilities can lead to time and resource waste, as well as missed opportunities for local ownership transfer.

Environment sector evaluation reports consistently found innovative approaches to achieving sustained outcomes through PPPs. An example of this occurred in West African WASH programming, where implementers used low-cost, locally available technologies that are within the means of local communities to maintain. Successful partnerships created locally sustainable value chains that linked area artisans with small-scale enterprises that serviced community water points. Evaluations described this holistic approach as having the complementary benefits of improved WASH outcomes, along with increased opportunities for those providing inputs into the value chain.

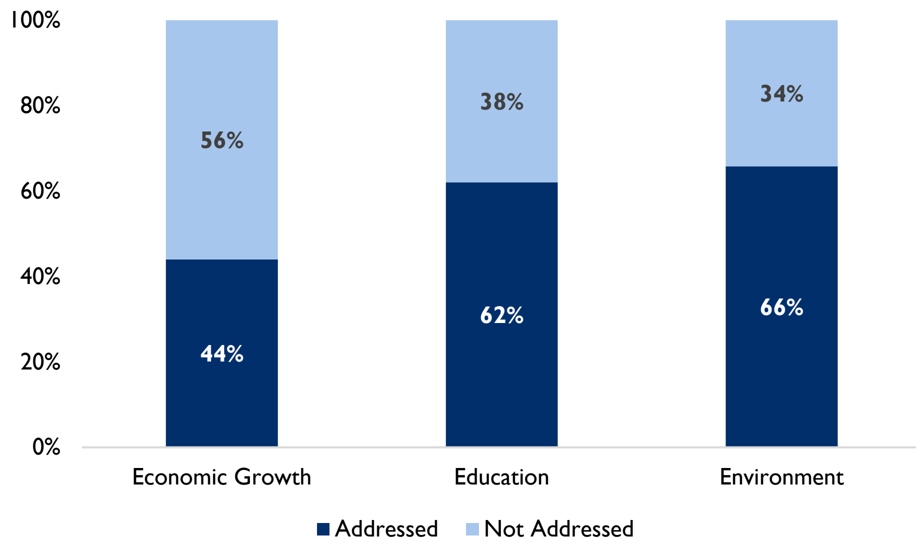
Governance

E3 and Project team reviewers also examined reports for how interventions addressed issues of governance in either project design or implementation, in accordance with the following definition:

"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."
– 2013 USAID Strategy on Democracy, Human Rights, and Governance[12]

Fifty-nine percent of evaluations addressed governance issues. The environment subset documented this most frequently (66 percent), followed by education (62 percent) and economic growth (44 percent).

***Figure 15: Percent of 2015 E3 Evaluations that Addressed Governance Issues** (n = 92)*



Efforts to improve governance typically addressed institutional capacity constraints dealing with administrative, economic, or political themes across local, regional, and national levels of governance. For instance, four of six energy and infrastructure sector reports found that enhancing government capacity led to better-quality public services as well as increased safety and monitoring practices. Of the two land tenure and resource management sector reports that addressed governance, both activities evaluated economic measures used to create options for property ownership and to integrate local governance planning into support for productive property markets. This appeared to contribute toward complementary goals: (1) conflict mitigation regarding land use, (2) capital accumulation in the form of private property, and (3) decentralization of governance.

In the education sector, eight evaluation reports highlighted capacity-building efforts, ranging from enhanced district and provincial government institutional capacity to local school committees and employee groups. An overarching aim of these efforts was to improve education services by building the institutions that provide or oversee education programming and to improve mechanisms for incorporating civil society voices into local, regional, and national education planning.

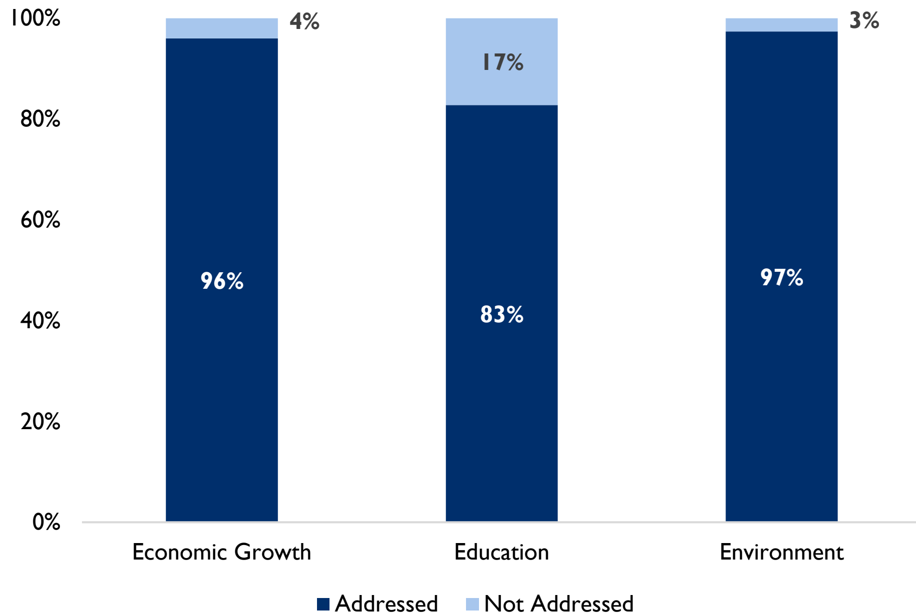
Areas for Learning and Improvement

To identify areas for learning and improvement, E3 and Project team members reviewed the evaluation reports for findings and conclusions related to challenges to or failures in activity design and

12 https://www.usaid.gov/sites/default/files/documents/1866/USAID%20DRG_%20final%20final%206-24%203%20%281%29.pdf

implementation. Ninety-two percent of the reports addressed areas for future improvement or learning in this regard. Figure 16 provides the sector-specific breakdown. Across all three sectors, results-based management issues were the most commonly featured theme for future improvement. Sustainability was also a common point highlighted for improvement and continued learning across all aspects of the Bureau's work.

Figure 16: Percent of 2015 Evaluations that Addressed Areas for Improvement/Learning *(n = 92)*



Points for improvement within the results-based management sphere include the need to set goals that are more realistic and not attempt to leverage too few resources on too many distinct components. The evaluation of the Iraq Opportunities Project (Foras) cogently highlighted the following:

> *"Program design, along with the [Performance Management Plan] and performance indicators, should be developed based on an underlying theory of change. A systems approach is more appropriate to a complex multi-component program than the implied linear model that appears to have been used to develop the Foras program."*
> *– USAID/IRAQ Foras Final Performance Evaluation Report*

Specific to economic growth sector activities, five reports discussed the need for more appropriate indicators to monitor the long-term benefit of capital equipment assets, as well as changes to the costs of production for enterprise partners. The PfG in El Salvador and the Philippines had a unique set of issues based on its innovative whole-of-government partnership with those countries' governments. Specifically, the approach utilizes scorecards to assess progress along established lines of action. This created confusion among stakeholders; a possible improvement would be limiting the subjectivity that the tool presents. Further, the use of indicators across all sectors has a tendency to create the perception of a performance audit tool rather than an opportunity for learning. This underscores the need for greater integration of performance monitoring into standard reflective management practices. As E3 Bureau staff noted, this dynamic is especially common when implementers perceive standard indicators in this way — standard indicators being useful for aggregating results across the whole Agency, but often less relevant for the immediate management concerns of the activity in question.

Within the education sector, eight evaluations addressed results-based management. It was the general trend that implementations should better incorporate design thinking in terms of an appropriate theory of change to improve the effectiveness of programming. Targets and performance indicators should relate to the theory of change and activity designs could better integrate systems approaches, as these systems generally underpin the operating environment of the activity. Eleven evaluations addressed sustainability, with the major points for improvement centered around staff turnover among the host country's education professionals and lack of sustainable financing after donor assistance ends. An Early Grade Reading Assessment (EGRA) in Yemen described this point as follows:

"Teachers who are trained for Y-EGRA should actually teach in early grades. The process of nominating teachers for Y-EGRA training at the school and district level is not sufficiently rigorous to insure that individuals trained in Y-EGRA techniques actually return to the early grade classrooms and remain there for the three years required by the [Ministry of Education]. This could result in a significant waste of USAID and [Ministry] resources."
– Performance Evaluation of the Education Program of the Community Livelihoods Project

Other education evaluation reports addressed sustainability by suggesting that USAID and its host country partners will constantly be retraining teachers, principals, district education officers, etc., if the approach does not sustainably factor in the incentives, opportunities, or realities for teachers moving on.

Among environment sector evaluations, seven reports stressed that implementation efforts lacked proper results frameworks, performance monitoring indicators, or raw data needed to quantify results. Similar to the point above in relation to the economic growth sector, reports also provided conclusions stating that results-based management continues to be seen as an accountability tool rather than an opportunity for learning and adapting for the benefit of implementers and beneficiaries alike. Summarizing this, the SilvaCarbon evaluation report stated the following:

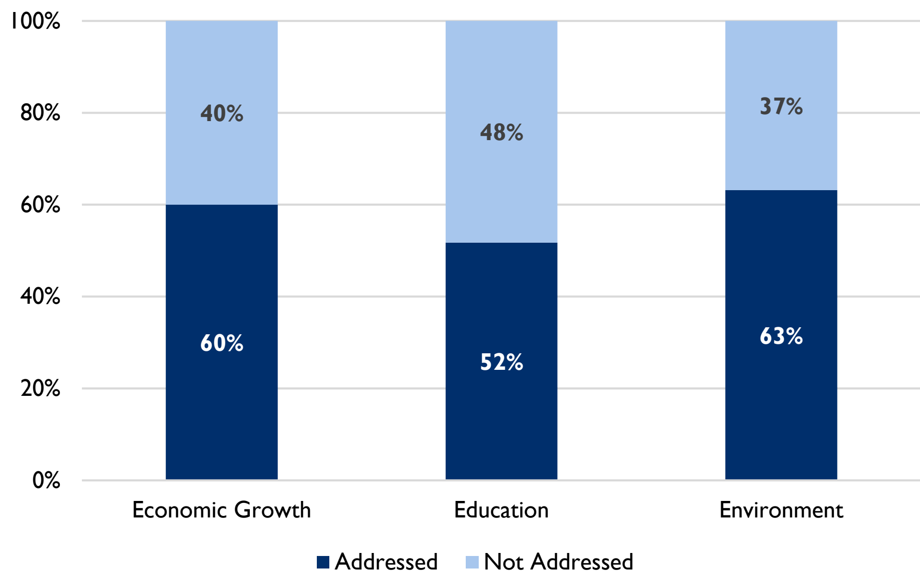
"The program has not established a results framework or defined the specific desired outcome results (e.g., ability of a country to report annually on forest cover change with a certain degree of precision). National partner country baseline capacity information has not been systematically documented. Program results have not been reported or aggregated in a systematic manner with respect to global climate change (GCC) or other indicators at either the output or outcome levels. … Though capacity is being built, without systematic baselines, expected outcomes, or systematic monitoring and reporting systems, it is impossible to say how much capacity has been built, or how much progress has been made toward achieving the program objectives. Improved monitoring and reporting would improve the ability for the program to externally communicate achievements."
– SilvaCarbon Performance Evaluation Final Report

Lessons Learned

E3 and Project team members reviewed evaluation reports to identify lessons learned related to project design, project implementation, and technical approaches. Evaluation reports typically presented these lessons as recommendations or top-level conclusions. Fifty-nine percent provided specific lessons learned for future investments of similar scope. The majority of reports across all three umbrella sectors addressed lessons learned, as Figure 17 illustrates. While most of these reports provided technical lessons learned applicable to the specific office's portfolio (discussed in the subsequent office-specific sections), several themes were prevalent across sectors and fall into three major categories:

1. Stakeholder engagement;
2. Issues relating to implementation scope, and
3. Adaptation in challenging operating environments.

Figure 17: Percent of 2015 E3 Evaluations that Addressed Lessons Learned *(n = 92)*



Beginning with stakeholder engagement at the beneficiary level, two private capital and microenterprise sector reports found that setting and communicating clear criteria for the selection of beneficiaries likely would have improved outcomes. These reports highlighted that private capital approaches likely would have been more effective if implementers collected and integrated perspectives from the beneficiary level to better understand the impact of specific policy practices. At the same time, the reports also suggested that investments should factor in perspectives from all relevant layers of government actors (i.e., local, regional, and national). In essence, activities should consult and bring in the whole system of actors as stakeholders to improve effectiveness.

Another useful example from two land tenure and resource management sector evaluations included specific lessons learned related to host-government engagement. These reports recommended that USAID strive to pursue goals that are ecumenical to host government and Agency priorities and capacities; not doing so will jeopardize sustainability. In the same evaluations, the intervention's scope presented lessons learned. For example, in activities seeking decentralization, short timelines pose an unnecessary self-inflicted challenge and distract resources from what is possible.

Guidance from the forestry and biodiversity sector portfolio is also instructive. Six of these evaluation reports addressed lessons learned concerning stakeholder engagement. Recommendations suggested that motivating local actors in conservation efforts by linking activities to livelihoods is a best practice. Also, with reference to decentralization, these reports found that moving toward direct community-level engagement for the purposes of livelihoods support, combined with conservation efforts, is a best practice. In other words, national actors are important for the establishment of markets and value chains, but livelihoods support often begins as a grassroots effort.

Evaluations in the education sector also highlighted government and community engagement, yet stressed the need to engage stakeholders in a forthright manner with clear communications to manage stakeholder expectations. An example of a workforce development scheme is included in the portfolio where job placement outcomes depended on market demand. In these instances, USAID is likely unable to guarantee job placements and the report concluded that greater clarity to the limits of support may have contributed to a more realistic set of expectations among participants.

The economic policy sector portfolio included the PfG mid-term evaluations (El Salvador and Philippines). These reports concluded that PfG was operating successfully at the mid-term with respect to using a whole-of-government approach for coordinating government-to-government engagement. This approach represented a successful coordination effort between U.S. Government agencies, as well as with Salvadoran and Philippine government ministries. The economic policy set of evaluations was one of the most active in challenging environments. These contexts represent conflict-prone or conflict-recovering contexts (e.g., Afghanistan and South Sudan). Evaluation reports suggested that in these fragile contexts, interventions should develop contingency plans in case conflict arises or worsens; then, the Mission can continue with augmented support in the form of targeted short-term disbursements more akin to humanitarian work. Reports suggested that this flexibility would help Mission staff operate in these kinetic environments and maintain some degree of support even in the case of radically altered underlying assumptions. Economic policy reports also note that, especially in fragile contexts, the gap between men and women with respect to economic opportunity is often wide, and Agency investments should better integrate these realities into design decisions.

For interventions that seek wide-ranging behavior or structural change, the water sector reports provided examples of inter-organizational engagement. These include large-scale partnerships with other donors (e.g., the World Bank) and multiple host-country ministries. A lesson learned from these types of partnerships is that staff turnover among officials often leads to substantial implementation challenges. This included logistical problems as well as a scope-creep away from the original shared vision among the wide-ranging stakeholders.

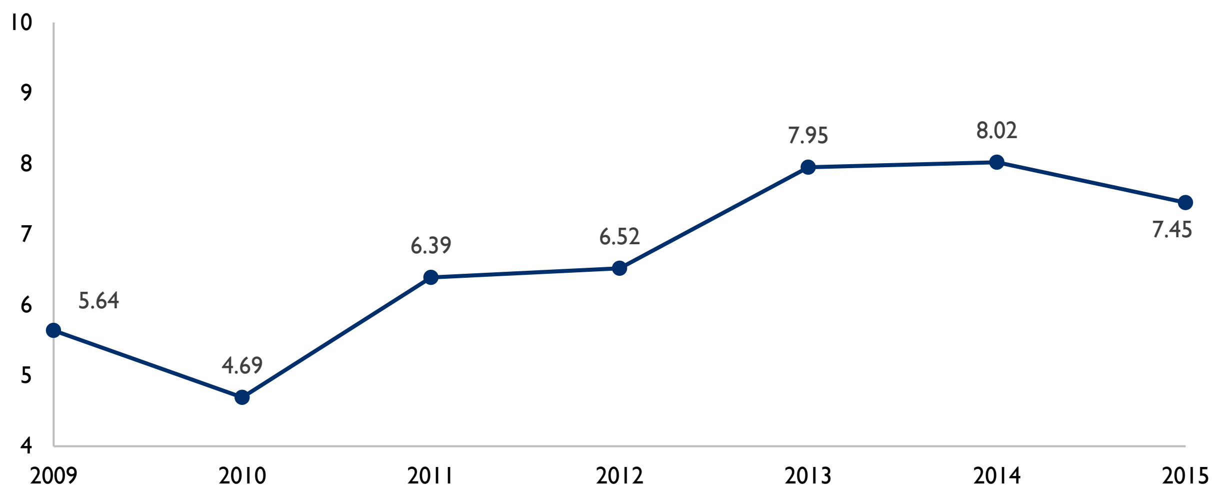
QUALITY OF E3 EVALUATIONS REPORTS

In the "Meta-Evaluation of Quality and Coverage of USAID Evaluations, 2009–2012," the Office of Learning, Evaluation, and Research in USAID's Bureau for Policy, Planning, and Learning (PPL/LER) introduced a composite evaluation report "score" based on a larger checklist for reviewing the quality of evaluation reports. This score is a composite of 11 evaluation quality factors out of a larger checklist, found in Annex D. Possible scores range from 0 to 10, as two factors combine to formulate one point.

The 2015 E3 Sectoral Synthesis builds on this earlier PPL/LER study to examine evaluation report quality improvements over time for evaluations in E3 sectors. Using scores from the 2009–2012 meta-evaluation, along with the set of 2013–2014 evaluations, Figure 18 illustrates the overall trend through FY 2015.

The 2015 E3 Sectoral Synthesis found that the quality score of E3 evaluation reports showed sustained improvement since 2009, but fell in 2015 for the first time since 2010. The average score in 2015 was 7.45, representing a drop from 2014 of 0.57 points.

Figure 18: Trends in Quality of Average E3 Evaluation Report Scores, 2009–2015



The distribution of these scores has fluctuated over the years. As Figure 18 shows, the yearly median score has been rising steadily, again peaking in 2014. Since 2012, no score has received below 3 points. Figure 19 provides the distribution of the 2015 scores, with 70 percent of reports scoring 7 points or higher (64 out of 92 total evaluations).

Figure 19: Distribution in Quality of Average E3 Evaluation Report Scores, 2009–2015

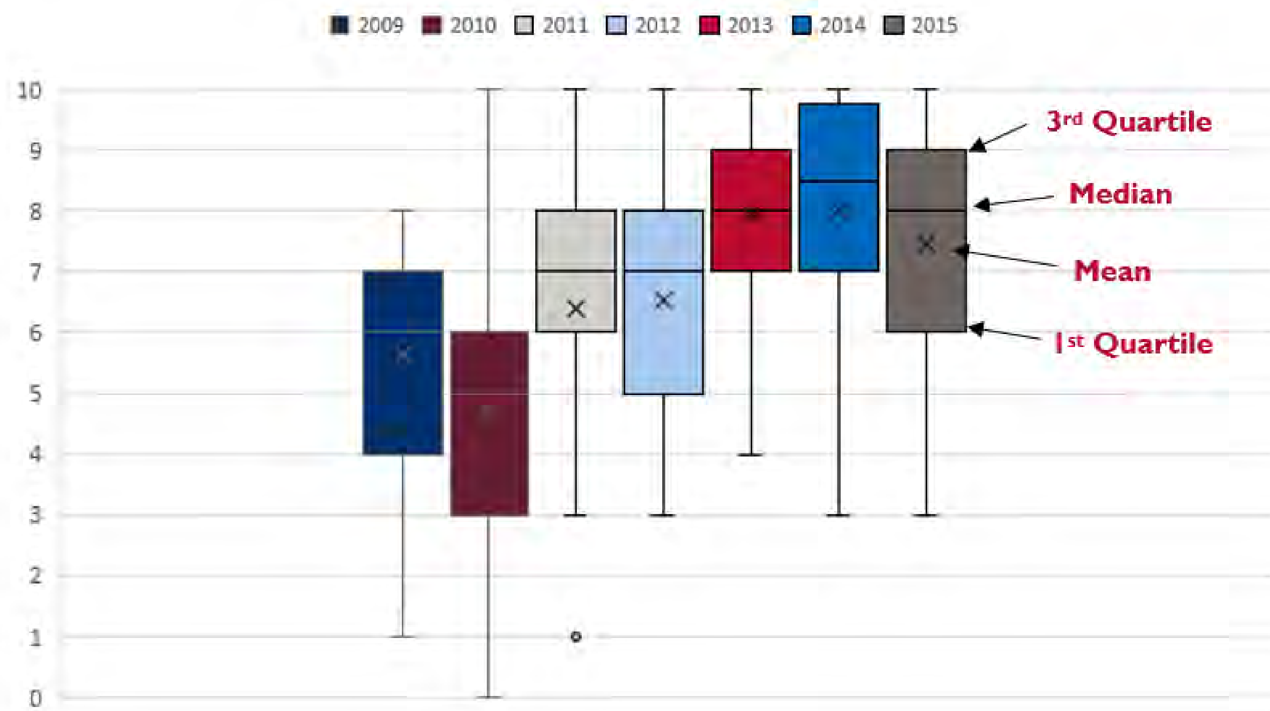


Figure 20: Distribution of Quality of E3 Evaluation Report Scores, 2015 (*n* = 92)

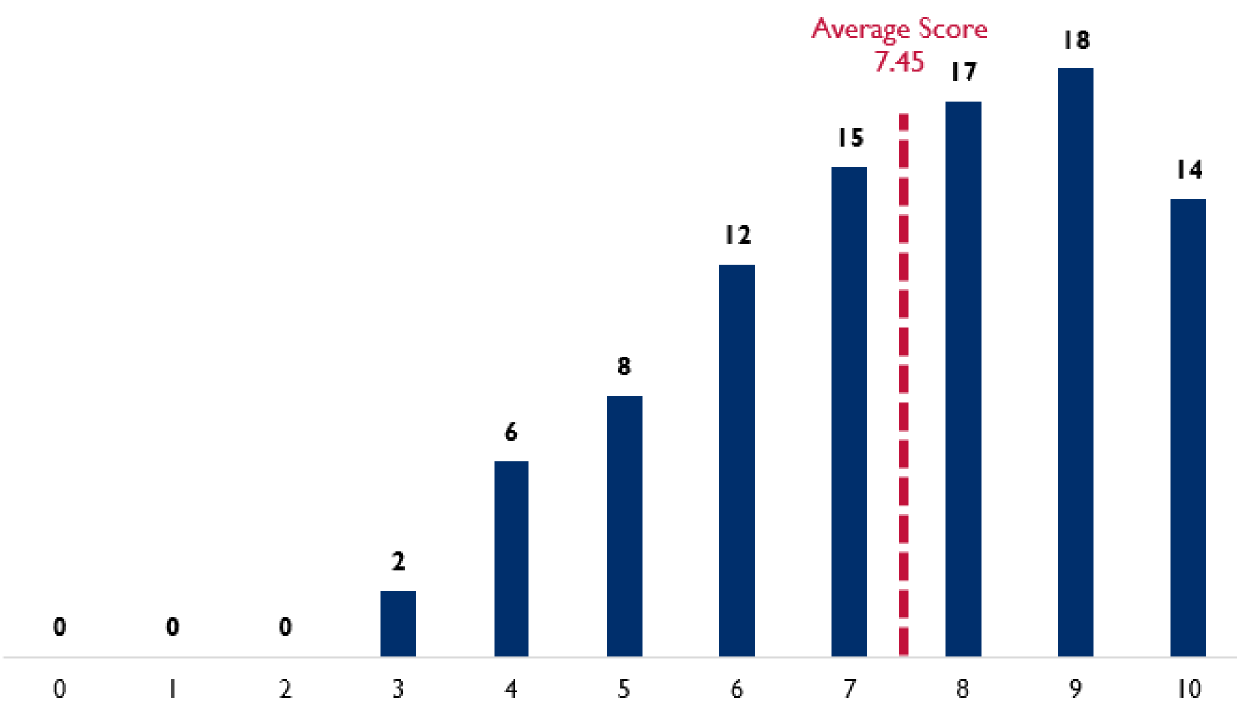
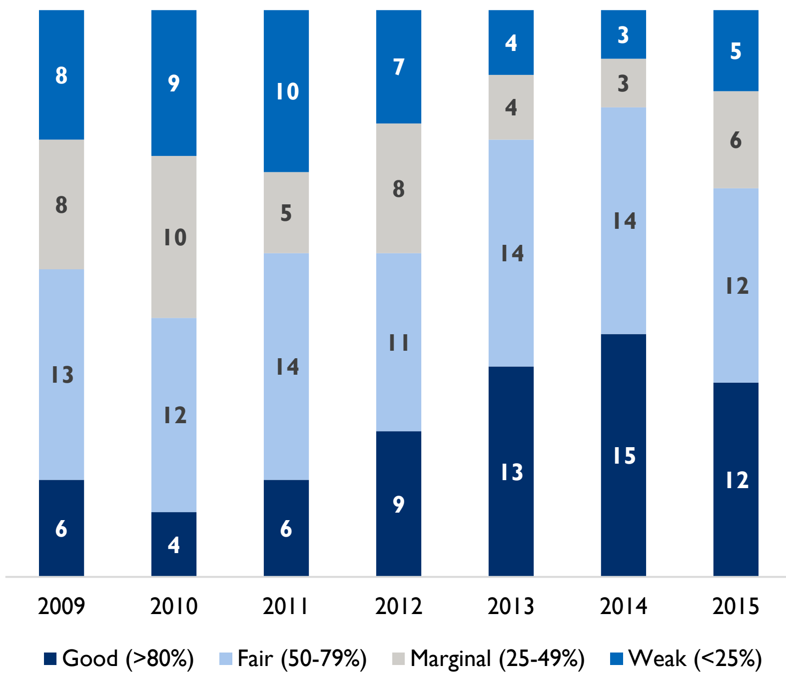


Figure 21: Trend in Evaluation Report Quality Factor Performance Levels, 2009–2015



Across a wider range of 35 quality factors, the 2015 portfolio also exhibited signs of a decline from its peak in 2014. Figure 21 illustrates the number of factors with a "good," "fair," "marginal," or "weak" score[13] in terms of the proportion of reports that exhibited a factor of quality. These factors are sourced from the Agency's 2009–2012 meta-evaluation and examine characteristics such as methodological clarity (e.g., description of data collection methods) or narrative cohesion (e.g., the executive summary accurately reflects the content of the report's main body).

The 35 relevant factors can break into five overarching categories:

1. Methodological practice;
2. Evaluation parameters;
3. Report structure;
4. Recommendations; and
5. Team composition

Methodological Practice

Of the 35 factors, 13 address evaluation methodology. The review team noted when a report either addressed or mentioned the factors listed in Table 1 and assigned the classification of "good," "fair," etc., based on the proportion of reports that presented information relating to that factor. (See Footnote 13 for the definition of what constitutes "good," "fair," "marginal," or "weak.") Figure 22 provides an instructive glance at the disaggregated performance across time of E3 reports concerning

13 "Good" signifies that more than 80 percent of the reports within the portfolio of a given year addressed the factor in question (i.e., more than 80 percent of evaluation reports in 2015 addressed 12 of the 35 factors). Similarly, "fair" signifies that between 50 and 79 percent of reports for a given year addressed a given factor. "Marginal" and "weak" represent 25 to 49 percent and 0 to 24 percent, respectively.

only those factors relating to methodological practice. Among methodological components of a given report, the 2015 portfolio represents a slight decline from 2014 figures. Areas of slippage include (1) maintaining distinction between findings and conclusions and (2) the disaggregation of findings by sex. Each year since 2009 has included relatively few reports that discuss alternative explanations for the cause of outcomes and unanticipated results.

Figure 22: Report Inclusion of the 13 Methods-Related Factors, 2009–2015

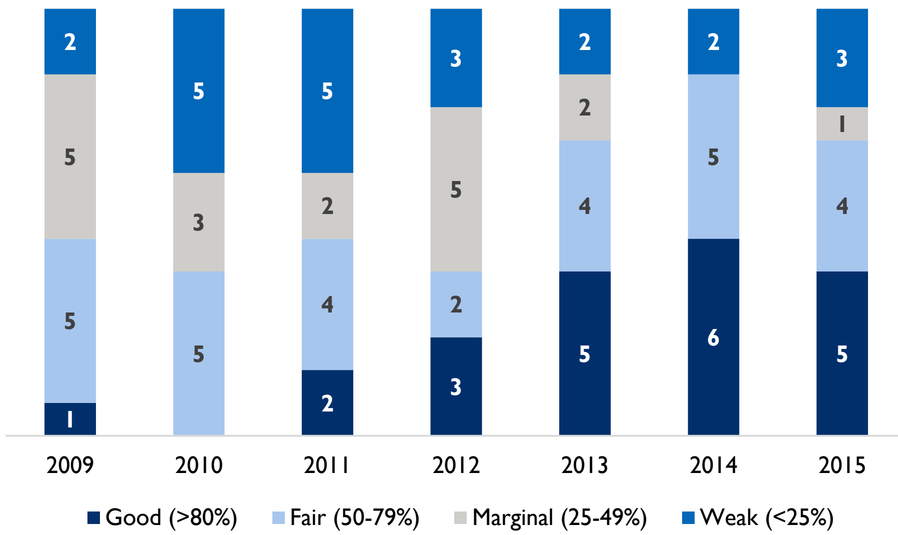


Table 1: Proportion of Reports that Addressed Methodological Factors, 2009–2015

Factor	2009	2010	2011	2012	2013	2014	2015
Data analysis method described	Marginal	Weak	Marginal	Marginal	Fair	Fair	Fair
Data analysis linked to questions	Fair	Fair	Fair	Marginal	Fair	Fair	Fair
Study limitations were included	Marginal	Marginal	Fair	Fair	Good	Good	Good
Social science methods were (explicitly) used	Fair	Fair	Good	Good	Good	Good	Good
Findings supported by data from a range of methods	Fair	Marginal	Marginal	Marginal	Good	Good	Good
Findings distinct from conclusions/ recommendations	Fair	Fair	Fair	Good	Good	Good	Marginal
Findings are precise (not simply "some," "many," "most")	Fair	Fair	Fair	Fair	Fair	Good	Good
Unplanned/unanticipated results were addressed	Weak	Weak	Weak	Weak	Weak	Weak	Weak
Alternative possible causes were addressed	Weak	Weak	Weak	Weak	Weak	Weak	Weak
Evaluation findings disaggregated by sex at all levels	Marginal	Weak	Weak	Marginal	Marginal	Fair	Weak
Report discusses differential access/benefit for men/women	Marginal	Weak	Weak	Marginal	Fair	Fair	Fair
Data collection methods described	Good	Fair	Good	Good	Good	Good	Good
Data collection methods linked to questions	Marginal	Marginal	Weak	Weak	Marginal	Fair	Fair

Evaluation Parameters

Of the 35 factors, 6 addressed the parameters of the evaluation that each report should present. These factors dealt with such things as, "Does the report describe the characteristics of the project to be evaluated," or "Does the report describe the underlying theory of change of the intervention?" Table 2 shows the full list.

Figure 23 illustrates the disaggregated performance across these six factors from 2009 to 2015. Among evaluation parameter factors, 2014 and 2015 are quite similar. The main difference is that an increasing proportion of the evaluations included in the 2015 portfolio asked the evaluation team to answer more than 10 questions or sub-questions. USAID guidance[14] discourages this because it can divert evaluation resources from priority knowledge gaps.

Figure 23: Report Inclusion of the Six Evaluation Parameter Factors, 2009–2015

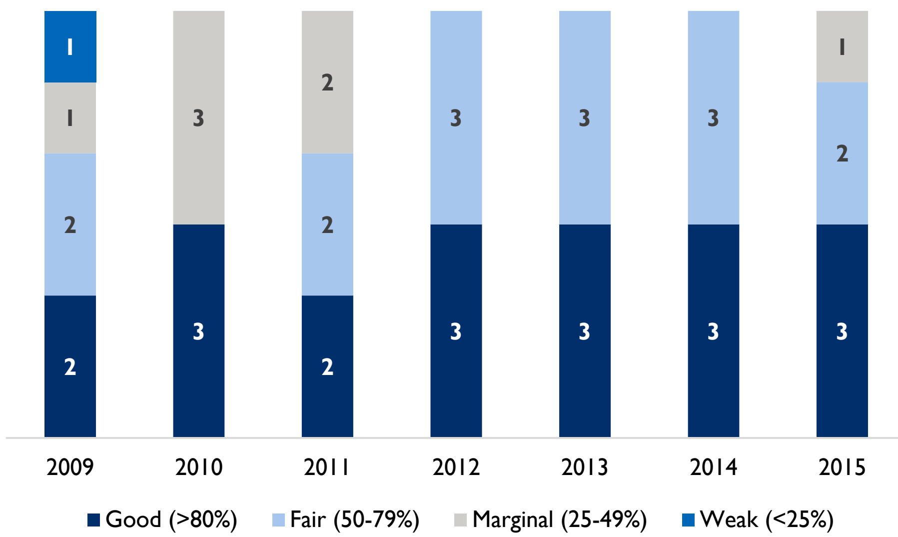


Table 2: Proportion of Reports that Addressed Evaluation Parameter Factors, 2009–2015

Factor	2009	2010	2011	2012	2013	2014	2015
Fewer than 10 questions addressed	Marginal	Marginal	Marginal	Fair	Fair	Fair	Marginal
Project characteristics described	Fair	Good	Good	Good	Good	Good	Good
Project "theory of change" described	Fair	Marginal	Fair	Fair	Fair	Fair	Fair
Management purpose described	Good	Good	Fair	Good	Good	Good	Good
Questions linked to purpose	Good	Good	Good	Good	Good	Good	Good
Questions in report same as in SOW	Weak	Marginal	Marginal	Fair	Fair	Fair	Fair

Report Structure

As with most criteria, 2015 also represented a slight decline from 2014 levels in terms of the overarching structure of evaluation reports. Report structural factors include components such the need to include data collection instruments as annexes to an evaluation report and whether a report addressed all of its mandated questions, per the evaluation's SOW. The marginal decline from 2014 to

14 USAID. (2016). Program Cycle Guidance: How-To Note Evaluation Statements Of Work. https://usaidlearninglab.org/sites/default/files/resource/files/how-to_note_evaluation_sow_sept_2016.pdf.

2015 is mainly due to a smaller proportion of reports including data collection instruments relative to past years. It is important to include these tools for use by future evaluators or implementers who wish to either replicate a study component or build from past USAID research efforts. Across all years, reports could do better with regard to articulating when and how evaluation teams will transfer data to the Development Data Library in a timely and ethical fashion.

Figure 24: Report Inclusion of the Eight Report Structure Factors, 2009–2015

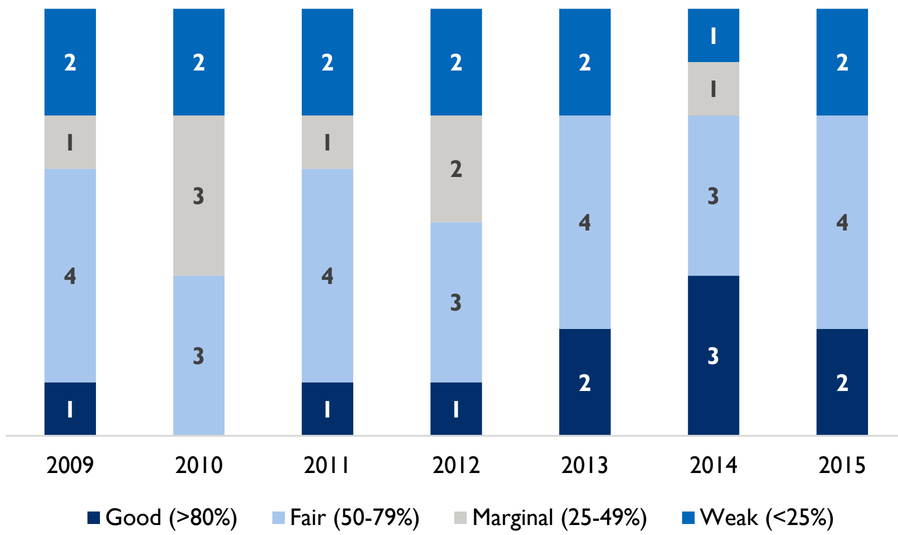


Table 3: Proportion of Reports that Addressed Report Structure Factors, 2009 - 2015

Factor	2009	2010	2011	2012	2013	2014	2015
Executive summary mirrors critical report elements	Fair	Marginal	Fair	Marginal	Fair	Fair	Fair
Report structured to respond to questions (not issues)	Fair	Fair	Fair	Fair	Fair	Fair	Fair
Evaluation questions addressed in report (not annexes)	Fair	Marginal	Marginal	Marginal	Fair	Good	Good
SOW is included as a report annex	Marginal	Fair	Fair	Fair	Good	Fair	Fair
Annex included list of sources	Good	Fair	Good	Good	Good	Good	Good
Annex included data collection instruments	Fair	Marginal	Fair	Fair	Fair	Good	Fair
Report explains how data will transfer to USAID	Weak	Weak	Weak	Weak	Weak	Weak	Weak
Evaluation SOW includes Evaluation Policy Appendix I	Weak	Weak	Weak	Weak	Weak	Marginal	Weak

Recommendation Considerations

Four factors dealt directly with how evaluation reports present their recommendations. Because recommendations should be actionable by USAID or a specific stakeholder, these are a vital component to nearly any evaluative effort. The 2015 portfolio retained good marks with respect to providing recommendations that are specific about what should be done; however, it dropped somewhat from previous years in terms of creating a clear narrative link between evidence, conclusions, and recommended action.

Figure 25: Report Inclusion of the Four Recommendation Factors, 2009 – 2015

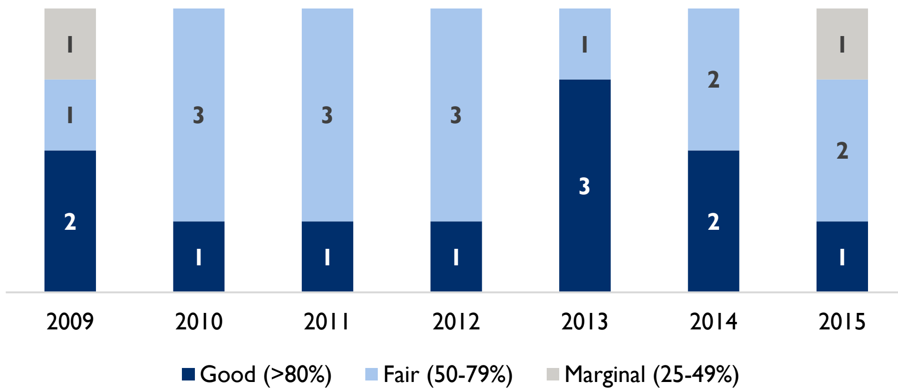


Table 4: Proportion of Reports that Addressed Recommendation Factors, 2009–2015

Factor	2009	2010	2011	2012	2013	2014	2015
Recommendations not full of findings/repetition	Good	Fair	Fair	Fair	Good	Fair	Fair
Recommendations specify what is to be done	Fair	Good	Fair	Good	Good	Good	Good
Recommendations specify who should take action	Marginal	Fair	Fair	Fair	Fair	Fair	Marginal
Recommendations clearly supported by findings	Good	Fair	Good	Fair	Good	Good	Fair

Team Composition

The final four factors dealt with report clarity about who conducted the evaluation; chiefly, whether appropriately qualified individuals filled evaluation team positions, without an undue bias. Improvements along these factors have held up relatively well through 2015; however, reports in the future would likely benefit from more clearly indicating whether an evaluation specialist or local context expert was involved and whether the evaluation implementing partner conducted any conflict of interest review.

Figure 26: Report Inclusion of the Four Team Composition Factors, 2009–2015

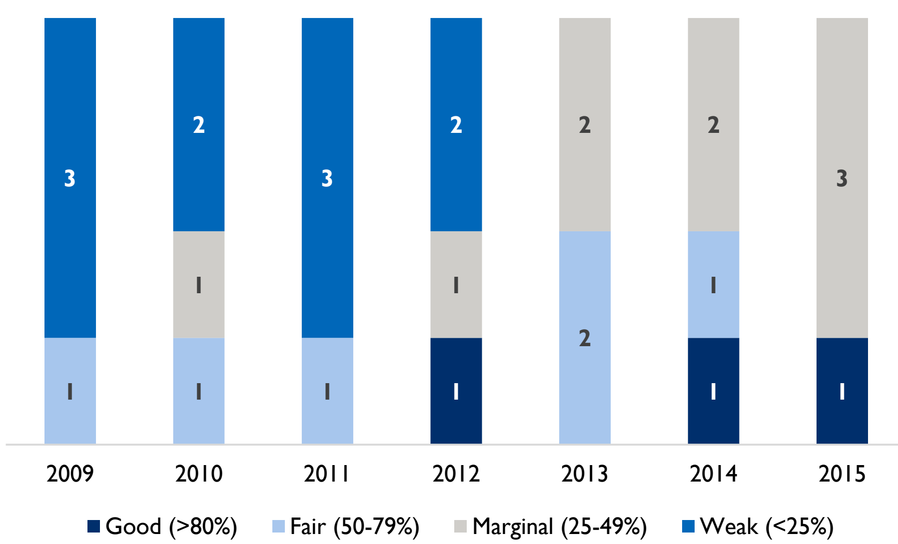


Table 5: Proportion of Reports that Addressed Team Composition Factors, 2009–2015

Factor	2009	2010	2011	2012	2013	2014	2015
Report states that team leader was external	Fair	Fair	Fair	Good	Fair	Good	Good
Report states team included an evaluation specialist	Weak	Weak	Weak	Weak	Fair	Fair	Marginal
Report states that evaluation team included cooperating country nationals	Weak	Marginal	Weak	Marginal	Marginal	Marginal	Marginal
Report indicated that conflict of interest forms were signed	Weak	Weak	Weak	Weak	Marginal	Marginal	Marginal

CONCLUSION

The E3 Sectoral Synthesis of 2015 Evaluation Findings has demonstrated that evaluation practitioners and consumers must continue to adapt and refine data collection tools and dissemination strategies to keep up with rapidly changing development contexts and the needs of professionals and partners in the field. The Agency continues to work, ever more so, in the world's most challenging operating environments and has laudably institutionalized adaptive management techniques into its program cycle. However, as USAID deploys new and innovative technologies and engagement strategies, the way that evaluation practitioners present evidence should evolve as well. Prior to the publication of this report, the Agency revised ADS 201, which included updated guidance on the use of monitoring and evaluation tools for greater learning and adaptive management procedures. To complement this, USAID should also review evaluation report quality factors and adjust them to the needs of implementation practitioners.

While the 2015 set of evaluation reports in E3 sectors represents only a small decline in relative quality from 2014, it maintains many of the improvements witnessed since the publication of USAID's 2011 Evaluation Policy. While the consolidation of most of these improvements is laudable, the findings from this report confirm that continuous improvement is not inevitable. USAID and its evaluation implementing partners should continue to expand the capacity of the Agency to consume, critique, and utilize high-quality reports with high methodological standards.

ECONOMIC POLICY EVALUATIONS

Summary of Evaluations

E3 and Project team members examined 11 evaluation reports pertaining to work by the Economic Policy (EP) Office. Specific descriptive information is in Annex B. The AfPak region represented the largest proportion of evaluations with three, followed by Africa, Asia, and the ME (each with two).

Figure 27: Number of EP Evaluations by Region (2015)

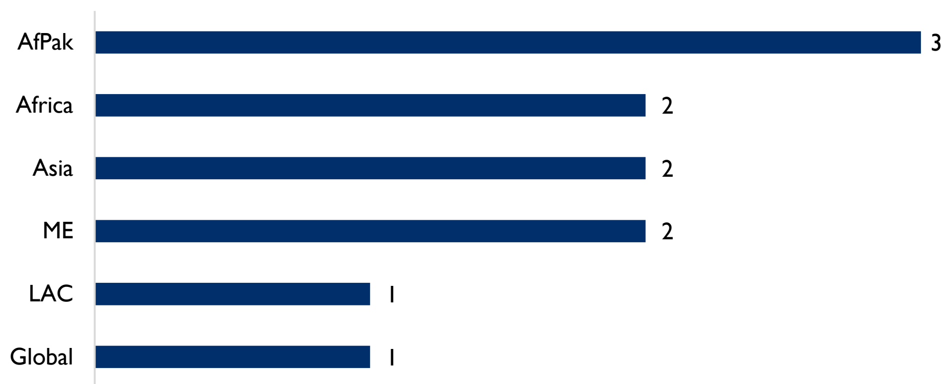


Figure 28: 2013-2014 Geographic Proportion

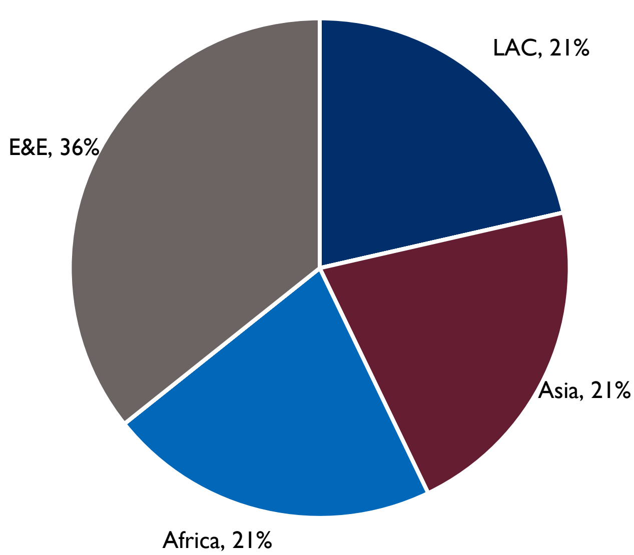
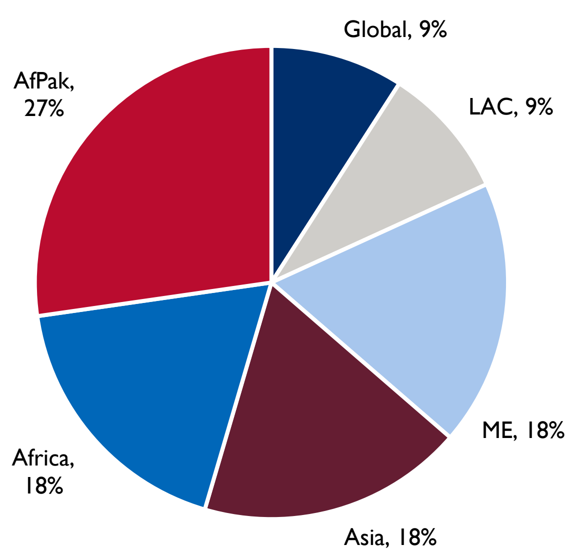


Figure 29: 2015 Geographic Proportion

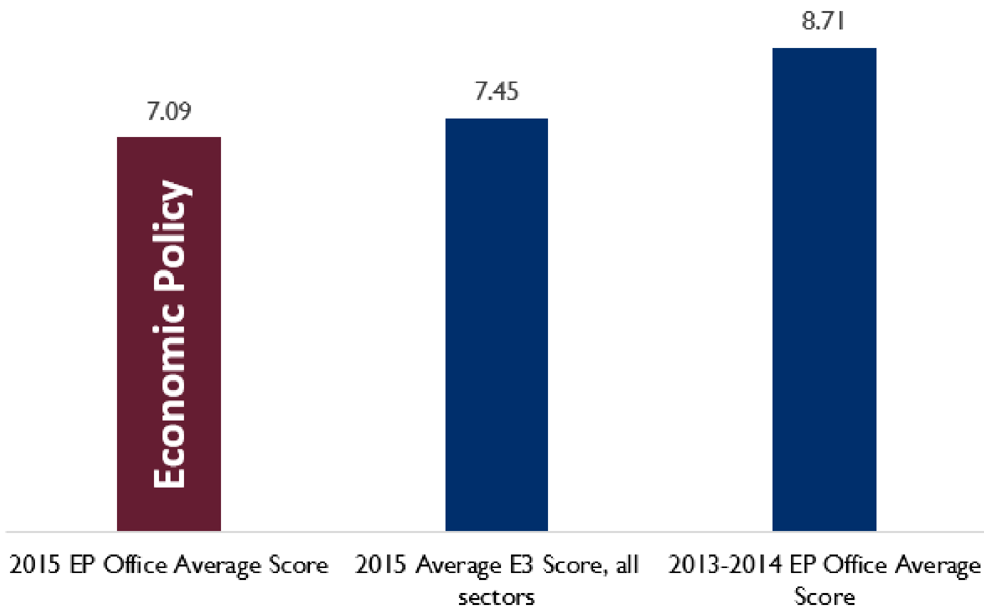


The regional focus for the 2015 round shifted from the 2013–2014 period, as Figures 28 and 29 show.

Nine performance evaluations related to the EP sector in 2015. Six were mid-term evaluations and three were final performance evaluations. The other two were impact evaluations.

The average evaluation report quality score for the 11 evaluations in the EP sector was 7.09 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a fall of 1.62 points (from 8.71) compared to the 2013–2014 period.

Figure 30: Quality of Evaluation Reports, EP



Project Results

Seven of the 11 economic policy sector evaluation reports addressed performance targets. Four of those reports mentioned that projects met their targets and three fell short of their intended targets. A common thread among those that fell short of targets was the activity's challenging operating environment. Four reports did not include performance targets; upon reviewing the reports, it appears that these activities experienced challenges in setting appropriate targets.

- ***Jordan FRPII:*** *"The performance monitoring and evaluation plan, and the underlying performance indicators and targets, evolved over the life of the project, likely in response to a combination of data concerns and changing demands and opportunities. Therefore, it was probably difficult to say, as a whole, whether the project met its targets or not."*

Innovative Practices

Six of 11 EP sector evaluation reports mentioned some aspect of the project design as innovative. Three reports discussed technical process innovation. This type of innovation signaled improved strategic planning and support for results-oriented government reforms.

- ***Jordan** FRPII: "It was particularly innovative in that it extended this concept of result-based performance beyond simply the budget to focus on broader aspects of government effectiveness."*
- ***El Salvador and Philippines PfG:** "Both evaluations of the PfG initiatives in El Salvador and the Philippines obtained resounding support for its design and process. … The consultative nature of the [constraints analysis and joint country action plan] process developed ownership of and commitment to key approaches and reforms among important Philippines stakeholders."*

Another common theme in the EP portfolio was stakeholder engagement innovations. An example of this was an activity in the Palestinian Territories, where implementers utilized a peer-to-peer approach to instill community ownership of intervention components.

- ***West Bank/Gaza PCAP:** "[The Early Childhood Development] program adopted a comprehensive approach of working with the family as a unit and employing peer-to-peer approach as entry point to realizing community change. Mercy Corps' humanitarian relief program empowered beneficiaries' choice and respected their dignity through voucher distribution compared to in-kind assistance in the school uniform distribution activity."*

Gender Equality and Women's Empowerment

Seven of 11 economic policy sector evaluation reports discussed the intervention's design as having integrated gender equality or women's empowerment considerations. The most common theme was market and education accessibility followed by monitoring and evaluation.

Three evaluation reports discussed both market and education access. The portfolio suggests that internship and skills-building workshops contributed to female access to employment opportunities, contributing to women's greater and diversified sources of personal and household income.

- ***Afghanistan EGGI:** "The project had a component called Women in Government, which provided internships and skills-building workshops to help women become more marketable for employment in [Government of the Islamic Republic of Afghanistan] and the private sector after graduation."*
- ***West Bank/Gaza PCAP:** "The effects of PCAP on women were evident in: (i) improved psychosocial, emotional, and social well-being; (ii) improved knowledge of parenting skills; (iii) empowerment through active engagement of men; and (iv) provision of work opportunities and sources of income."*
- ***Zimbabwe SERA:** "Specific recommendations to improve the targeting and gender [representation] of future training initiatives include: Efforts by SERA to tighten selection criteria should be supported, especially for external training. Future support to post-graduate training in economics should not be limited to government employees and should seek to address the specific constraints experienced by female students in Zimbabwe. Training courses on economic modeling should be reconsidered; and possibly replaced with more targeted assistance in the form of a long-term mentorship arrangement with the modeling unit in the [Reserve Bank of Zimbabwe]."*

Three evaluation reports discussed monitoring, evaluation, and research as a mechanism for the integration of gender equality and women's empowerment into intervention design. Incorporating a gender-specific target or indicator was useful for later reflection regarding how intervention components contributed to female economic empowerment.

Private Sector Engagement

Four EP sector reports addressed private sector engagement. Sub-themes in these reports were (1) shared responsibility between public and private actors, (2) market dynamics, and (3) dialogue with taxpayers concerning domestic resource mobilization reform.

Concerning shared responsibility between public and private actors, the evaluation reports examining the PfG in the Philippines and El Salvador provided instructive lessons. The reports cited the Joint Country Action Plans (JCAP) as a useful tool to bring together a broad cross-section of U.S. and Philippine government officials to hear private sector and civil society groups' concerns. While the forums were useful, the report notes that it was not clear whether PfG incorporated findings from these forums into its programming.

- ***Philippines PfG:*** *"In the formulation of the JCAP, there were efforts to reach out to civil society and the private sector. The team that developed the JCAP included a broad cross-section of officials from USG and GPH. There were forums in which representatives of civil society and the private sector could express their concerns. Some GPH agencies use elaborate mechanisms to integrate civil society and private sector input into policy decisions, such as budgetary decisions, but it was not clear how much these particular mechanisms carried over into the implementation of PFG projects, especially since implementers would naturally be more attuned to the requirements of USAID and other U.S. funding agencies than GPH. One expert reported that there was no engagement of civil society in the official meetings of PFG, but several projects naturally interact with the private sector and with consumers, such as [Scaling Innovations in Mobile Money (SIMM)], where the private sector is a major implementer and one of the goals of the project is to attract consumers to the service being offered."*

Market dynamics played an important role in the implementation of public-private sector initiatives supported by USAID. Three evaluations noted that intervention efforts to study market trends and taxpayer willingness to pay were helpful to implementing partners and stakeholders. Another evaluation, based in South Sudan, noted the limitations of Economic Growth Office staff within a given mission to effectively administer projects in other sectors (e.g., WASH) unless they have the relationships and explicit knowledge of that subset of the market.

- ***Zimbabwe SERA:*** *"There may have been opportunities for these government agencies to partner more closely with the private sector, who likely is conducting its own economic research, in lieu of relying on the government."*
- ***South Sudan RAPID:*** *"The EG office does not have the sector specific knowledge, relationships and experience to effectively manage projects in health/WASH, education, and other sectors unless the objectives are simplified to infrastructure delivery."*

As part of the Jordan Fiscal Reform Project (FRPII), the intervention conducted a taxpayer cost of compliance analysis/survey that sought to understand and get business perspectives on the administrative burdens and costs that private sector operators face in dealing with tax obligations. The activity also contributed to tax revenue mobilization through the improvements of information technology infrastructure, dialogue sessions between public and private actors, and innovative pilot programs to build the capacity of the tax administration ministry's Income and Sales Tax Department.

- ***Jordan FRPII:*** *"The project conducted a time-release study to estimate times required for private traders to clear goods at borders. … The project also completed a taxpayer cost of compliance analysis/survey that sought to understand and get businesses' perspectives on the administrative burdens and costs that private sector operators face in dealing with tax obligations."*

Governance

Seven of 11 EP sector evaluations addressed issues of governance. The two main ways of addressing governance issues were (1) public economic institutional reform and (2) policy engagement for increasing economic opportunity.

Strengthening budget execution and transitioning to electronic systems to boost trade facilitation by minimizing the amount of person-to-person interactions at the bureau level were common implementation methods to improve economic institutional governance.

- ***Jordan FRPII:*** *"FRP II assistance in governance, streamlining, rationalization of organizational roles, toolkits, manuals, and communication strategies has contributed toward making the [Ministry of Public Sector Development] a powerful agent of change within the GOJ."*
- ***Afghanistan EGGI:*** *"Strengthening the budget in driving effective delivery of key priority outcomes; improving budget execution; and increasing accountability and transparency."*

Three reports discussed policy formation to facilitate entry into bi- and multi-lateral trade agreements. Formulating new policies would also allow countries such as the Philippines to mitigate the effects of binding constraints.

- ***Philippines SIMM:*** *"Approval for intro of MM payments systems by auditors of each LGU was critically assisted by project through: National government engagement Alignment of national and sub national objectives for boosting expansion and rapid adoption of e/m-money Interoperability study National Retail Payment System (BSP and key players from bank and non-bank financial institutions) Online portal for government transactions (DOST) Placing program policy gaps in the national priority agenda COA Circular No. 2013-007, also known as Guidelines for the Use of Electronic Official Receipts of Government."*

- ***Philippines PfG:** "JCAP defined this goal as being composed of the following: Facilitated compliance with World Customs Organization (WCO) Revised Kyoto Convention (RKC) provisions and other international trade regimes, including World Trade Organization (WTO) customs valuation agreement and regional trade agreements, which is a sub-part of the general aim of harmonizing local customs rules that conform to international standards. … Practical policy will facilitate trade and investment in some way: trade and investment-related policy reforms needed for eligibility into multilateral and bilateral trade agreements such as the Trans-Pacific Partnership agreement"*

Areas for Learning and Improvement

Ten of the 11 EP sector evaluations addressed problems concerning results-based management and sustainability and suggested areas for improvement.

For example, the Incentives Driving Economic Alternatives for the North, East, and West (IDEA-NEW) activity in Afghanistan would have benefited from community members being directly involved in monitoring and planning in USAID efforts, and there was a stated need for improved monitoring of capital equipment assets, cost of production and enterprise profitability. In addition, the mid-term evaluation of the PfG in the Philippines and El Salvador criticized the scorecard process for monitoring due to (1) the confusion among key actors concerning indicators and (2) the inherent subjectivity of information collected by the tool. Similarly, the evaluation of the Palestine Community Assistance Program (PCAP) rebuked the unrealistic target-setting, as well as the use of monitoring for auditing purposes rather than learning and improvement of project activities.

- ***Afghanistan IDEA-NEW:** "Communities need to be more fully involved in planning and monitoring project activities, and the allocation of capital equipment assets to communities needs to be transparent and monitored. Projects should monitor cost of production and enterprise profitability so they can demonstrate the benefits and financial sustainability of enterprises."*
- ***El Salvador and Philippines PfG:** The scorecard process is commendable and should be continued. However, both PfG initiatives shared challenges with the scorecard process: (1) El Salvador PfG Goal leads were not fully aware of three long-term indicators and how constraint-level indicators align with goal-level indicators, and feed into the scorecard process; (2)The scorecard process is largely negotiated and not entirely fact-based; (3) the annual PFG scorecards indicate macro-level progress in the Philippines that is less indicative of PFG progress; (4) stakeholders from both PfG initiatives felt that, in some instances, better indicators could have been selected to monitor PfG, but they did not readily provide alternatives. … In terms of areas of improvement, future PFG initiatives could use better guidance in the design of the initiatives, possibly leveraging the already existing initiatives. Management, monitoring and evaluation should be more rigorous and systematized to ensure adequate measurement of effectiveness and ultimately impact of the PFG initiatives.*

Four of the economic policy evaluations raised concerns with regard to sustainability. The IDEA-NEW activity faced challenges such as the short length of the project and missed opportunities to benefit from lessons learned, which the report argues undermined the potential for sustainability. The evaluation of the Responsive Assistance for Priority Infrastructure Development (RAPID) activity in South Sudan warned that neither water nor road activities would be sustained without adequate donor-provided funds and that the water supply efforts in particular would require ongoing technical capacity building of relevant actors. The evaluation of the West Bank/Gaza PCAP activity also encouraged longer activities to promote sustainability.

- ***West Bank/Gaza PCAP:*** *"Activities duration: USAID and implementing partners are encouraged to increase the duration of activities associated with socio-economic change to ensure quality intervention in terms of magnitude and sustainability of the effect on beneficiaries."*

Key Lessons Learned

Five of the EP sector evaluations address lessons learned for stakeholder engagement. For example, the final evaluation of the IDEA-NEW activity in Afghanistan found that work such as enterprise development can be more cohesive if they incorporate country and regional considerations as well as perspectives from different actors in the value chain. Similarly, the evaluation of PfG in the Philippines and El Salvador concluded that the whole-of-government approach (WGA) was positive as it resulted in greater attention to project objectives, better coordination between USG agencies, partnerships between the USG and host country governments, and expanded work for stakeholders. While elaborate partnership arrangements like that of PfG may require additional planning to involve such a diverse group of actors, the evaluation concluded the effort was worth it to garner buy-in.

- ***El Salvador and Philippines PfG:*** *"Within USG, the WGA has focused human and operational resources on the policy and programmatic objectives of PFG. WGA has enhanced understanding and cooperation among USG agencies. WGA has led to increased coordination between USG and partner countries, and ultimately increased efficiency. PFG has prompted a significant increase in workload specifically focused on coordination in El Salvador, and coordination and communication in the Philippines, both within and between governments. PFG has prompted a significant increase in work specifically for stakeholders involved in planning."*

Three of the EP sector evaluations discussed lessons learned for activities implemented in conflict settings. The first example comes from the Pakistan Economic Growth and Agriculture (EGA) Portfolio Impact Assessment. This report found that the activity's efforts affected men and women differently, with women having increased economic and social empowerment but limited economic opportunity, whereas men benefited from greater economic opportunity than economic empowerment. In addition, these indicators linked most directly to (1) access to education, (2) markets, (3) services, and (4) USAID beneficiary status.

- ***Pakistan EGA:*** *"EGA has increased beneficiaries' economic and social empowerment and well-being and improved their ability to make and act on decisions, control resources, and advance economically and socially. Positive change in a range of inter-connected economic and social empowerment indicators is linked to access to education, markets and services and, most importantly, to USAID beneficiary status. … USAID programs have had greater impact on economic empowerment of women than on economic opportunity for women. For women, social empowerment is most strongly linked to economic empowerment but is not significantly linked to economic opportunity. Program participation has its greatest impact on economic opportunity for men, but significantly less impact on economic empowerment for men. Social change is much more strongly influenced by program participation, economic opportunity and economic and social empowerment for women than for men. From these data it is reasonable to assume that USAID program participation has a greater overall impact on women than on men, particularly on economic empowerment and social change."*

In a second example, the performance evaluation of the RAPID activity discussed lessons learned in South Sudan. The evaluation report highlighted that USAID faced challenges due to travel and staffing limitations that stemmed from the current conflict, and that consequently the program may fit better under a different office rather than the Economic Growth Office within the South Sudan Mission. The West Bank and Gaza PCAP evaluation posited that a lesson learned was the need to create a transition plan to move from longer-term development programming to shorter-term humanitarian work if the need arose.

- ***South Sudan RAPID: "****USAID has extremely limited staffing and severe travel restrictions in South Sudan for now and the foreseeable future. … RAPID has too many diverse projects and objectives to be managed effectively from USAID's EG Office under the current system."*
- ***West Bank/Gaza PCAP:*** *"Flexible yet planned transition: In Palestine at large and Gaza in particular, USAID is encouraged to incorporate a transition plan that is consistent with the movement from development and/or recovery programming to emergency and humanitarian assistance that provides for the capacity to scale up if the situation significantly deteriorates. Specifically, having a system for using contingency funding established and available in advance that respond to triggers early enough in crisis situations thus enabling a quick and more effective response when conditions deteriorate."*

LOCAL SUSTAINABILITY EVALUATIONS

Summary of Evaluations

The 92 evaluation reports reviewed for this study corresponded to 10 applicable offices/sectors in the E3 Bureau. While the Local Sustainability (LS) Office stakeholders will likely find lessons learned from other economic growth sector portfolios applicable to their work, only one report was assigned specifically to the LS sector: Pakistan Assessment and Strengthening Program (ASP).

Pakistan ASP was designed as a support mechanism to improve the public and private sector management of USAID-financed investments across multiple sectors. It sought to close capacity gaps and counteract concerns over waste and corruption due to the large U.S. Government support portfolio in Pakistan. It relates to the LS sector because the goal of the activity was to sustainably increase the capacities of civil society groups, public institutions, and private enterprises to implement activities of importance to the development of Pakistan.

The report is for a mid-term performance evaluation and received a quality score of 9 out of 10, compared to the overall E3 score for 2015 of 7.45.

Project Results

According to the ASP report, the activity met its targets. The report summarized its linkages to Pakistani institutions in the following manner:

- ***Pakistan ASP:*** *"As of April 30, 2014, ASP assistance included support for 43 public sector, 99 non-profits, and 9 for-profit organizations. The non-profit organizations include 78 CSOs, which are small, community-based organizations. Forty-two of the beneficiary organizations are located in [Khyber Pakhtunkhwa], 24 in Sindh, 28 in Islamabad, 24 in Punjab, 23 in Baluchistan, 3 in Azad Jammu and Kashmir, and seven in Gilgit-Baltistan, and two have nationwide coverage."*

Gender Equality and Women's Empowerment

The Pakistan ASP report summarized the activity's gender integration planning as follows:

- ***Pakistan ASP:*** *"While there was no evidence of a gender analysis in the original three ASP cooperative agreements, gender equality was given consideration, to varying degrees, in all three partner agreements or modifications. Each of the ASP partners strives for gender equality within their respective organizations. They do so in varying degrees through HR manuals and policies, employment terms, and creating a supportive workplace environment."*

Key Lessons Learned

While the ASP activity used a demand-driven approach when collaborating with civil society groups in Pakistan, the evaluation noted that it used a supply-driven approach for public sector organizations. These distinct approaches resulted in civil society organizations (CSOs) playing a central role in the decision-making for their institutional support, while public-sector partners received pre-determined trainings — with implementing partners leading the planning of these modules. The evaluation found that the demand-driven implementation approach utilized with civil society was more likely than the public sector approach to foster sustained outcomes, given the focus on local ownership.

- *Pakistan ASP: "CSOs, in particular small grant awardees, had a different experience from public sector beneficiaries. With CSOs, [ASP] took a more demand-driven approach by providing beneficiaries with access to training classes and allowing them to plan and to lead their own institutional capacity building processes. Many of the CSOs that participated in ASP took part in their institutional assessment and planning for their capacity building through ASP. In contrast, ASP took a relatively supply-side approach with public sector organizations, as the [implementing partners], apart from providing some technical assistance in developing strategic plans, typically planned and conducted much of the capacity building process on behalf of most of the beneficiaries included in the evaluation."*

PRIVATE CAPITAL AND MICROENTERPRISE EVALUATIONS

Summary of Evaluations

This study reviewed five evaluations pertaining to work by the Private Capital and Microenterprise (PCM) Office. Specific descriptive information is in Annex B. Evaluations were concentrated in the AfPak region, as well as one each in Ethiopia and Bosnia.

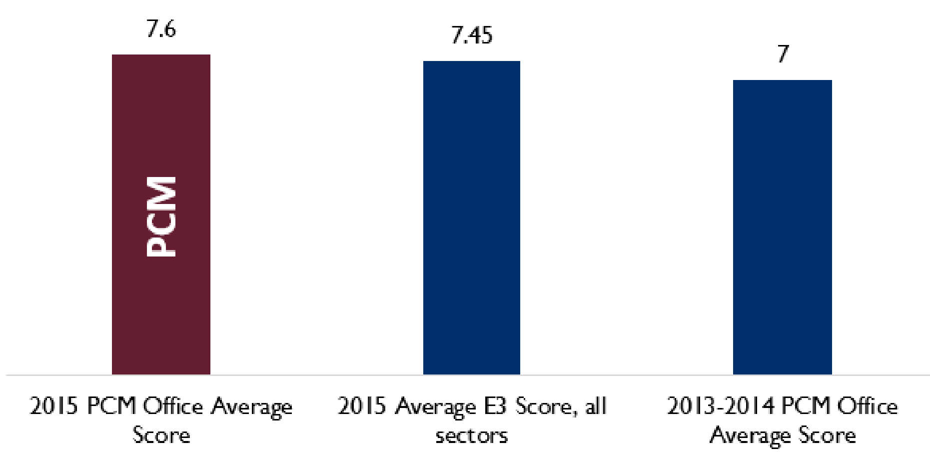
Figure 31: Number of PCM Evaluations by Region (2015)

The number of evaluations representing the 2015 PCM portfolio increased from three during 2013–2014. During that round, two reports originated from the Asia region and one from the ME.

Evaluations related to the PCM sector in 2015 included three mid-term performance evaluations, one final performance evaluation, and one dual impact/performance study.

The average evaluation report quality score for the five evaluations in the PCM sector was 7.6 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The 2015 score rose 0.6 points from the 2013–2014 period (from 7.0).

Figure 32: Quality of Evaluation Reports, PCM



Project Results

Three of the five 2015 PCM sector reports addressed project performance targets. All three evaluations that identified targets found that the activity fell short of reaching them. As highlighted in an evaluation of an activity in Ethiopia focusing on pastoralist economic resiliency,[15] the intervention's management plan lacked a sufficient results framework to link associated work plans with stated objectives. Another report mentioned that the activity did not properly consider the operating environment and that it should examine the efficacy of project initiatives in that light.

- ***Ethiopia PRIME:*** *"The key challenges to be addressed at present are: Lack of a clear project results framework with revised project outputs and associated work plans with clearly defined responsibilities for achieving targets. This is a major concern."*

Innovative Practices

One report in the 2015 PCM portfolio, originating from the Assistance in Building Afghanistan by Developing Enterprises activity, addressed an innovative practice. The evaluation noted that the implementation plan it utilized integrated innovative public-private alliances. The report did not provide additional detail regarding how these alliances were innovative.

Gender Equality and Women's Empowerment and Governance

All five of the 2015 PCM sector reports discussed the incorporation of gender equality or empowerment considerations into the design of the evaluated interventions. Three reports highlighted the intervention's strategy for directly targeting female beneficiaries, presumably to promote equal access to services and benefits. The Ethiopia PRIME evaluation highlighted this in its discussion of nutritional components to its intervention.

- ***Ethiopia PRIME:*** *"Gender aspects are well integrated into the [nutrition intermediate result] training, 'edutainment,' and other awareness-raising activities that are aimed at improving attitudes and practices on nutrition and diet diversity, and at improving equity in household decision-making. In addition, the gender officer has developed a specific Concept Note for implementation in year-three dealing specifically with gender aspects of infant and youth child feeding"*

Two reports discussed governance and policy and make special note of the increased amount of women who are actively participating on committees. The Afghanistan Agricultural Credit Enhancement activity exemplified this, as it sought to promote female integration in the agribusiness value chain through participation in cooperatives and associations.

15 Pastoralist Areas Resilience Improvement through Market Expansion (PRIME) activity.

- ***Afghanistan ACE:*** *"Since women do not own land, their participation in farm-related activities is indirect, either as providers of labor within the family unit or as hired labor. Women-owned intermediaries like Ghoryan Saffron Company, Afghan Woman Saffron Association, and Herat Saffron Woman's Association have direct beneficiaries to whom they lend."*

Private Sector Engagement

Three of the five evaluation reports addressed private sector engagement. This mainly took the form of finance sector considerations, market dynamics, and crosscutting support for sustainability efforts.

Finance sector interventions, as well as market understanding generally, were vital across the applicable evaluation reports. For instance, a financial access activity implemented in Afghanistan noted the challenges of introducing mobile money services in target areas. Constraints to the activity included a lack of savings, low awareness, and perceptions that mobile money was overly complicated and not Sharia-compliant. Further, the system underlying the mobile money scheme was set up in English, which agents and clients did not understand well. Security also was a constraint, where mobile network operators experienced destruction of vital infrastructure that resulted in financial loss.

- ***Afghanistan FAIDA:*** *"Only 5 percent of SIM owners in Afghanistan subscribe to mobile money, and only two-thirds of this group performs any functional transactions, with most services essentially not used at all. Mobile money users were predominantly recipients of funds who preferred to withdraw money from banks even if non-bank agents are easier to reach. Most of them were forced by employers to subscribe in order to receive their salaries, but would have preferred to be paid in cash. Fifty-six percent of non-users interviewed indicated they would consider subscribing to mobile money, but are unfamiliar with its services and benefits. Business owners were often skeptical of mobile money. A lack of savings and need for financial services, low awareness, and perceptions that mobile money is complicated and un-Islamic, were all identified as barriers to mobile money market penetration. Respondents also suggested a critical mass of users as necessary for them to be convinced to subscribe."*

Somewhat relatedly, an evaluation of an agricultural competitiveness intervention in Bosnia and Herzegovina highlighted that access to finance programming is not "one size fits all" and requires careful study to understand the specific dynamics of a target market.

- ***Bosnia FARMA:*** *"Access to finance interventions should be based on careful study that takes into account the specificities of the agricultural sector. Traditional interventions to improve access to finance among businesses are usually used for general private sector development interventions. These are not well suited to the agricultural sector in [Bosnia and Herzegovina] given its many specificities."*

The same evaluation in Bosnia and Herzegovina concluded that strong cooperation between stakeholders (both private and public) would likely lead to increases in local ownership. This internal cooperation, the report suggests, will likely result in a degree of sustained outcomes after activity funding ends.

- ***Bosnia FARMA:** "The successful cooperation of internal stakeholders, including public and private sector actors, as well as within the public sector (among different government institutions) and private sector (among POs), can increase the local ownership of the activity and the probability of sustainable internal cooperation after the activity is completed."*

Areas for Learning and Improvement

All five 2015 PCM evaluation reports discussed lessons learned or areas of improvement for future interventions of similar scope. Two of the evaluations underscored issues in project scope, including budgets and timelines. For example, one activity provided substantial technical assistance, overlooking the need to provide funding for improved agricultural tools. Another intervention did not provide sufficient technical assistance due to a lack of funds for trainers.

- ***Bosnia FARMA:** "FARMA beneficiaries articulated a repeated theme in interviews and focus group: There was a lack of resources to implement new practices. This theme explains the FARMA program's inability to significantly impact business results despite its intensive technical assistance interventions. For example, the average age of agricultural equipment on BiH farms was estimated to be 22 years; financial assistance provided by FARMA was insufficient to tackle the low investment stock among the POs."*

Furthermore, two evaluations articulated problems with the monitoring and evaluation plan for implementations. For instance, progress reports for one of the activities used Feed the Future and Performance Plan and Report (PPR) indicators that lacked the level of detail required to provide an accurate quantitative assessment of progress in reaching the project objectives, outcomes, and outputs. The evaluators of another project argued that the job creation indicator did not align well to intervention goals.

Key Lessons Learned

Three of the five 2015 PCM sector evaluations addressed lessons learned, which primarily related to stakeholder engagement and results-based management.

Two of the evaluations discussed stakeholder engagement. The evaluations suggested setting and communicating clear criteria for the selection of beneficiaries and choosing from the groups that have the most potential to improve competitiveness of the sector. In addition, other lessons learned pertain to engaging with government at different levels to address policies that hinder private capital activities and listening to beneficiaries to learn about specific policy issues. Another recommendation is to encourage cooperation among and between public and private sector actors, with communities of practice among local producers cited as a specific example.

- ***Bosnia FARMA:*** *"Ensure that the criteria for technical and financial assistance clearly track the activity's objectives and targets, and that both selection criteria and selection decisions are clearly communicated to all applicants. If the intention of the activity is to improve the competitiveness of the sector, then the beneficiaries with the greatest potential should be selected and the assistance packages they receive specifically tailored to achieving activity objectives. Adequate funding should be provided to these beneficiaries in order to achieve increased production, quality, sales, and exports, if these are the overall activity objectives."*
- ***Bosnia FARMA:*** *"Policy constraints need to be more aggressively confronted in future programming through high-level dialogs and leveraging of assistance. These include fragmentation of agricultural jurisdictions among and within different government levels; lack of comprehensive strategic planning in agricultural sector; perverse employment registration and taxation incentives and business registration rules that are inapt for agricultural sector; as well as the lack of capacities of the institutions which are the first point of contact for the [producer organizations], such as lower level government institutions/agencies, custom authorities, and inspection agencies. It would be useful to strengthen the bottom-up approach, in which agricultural producers (who are the ultimate beneficiaries of such activities) identify the most problematic policy aspects for their business."*

Two PCM sector evaluations addressed results-based management. The evaluations highlighted a need for early stage assessments near the start of the activity. Suggested assessments included analysis pertaining to access to finance, and the specific sectors, sub-sectors, or markets planned for targeting. Other important lessons concern carefully tracking and verifying performance monitoring data, such as the assistance nature and intensity provided to beneficiaries, and the financial data submitted by beneficiaries.

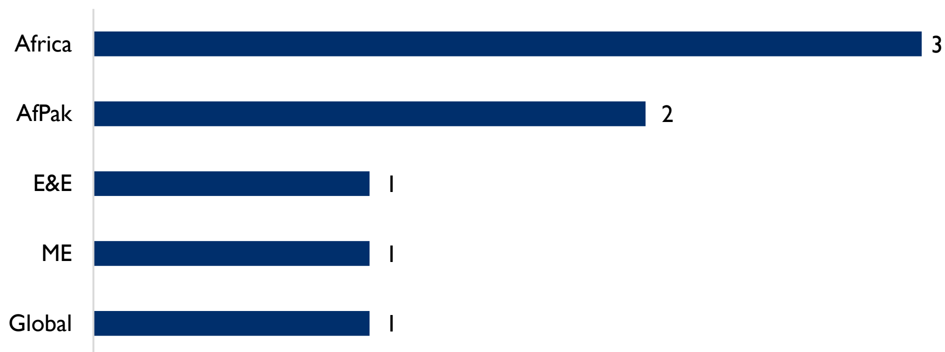
- ***Bosnia FARMA: "****The design of future activities for specific sub-sectors should be informed by a timely comprehensive assessment of the overall agricultural sector. This would provide recommendations on targeted sub-sectors, which are most likely to fulfill the objectives of the future intervention. The potential for increasing sales, exports and value-added should be thoroughly assessed and targeted increases in sales and exports based upon rigorous analysis."*
- ***Bosnia FARMA: "****Access to finance interventions should be based on careful study that takes into account the specificities of the agricultural sector. Traditional interventions to improve access to finance among businesses are usually used for general private sector development interventions. These are not well suited to the agricultural sector in [Bosnia and Herzegovina] given its many specificities."*

TRADE AND REGULATORY REFORM EVALUATIONS

Summary of Evaluations

E3 and Project team members reviewed eight evaluations pertaining to work by the Trade and Regulatory Reform (TRR) Office. Specific descriptive information for each of these reports is in Annex B. The largest proportion of evaluations originated in sub-Saharan Africa (three), followed by the AfPak region (two). Africa also held a plurality of evaluations for the 2013–2014 period, representing three of nine reports.

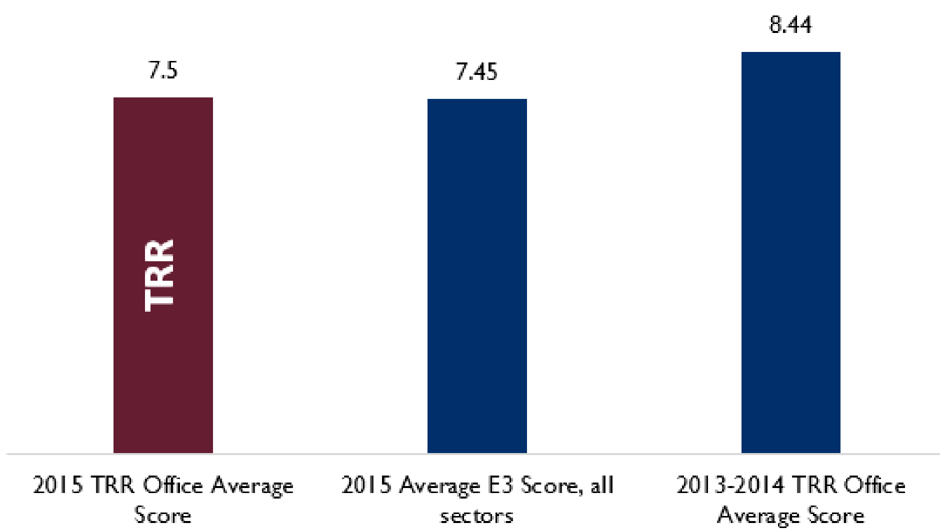
Figure 33: Number of TRR Evaluations by Region (2015)



The eight evaluations related to the TRR sector in 2015 were all performance evaluations. Four were final performance evaluations, three were mid-term evaluations, and one was conducted ex-post.

The average evaluation report quality score for the eight evaluations in the TRR sector was 7.5 out of 10, as compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a 0.94-point decrease from the 2013–2014 period, which was 8.44.

Figure 34: Quality of Evaluation Reports, TRR



Project Results

All eight TRR sector evaluation reports addressed performance targets. Two of these reports indicated that stated targets were exceeded, three reports suggested that the intervention met targets, and three fell short. Two common themes emerged related to meeting performance targets: two of the evaluations mentioned that targets were too ambitious, and five of the evaluations discussed the challenging operating environment of the implementation, which inhibited activity progress.

- ***Nigeria NEXTT:*** *"A key flaw in the design is the lack of financial, institutional, and human capacity by the Government of Nigeria to successfully improve trade and investment and to develop the LAKAJI corridor. In addition, the business environment in Nigeria is extremely poor, as ranked by the World Bank. USAID and other donors are funding trade capacity programs to address the institutional and human capacity constraints, but there is no formal coordination process. No donor appears to be comprehensively addressing the poor business environment, which is a key constraint to meeting the objectives of NEXTT."*
- ***West Bank/Gaza COMPETE:*** *"In the tourism value chain, the project was affected by external factors (e.g., delays associated with hotel renovations) that prevented it from achieving its targets. However, there are major constraints in the business-enabling environment that are outside of COMPETE's control, which could limit the effects of COMPETE's activities and prevent it from achieving some of its goals. One constraint is the geopolitical situation, which affects, among other things, the willingness of companies across all four value chains to invest and their ability to ship products to international markets. Other constraints are sector-specific, such as climate change, which affects primarily the agribusiness sector, and flawed Palestinian Authorities policies, which affect primarily the ICT sector."*
- ***Ukraine P3DP:*** *"The total number of expected PPPs was reduced to five from the initial target of ten. P3DP not reaching the targeted number pilot PPPs (5) until Year 5 (2015) of the project. Only two pilot PPPs were launched by the time of this evaluation."*

Innovative Practices

Two TRR evaluation reports mentioned some aspect of the project design as innovative. According to the reports, the West Bank/Gaza Enterprise Development for Global Competitiveness Project promoted innovative tourism sector reforms and the East Africa Trade Hubs activity utilized innovative customs software to support trade facilitation.

- ***West Bank/Gaza Compete:*** *"Improvements in the services and quality of the tourism sector implemented by Compete, such as the hotel classification scheme, the renovation of key historical sites, the training and certification of hotel staff and the development of innovative forms of tourism are positive developments that form a strong basis to market the sector."*
- ***East Africa Trade Hub:*** *"National Revenue Authorities within EAC member states have emphasized that the multilateral customs connectivity offered by RADDEx 2.0 effectively supported the national, regional and international agenda for the reduction of trade barriers, advancing regional integration, enhancing compliance with regional protocols, and improving the regional business environment."*

Gender Equality and Women's Empowerment

Each of the eight TRR sector evaluation reports assessed the activity's design as having integrated gender equality or women's empowerment considerations. The most frequently discussed methods for integrating gender were through strategy and design processes, as well as efforts to increase access to markets.

Five reports discussed strategy and design process considerations. This mainly had to do with how the investment would target specific populations and proportionally support women's interests at the individual or association level. As illustrated by the following excerpt from the Zimbabwe:Works (Z:W) activity, differential outcomes between men and women beneficiaries are common and suggest that tailored implementation approaches may be appropriate in future.

- ***Zimbabwe Z:W:*** *"Although the Z:W program design had specific gender proportions (60 percent males and 40 percent females), the evaluation documented key constraints that affected girls' participation in [the] program as well as their potential to succeed. Despite the proportions which meant more males than females were part of the program, females (65%, N=52) had a higher start-up rate compared to males (62%, N=74). In addition, business survival rates were reportedly higher in female youth (93.9%, N=33) compared to male youths (87%, N=46)."*

Four reports discussed access to markets where trainings sought to increase women's likelihood of opening a business. These interventions provided more training opportunities for businesswomen, increasing their involvement in the decision-making process while reducing gender gaps in trade and business.

- ***East Africa Trade Hub:*** *"Given the massive role played by women in informal cross-border trade and their heightened vulnerability to extra-legal restrictive barriers, this reform support initiative (which was also designed to address improved food security objectives) was clearly highly relevant from the perspective of enhancing gender opportunity to participate in and benefit from expanded cross-border trading activities."*

Governance and Private Sector Engagement

Each of the eight TRR sector evaluations addressed private sector engagement, and three discussed governance themes. As the majority of TRR sector reports that addressed governance dealt with the private sector, these two sections are combined. Major themes included the linkage of workforce development interventions with the needs of the market and capacity-building efforts to create linkages between (1) private sector actors (business-to-business) and (2) public ministries and private enterprise (government-to-business), both domestically and regionally.

An evaluation of the Z:W activity stated that clearing internship positions at large corporations left little time in the activity's period of performance. Thus, the majority of participants were unlikely to receive placements within the NGO sector or small firms. Further, work readiness trainings could have provided a stronger commercial case to private sector entities, meaning that private actors did not feel that the skills supported by the program were linked to the market's immediate needs.

- ***Zimbabwe Z:W:*** *"There was inadequate time to match skills with private sector requirements. We ended up attaching most graduates/young people to NGOs and small enterprises instead of the big corporates, as this requires more time for approval. By the time we got approval it was time to end the project (Z:W Project Partner) … The current work readiness interventions reportedly provided a weak commercial case or limited value for the private sector. Some private sector respondents outlined that trained young people did not match skills required by the private sector."*

Several evaluation reports assessed USAID efforts to assist in the creation of PPPs. The COMPETE activity, serving the Palestinian Territories, was relatively successful in this aim within the agribusiness, information technology, and tourism sectors, among others. However, results varied, as other evaluations reported. Some sectors were better suited to international value chains, while other partnerships better served domestic public and private aims — a key component of contextual analysis to conduct as part of activity design. An evaluation in Ukraine suggested that establishing a PPP and Infrastructure Expert Center at the American Chamber of Commerce was likely to be a lasting beneficial outcome of the activity.

- ***West Bank/Gaza COMPETE:*** *"Overall, COMPETE achieved mixed success in helping Palestinian beneficiaries to establish private-sector partnerships. This finding was evident in the stakeholder interviews, since COMPETE did not have indicators to track this goal. Overall, respondents in the agribusiness value chain disagreed that COMPETE helped in the creation of partnerships, particularly with Israeli companies. Similarly, respondents in the stone and marble value chain did not agree that COMPETE helped in the creation of partnerships, except with other Palestinian companies. On the other hand, respondents in the tourism value chain were significantly more positive about the effect of COMPETE on the creation of partnerships, especially with Palestinian companies, and to a lower degree with international and even Israeli companies. Respondents in the ICT value chain reported that COMPETE did help."*
- ***Ukraine P3DP:*** *"P3DP's contribution in establishing the PPP and Infrastructure Expert Center at the American Chamber of Commerce is an important institution for promoting PPPs in Ukraine has the potential to become a lasting legacy of the project."*

In Afghanistan, however, PPPs were stymied due to a lack of follow-through. According to the report, regional conferences were helpful; however, logistical and capacity needs of traders and transporters were insufficient to link Afghan enterprises with Central Asia to meet the aims of the regional integration effort. Another area of missed opportunity related to the Nigerian enabling environment outside the petroleum sector. The Nigeria report suggests that the program did not specifically target major constraints that may have contributed to a more productive legal and regulatory environment.

- ***Afghanistan TRP:*** *"B2B activities have included workshops and training events with business and business associations, ongoing work with the Chambers of Commerce, and other activities to create linkages between Afghan and CAR businesses. While these events were welcomed, a common concern was that such events, in the absence of adequate follow-through, were inadequate to address the pressing capacity and logistical needs that traders and transport companies face when attempting to do business across borders. The Kabul Chambers of Commerce and Industries (KCCI), for example, reported that although its members had participated in the B2B forum in Dushanbe, they were not able to make any new trade deals, and could not find useful trade partners among the Afghan participants."*
- ***Nigeria NEXTT:*** *"The Government of Nigeria's financial, institutional, and human resources capacity to support the development of non-petroleum economic sectors is very low and Nigeria's business environment is extremely challenging. Beneficiaries complained about the poor legal and regulatory environment, inadequate private sector engagement and the lack of basic infrastructure such as electricity, which drives up production costs. Nigeria ranks toward the bottom of the World Banks Doing Business Index. NEXTT does not appear to be addressing these fundamental issues critical to trade and investment."*

Areas for Learning and Improvement

Six of the TRR sector evaluation reports mentioned questionable technical choices made in activity implementation. For example, the evaluations conducted for the Zimbabwe Z:W and Ukraine P3DP activities suggest that procurement practices did not result in a truly competitive PPP, at least in the beginning. The Z:W activity could have benefited from partnering with more than one microfinance organization to facilitate financing to youth for entrepreneurial work. Consequently, many of the youth beneficiaries in Zimbabwe were unable to garner funds for their work.

- *Ukraine P3DP: "A major concern about the relevance of P3DP pilot activities is that so far, the pilots are not set up to serve as prototypes for a 'do-it-yourself' rollout to a broad municipal market. Two circumstances impede such rollout: 1) by not focusing on securing truly competitive procurement in its first PPPs, P3DP substantially deviated from firmly established international good practices; and 2) dissemination plans for Year 5 do not stipulate the preparation of complete packages of model documents, which could be used by practitioners."*
- ***Zimbabwe Z:W:*** *"[The microfinance partner] was the sole provider of access to finance for young people. Some key informants outlined that more microfinance players could have brought more partners, innovation, diversity, and ultimately improved access to finance for young people. Young people reported lack of collateral (42.6 percent), lack of guarantor who is employed (17.6 percent), negative perception by funders about young people (17 percent) and financial institutions not funding startups as major challenges they faced trying to access funding. … Studies have demonstrated that Internal Savings and Lending (ISAL) can potentially diversify sources of income for young people. However, all the studies focused on ISALs in the context of livelihoods and there has been limited enquiry on the extent to which they can be extended toward microenterprise development. Within the context of livelihoods strengthening, analysis has demonstrated that ISALs perform better when supported by reliable sources of income to finance the regular contributions by members."*

Three evaluations discuss problems in results-based management. For example, the Z:W report indicated that the activity lacked a system to monitor the advancement of youth. Moreover, the activity's short timeframe constrained implementers from addressing crucial issues, such as carrying out a needs assessment for local companies, as well as determining skills of participants. The global Minimum Economic Recovery Standards (MERS) activity evaluation reported insufficient efforts to field-test activities and share lessons learned among various organizations. An explanation — at least partially — for this was the lack of budget for an appropriate knowledge management system that could have more adequately shared lessons learned among stakeholders.

- ***Zimbabwe Z:W:*** *"The project timeframe of 18 months was reportedly short to achieve sustainable outcome-level results on work readiness. There was limited time to prepare for the project in terms of mapping skills and company needs. The internship period of between 3 to 6 months was short to achieve sustainable employability results. The majority of interns were placed in local non-governmental organizations (NGOs) and SMEs rather than big corporates due to short project implementation timeframe."*
- ***Global MERS:*** *"According to SEEP reports (Sept 2014 Quarterly Report), the following agencies have indicated interest in compiling lessons learned from the application of the standards in programming: [Catholic Relief Services], Mercy Corps, Relief International, UNDP, and UNHCR. However, field-testing activities have been limited, and no case studies or lessons learned have been compiled to date. The original program design, which did not allocate any funding to Field Testing, and saw it as a voluntary activity which rendered field testing unfeasible. At the same time, despite repeated discussions and email exchanges, it has been very challenging to get organizations to commit to field testing on a voluntary basis. The major issue at stake is the lack of time of field practitioners to document these lessons learned. Even in instances where programs have budget and personnel for knowledge-sharing, sharing of stories and examples of good practice from the field prioritize internal sharing/or sharing on the organization's own website, as opposed to sharing externally. SEEP anticipates that the best way to overcome this limitation is to have local learning events, or assigned resources for field testing."*

Key Lessons Learned

Each of the eight evaluations relating to the TRR sector addressed lessons learned. These findings consisted of technical implementation considerations and stakeholder engagement lessons.

Six of the evaluations highlighted lessons learned on technical matters. An example of best practices identified through evaluation is the inclusion of life skills training in youth workforce development programs. Reports concluded that these efforts imparted useful skills on participants and contributed to youth employability. A second lesson learned was the use of market-driven approaches (i.e., youth programs that targeted local market trends and gaps), which resulted in positive outcomes because workforce development participants were more likely to fill existing job openings. Similarly, trade facilitation activities, such as efforts in Pakistan to improve value chain development and the overarching business enabling environment, leveraged existing enterprise competencies to success rather than attempting to create new value chains from scratch.

- ***Zimbabwe Z:W:*** *"Market-driven approaches to entrepreneurship and employability interventions are key to the success of interventions. While the project focused on nurturing and grooming young people for specific markets, the market assessment was limited and in some instances the vocational skills were reportedly incompatible with the real needs of communities where young people live. Craft persons outlined that some of the sectors like carpentry were already oversubscribed and entry would be difficult, especially for young people who would not have tools, start-up capital along with a client base."*
- ***Pakistan SMEs:*** *A focus on accessing foreign markets was an effective [value chain development] strategy when supported SMEs [that] were already exporting. In these cases, certifications such as the Worldwide Responsible Accredited Production (WRAP), Customs-Trade Partnership Against Terrorism (C-TPAT), Hazard and Critical Control Point (HACCP), and GlobalG.A.P. were particularly effective. Supported SMEs with little export experience may need more assistance learning how to navigate the intricacies of exporting.*

Four evaluations underscored lessons learned concerning stakeholder engagement. In the Zimbabwe Z:W activity, private sector groups had difficulty with various partners that were not integrated in a cohesive manner. These private sector entities advocated using commercial approaches to training youth, thereby promoting services through a value proposition campaign rather than a grant offering. In addition, evaluations of activities in the Palestinian Territories and Ukraine highlighted the need to closely align programming to host country government aims, and act as an ombudsman when ministries appear to have contradictory priorities.

- ***Zimbabwe Z:W:*** *"Demonstration of value for money and articulation a business case for private sector involvement is critical for getting buy-in and support:- All private sector respondents expressed willingness to support young people through internships but outlined that organizations have always used a welfare as opposed to commercial argument for their involvement. The welfare argument focuses on asking the private sector to support with internships as part of their corporate social responsibility while the commercial argument focuses on outlining the commercial benefits for private sector companies that systematically invest in nurturing talent."*
- ***West Bank/Gaza COMPETE:*** *"COMPETE should inform the relevant ministries on a regular basis about its activities and encourage the ministries to partner with COMPETE."*
- ***Ukraine P3DP:*** *"The project should not have insisted on using the PPP Law exclusively among alternatives, and should have had more political economic sensitivity among rival ministries and other stakeholders."*

EDUCATION EVALUATIONS

Summary of Evaluations

Twenty-nine evaluations pertained to work by the Education Office, detailed in Annex B. These represent nearly a third of all evaluations reviewed for this report. Evaluations were widely distributed geographically, with nine in Africa, eight in Asia, seven in the ME, four in LAC, and one in AfPak.

Figure 35: Number of Education Evaluations by Region (2015)

Figures 36 and 37 show the percentage of evaluations corresponding to each region for the last two synthesis rounds. Africa, Asia and LAC remain relatively consistent, with the ME's share of evaluations rising in 2015. Education evaluations focused proportionally less on AfPak and E&E contexts in 2015 than in recent years.

Figure 36: 2013–2014 Geographic Proportion

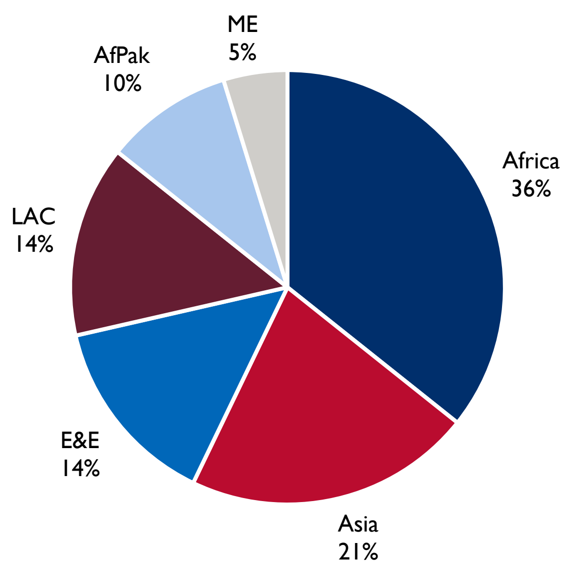
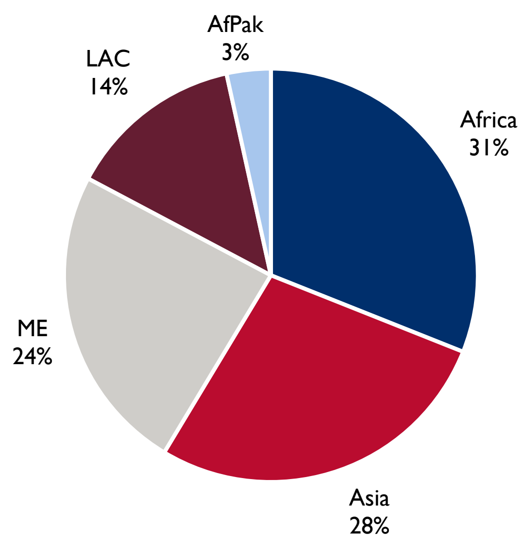


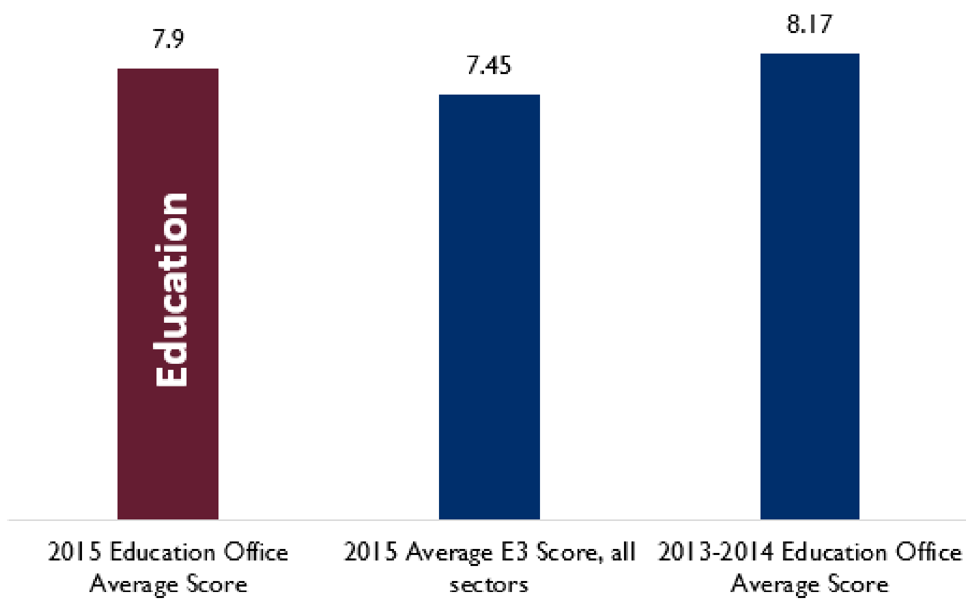
Figure 37: 2015 Geographic Proportion



Evaluations related to the education sector included 23 performance evaluations (11 midterms and 12 final), 4 impact evaluations, and 2 final evaluations that included both performance and impact evaluation methodologies.

The average evaluation report quality score for the 29 evaluations in the education sector was 7.9 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. This remains above the average Bureau score for 2015 but represents a small decline in education sector evaluation report quality from the 2013–2014 period.

Figure 38: Quality of Evaluation Report Score, Education

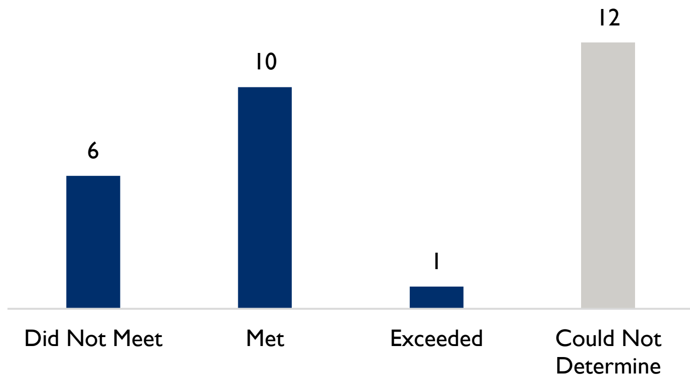


Project Results

Seventeen of the 29 education sector evaluation reports addressed performance targets. Of those that identified targets, 10 reported to have met them, 6 fell short, and 1 exceeded targets.

A common theme from reports evaluating activities that both met and fell short of targets was insufficient definition of the indicators. Reports suggest that these targets often were unrelated to higher-level goals or were set after the intervention was underway.

Figure 39: Overall Achievement of Performance Targets



- ***Iraq Foras:*** *"The [Performance Monitoring Plan] did not include a provision for outcome indicators of job seekers that track employability as an intermediate achievement toward finding a job. There is no systematic tracking of individual training participants through their stages of employability, job acquisition, or business establishment."*
- ***Egypt CISP:*** *"Aside from the very basic cost benefit considerations around the three award types and views about the appeal or necessity of a doctoral award for a ministry, there is no evidence of a deep or macro level understanding of the [human resources development] needs within Egypt and a coherent articulated strategy for using degree types to fill these gaps."*
- ***Timor-Leste Youth Engagement to Promote Stability (YEPS):*** *"The project's Performance Monitoring Plan, the official document outlining YEPS's monitoring strategy to USAID, was only completed in February 2014, already two years into a three-year project."*

Twenty-three of the evaluation reports mentioned achieving outcomes during the life of the project. Fifteen indicated problems accessing quality data for comparing indicators across time, (e.g., Education Management Information System data) or did not use representative sampling and/or research methods. While project goals varied greatly, three main outcome themes predominated. These related to (1) governance/community buy-in, (2) infrastructure, and (3) youth.

Governance/Community Buy-in: Three evaluations mentioned the positive contributions generated by efforts to improve school management and engage parents and the wider community. This led to proactive interest in broad student issues like dropout rates and effectively matching available resources to students, as well as increased participation at school council/board meetings. Parents who received more information perceived schools as being responsive to student needs.

- ***Egypt ESP:*** *"The training programs were implemented through a bottom-up, decentralized approach led by the five [Educational Support Program (ESP)] regional offices, working with and through the [Ministry of Education] officials at the governorate and district levels. This approach coupled with the cascade training model strengthened capacity, stability, and ownership at the local level. [Trustee boards (BOT)] that received ESP training were more effective than BOTs not exposed to this training in filling their role in school governance. BOTs that had been exposed to training were more likely to be engaged in broad student issues like drop-out rates, reported more effective and varied fund-raising to respond to school needs, registered strong participation in monthly meetings and were more likely to engage in informal planning and self-assessment."*

Infrastructure: The three evaluations that discussed priority investments in school infrastructure presented mixed results in terms of community perception. Two reports noted that school rehabilitation and infrastructure improvements such as plumbing and electricity led to higher enrollment rates and increased buy-in from parents for their child's education. Another report, however, mentioned that infrastructure improvements had not had any effect on enrollment or attendance rates.

- ***Yemen CLP:*** *"Where it took place, the school infrastructure rehabilitation also played an important role in building trust between educators and learners and faith in government, in that it visibly documented to the community, as further amplified by the visits to various schools by senior government officials, that government did consider education to be important. Teachers and administrators reported that school rehabilitation was an important factor in increasing enrollments and attendance in the aftermath of the Arab Spring."*
- ***Ghana PWC:*** *"In terms of the effects of the new latrines on girls' retention rates, [focus group discussions] with students from [Public Works Construction (PWC)] sites suggested that the construction of the latrines had no bearing whatsoever on whether or not girls chose to attend or stay in school. In fact, girls from all 20 of the sites visited with a new latrine of some sort reported that the new latrines did not cause them to change their school attendance habits at all. Despite the obvious benefits of adding new toilet facilities at the schools, students (especially girls) had a difficult time looking at the positive with the toilets because they still saw many issues. Specifically, students cited lack of access to the toilets (at all of the schools the team visited, the toilets were not in use and were locked due to a lack of running water), inadequacy of the toilets, and lack of privacy, as well as inadequate hygienic conditions as factors that limited their use of toilets and a reason why they did not feel the toilets made girls more likely to attend school regularly…"*

Youth: Youth-focused implementations, according to reports, mainly targeted youth for workforce development, skills building, or as stability/peacebuilding conduits.

- ***Timor-Leste YEPS:** "The youth forums gave youth the opportunity to engage with government officials at the local and national level. Most often, this was in the form of listening to government officials give speaking presentations, though a small number of youth got to ask questions during question and answer sessions. Though the eight government officials interviewed for the evaluation were divided on the degree to which they engage youth in their own work, they all viewed their participation in the forum as positive. YEPS youth participants and government officials have not yet formed independent relationships or collaboration, and similarly, not many participant youth are engaged in the 'civic space' of their community through suku councils, youth councils, and other governance meetings, but positive engagement at the forums is a good first step."*

Of the 23 evaluation reports that discussed outcomes, 16 provided details regarding a direct contribution of project activities on those outcomes. The four impact evaluations reviewed used rigorous methodologies to attribute measured outcomes to activities directly. These evaluations dealt mainly with EGRAs assessing student reading levels, and found modest increases in reading abilities connected to project interventions.

Anecdotally, a prominent theme from the remaining performance evaluations suggests that efforts to facilitate engagement of the community on issues of school management, such as trainings and information-sharing, led to better resource mobilization and an energized school leadership and parent base in target areas. School infrastructure investments were not as well received or impactful as anticipated, but they provided soft benefits, such as a perception from the community that the government cared enough to invest in them.

Innovative Practices

Seven evaluation reports described specific aspects of the project design as innovative. Technical and network innovations were the most frequently discussed types of innovations. Five reports discussed technical process innovations. When working in schools, technical processes focused on the introduction of technical approaches emphasizing the repetition of innovative steps that led to an internalized manner of teaching toward sustainable outcomes. For student and interventions directed at workforce skills, peer mentoring was the main innovative approach discussed.

- **Timor-Leste YEPS:** *"Conflict-sensitive journalism techniques were informally included in the community radio trainings, though there were never any exclusive trainings on this topic. While none of the radio station members mentioned working on conflict sensitive journalism as a specific methodology or approach, five of the six radio stations explicitly mentioned that their work with [the implementer] had helped them learn to try talking to three to four people, rather than one or two, in order to show more perspectives on a given topic."*

Four reports discussed innovations in stakeholder engagement. The first type of stakeholder engagement involved the linking of coordinating units between colleges and schools including supervisors, principals, and teachers. The second type of stakeholder engagement involved non-education professions such as health care workers and radio station and government employees.

- ***Ethiopia IQPEP:*** *"Bringing together local schools and teacher training institutions was described as innovative and new for Ethiopia. The project created 'Linkage Coordinating Units' at teacher training colleges that connected those colleges with the actual primary schools"*
- ***Paraguay WLP:*** *"The partnership between the University of Florida and the [School of Agricultural Studies] has strengthened the institutional framework through new management and organizational approaches for the university extension program, which benefits all career tracks and its subsidiaries. The initiative's sustainability is secured. This has been one of the greatest innovations under the institutional framework and its services, and has been considered an unplanned result.*

Gender Equality and Women's Empowerment

Seventeen evaluations analyzed gender equality and women's empowerment aspects of activity outputs and outcomes. Several evaluations mentioned efforts to ensure equal levels of participation in workforce and skills-training programs or equal numbers of applicants for scholarships or higher education programs. While reports discussed these approaches, a common theme was that robust and responsive gender action plans could improve. One evaluation stated the need for strategies to support women in putting learned skills to productive uses after the end of a training or school program.

Two evaluations mentioned that the projects did not develop a clear gender responsiveness plan, and included women as part of a homogenized group with the disabled, internally displaced, and other "disadvantaged minorities." These reports underlined the need for clear definitions of these groups and suggested applying different strategies.

- ***Iraq Foras:*** *"Project documents, including the PMP and annual work plans, do not clearly define the vulnerable populations that the project is intended to target as women, youth, and IDPs. However, despite the wide socio-economic diversity within these groups, they are treated as homogeneous in terms of their job skills and barriers to employment. As a result, the numbers of beneficiaries who are among the most vulnerable groups cannot be precisely measured, as the program's most vulnerable beneficiaries have not been precisely defined."*

Fourteen education sector evaluation reports discussed integrating gender equality and women's empowerment into the design of the intervention. Themes across these reports suggest that women are naturally more likely to engage in projects featuring components that specifically target their concerns. Relatedly, multiple reports stressed the need to design future projects with greater input from potential female beneficiaries and stakeholders at the outset.

- ***Indonesia PRESTASI-II:*** *"PRESTASI has also successfully increased female participation by encouraging women to apply, via the use of various outreach materials including targeted site presentations."*

Twelve evaluation reports discussed improving women's access to markets. To increase accessibility, interventions often set goals to reduce gender gaps in business and trade. This took the form of skills training, including female integration into agricultural sectors and trainings in business management and financial bookkeeping.

Private Sector Engagement

Sixteen of 29 education sector evaluation reports mentioned private sector engagement, albeit the nature of this engagement ranged widely. Private sector engagement within the education sector was most prominent in two contexts: (1) adult, youth, and female workforce development investments and (2) efforts to sustain outcomes after the end of USAID involvement.

Five evaluation reports discussed youth and/or female workforce development. When collaborating with the private sector, the evaluation reports suggested that interventions that consider labor supply-and-demand contexts are more likely to contribute to sustainable job placements for beneficiaries. This means that training alone can be insufficient without considering the political economy. These considerations include: (1) how and why employers screen candidates; (2) legal, regulatory, and hierarchical constraints to expanding employment opportunities; and (3) appropriateness of entrepreneurial trainings to the local context (e.g., training youth to access financial services in contexts where participants are too young or exceedingly unlikely to receive a business loan).

- ***Senegal EPQ:*** *"USAID should design programs with knowledge of which activities are age appropriate given any legal requirements or constraint. EPQ had originally planned to include youth internships in the private sector. However, most established businesses only offered work experience to high school or university graduates, and local micro-businesses generally employed family members as apprentices. Out-of-school youth were thus excluded from most employment opportunities. Teaching entrepreneurship was also ineffective under EPQ, because trainees were too young to be eligible to receive credit to start businesses."*
- ***Guyana SKYE:*** *"While SKYE headquarters has been responsible for some element of private sector engagement, many key informants noted that the interaction has been limited to a few companies and institutions … According to key informants and youth, there was a disconnect between what youth desired and were eligible for and the jobs to which they were linked through the SKYE project. A number of employers and agencies noted that they would be interested in hiring more SKYE youth, but did not know who to contact beyond one coach or individual. Others noted that many organizations and employers were not aware of the SKYE program or what the program teaches, so that the lack of awareness prohibited further alignment of opportunities."*

For sustainability, three education sector evaluation reports referenced an attempt to link private sector partnerships with USAID-supported interventions in order to improve the likelihood of sustained outcomes. A constraint to realizing this aim is reliance on PPPs based on corporate social responsibility support, rather than collaborations that generate profits. Another constraint to sustainability included incorrect early assumptions relating to local partner capacities. These assumptions can lead to time and resource waste as well as missed opportunities to target avenues that are more successful for local ownership transfer.

- ***Malawi EGRA:*** *"The design of the agreements appears to be set on corporate social responsibility lines (donations/charity), and not corporate social investment, nor a more conventional PPP where the private sector and the public sector collaborate and profits are generated. Furthermore, the cost of delivering the books to schools/communities and the launch of the PPPs should be factored into the cost analysis."*

Governance

Eighteen evaluation reports addressed issues of governance. Although they reflect use of a variety of mechanisms, capacity building was the most commonly reported activity related to governance issues. Capacity building activities were implemented across local, regional and national levels of government using both direct and indirect forms of government engagement. Eight evaluation reports discussed capacity building directly. Education related projects focused on capacity building ranging from enhancing district and provincial government institutional capacity to local school committees and employees. These reports also highlight service delivery as a means for addressing governance issues. In these reports, a push is described in terms of institution building among government and civil society groups.

- ***Indonesia KINERJA:*** *"School committees are functioning better. There are more committee members and meetings, and members know more about the role of the committees and receive more information regarding school management. There was some evidence of increased involvement of school committees in financial management and consistently increased perceptions of committee roles in Kinerja-supported schools, particularly among principals."*
- ***Jordan Y4F:*** *"Y4F extended capacity-building support to the Ministry of Labor, Higher Council for Youth, and the Vocational Training Corporation with the objective of strengthening these organizations"*
- ***Egypt ESP:*** *"In response, the five regional offices of the ESP built a network of trainers and training centers at the Mudereya and Idara levels to respond to the training requirements of the MOE officials at the local level."*
- ***Zambia TTL****: "[Time to Learn (TTL)] works with the Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE) through existing structures and systems to reinforce Ministry's capacity to train, manage, plan, monitor, and evaluate community school progress toward improved education standards, and to diffuse literacy and community school policy updates throughout the MESVTEE structure."*

Areas for Learning and Improvement

Twenty-six of the education evaluation reports note problems in project design, relating primarily to results-based management and sustainability.

Eight evaluations spoke about results-based management. The major theme that came up was the need to have realistic goals, and the need for these goals to influence the design of interventions. One evaluation report stated that the activity attempted to cover too many components of the education system and spread support around too lightly. The same evaluation, however, argued that personnel management information systems in district offices worked because they were introduced at a smaller scale and then expanded thereafter, while continuously testing and improving the model. Another evaluation highlighted the need to design programs, performance management plans, and associated indicators based on a specific theory of change, and recommends using a systems approach. For reasons such as these, the lack of — or inadequate implementation of — results-based management is cited as a main problem in activity design.

- ***Iraq Foras: "****Program design, along with the PMP and performance indicators, should be developed based on an underlying theory of change. A systems approach is more appropriate to a complex multi-component program than the implied linear model that appears to have been used to develop the Foras program."*
- ***Indonesia HELM: "****A robust design and proposal can help a project withstand even the most extreme challenges including extreme distortion of the original design; particularly the increase from 25 to 50 higher education institutions across the whole of the archipelago and the truncation of the original timeframe for carrying out key strategic and analytical tasks, a serious time gap between the release of the request for proposals and the mobilization of the HELM contractor, and flux in project personnel including those in the most senior positions."*

Eleven evaluations targeted lessons learned in relation to sustainability. The main concerns challenging the long-term viability of activities, according to the education evaluations, were staff turnover and lack of resources. In Yemen, teachers trained in early grade reading programs were largely not going back to teach in the appropriate grade levels, nor were they staying in those classes in subsequent years. In another report, the evaluator warned that without alleviating the problem of turnover, the government or donors would constantly be retraining teachers, principals, district education officers, and others in the system. One of the higher education activities also recommended a strong activity design that can safeguard against the constant changes in implementer personnel, including senior-level staff. The other challenge to sustainability is the lack of resources in areas where education activities are implemented. Several reports described the need for more reading materials for children to create an adequate literacy environment.

- ***Yemen CLP: "****The continuous training of early grade teachers was found to be central to the successful implementation of Y-EGRA. Also important is that teachers who are trained for Y-EGRA then should actually teach in the early grades. The process of nominating teachers for Y-EGRA training at the school and district level is not sufficiently rigorous to insure that individuals trained in Y-EGRA techniques actually return to the early grade classrooms and remain there for the three years required by the MOE. This could result in a significant waste of USAID and MOE resources."*
- ***Ethiopia IQPEP: "****Reading Centers were a very positive innovation, but any serious attempt to deal with the issues raised by EGRA must involve much more than a small number of books, as low as 30 early readers for a school of 2000 children. Classroom libraries supplied with numerous age appropriate books in the mother tongue could make a dramatic difference. It has been estimated that such books could be produced at a cost of 20 birr per book. Tens of thousands of schools worldwide have children, teachers, and the community write books costing almost nothing."*
- ***Senegal EPQ:*** *"Integrating life skills training into the vocational/technical trainings on a national level, an idea also favored by many stakeholders and beneficiaries, could make the training in employability and life skills more effective and sustainable. Moreover, developing materials in Wolof or Diola instead of French could help make the trainings and materials more accessible and comprehensible to beneficiary youths.*

Key Lessons Learned

Twenty-three of the education sector reports provided lessons learned, with main themes coalescing around stakeholder engagement (seven evaluations) and holistic approaches (six evaluations).

Stakeholder engagement included (1) private sector involvement, (2) management of beneficiary expectations, (3) contracting agreements with host-country organizations, and (4) working with different government entities. First, private sector involvement mainly referred to integration of the private sector into workforce development efforts (e.g., working with job placement agencies to build internal capacity but also link job applicants to private enterprises).

- ***Iraq Foras:*** *"The Foras technologies that have been developed have significant market value, and current numbers of job seekers and job postings have reached a critical mass such that the system (portal) is attractive to the private sector and should be sold/ transferred/ privatized in accordance with USAID's DO to support private sector development. Monster.com and Bayt.com present two examples of successful private sector job placement portals. Moreover, and as noted earlier, there are examples of U.S.-based sector jobs portals that were initially developed through public sector investments that have successfully transitioned later to the private sector."*

Second, an example of a lesson learned relating to managing expectations includes warnings to not overpromise potential benefits to workforce development training participants.

- ***Jordan Y4F:*** *"Practices to Avoid: 1. Extended waiting periods for youth who are eager to join courses. 2. Inflating expectations about the level of employment that participants will be offered. While some youth may have unrealistically high expectations, attending well-known training institutions and graduation ceremonies with gowns may serve to inflate expectations. 3. Offering technical training only in sectors identified as high-growth but without job opportunities near participants' homes. 4. Offering only technical skills that communities recognize as inappropriate for females, or technical skills considered appropriate but not marketable."*

A lesson learned for implementations that awarded sub-grants to local organizations includes insufficient awareness of local organization capacities prior to award. When this occurs, the prime implementer may transition operations toward directly delivering services that may or may not be appropriate depending on the context of the intervention. A better review of local partner capacities at start-up may avoid these implementation challenges and reduce repetition of implementation efforts.

A final example of stakeholder engagement relates to communicating with various government agencies. One evaluation indicated that a key lesson learned was the need to promote better communication among government stakeholders, particularly between various ministries working in the education sector.

- ***Senegal EPQ:*** *"The project might have been more successful at decentralizing pre-service education at the regional level through CRFPEs if it had promoted better communication among government stakeholders at an earlier stage, particularly between the MOE and the [Ministry of Higher Education]."*

Six education sector evaluations discussed a holistic approach to education, such as involving stakeholders at all levels, and providing holistic training. Reports concluded that involving a web of stakeholders holistically was effective in education programming. For example, in Yemen, a key lesson learned was the engagement of parents in their child's education through training and "father-mother" councils. The activity in Ethiopia approached supervision of schools holistically with principals, district/zonal/regional education offices, and city administration education bureaus receiving training on instructional leadership and supervision.

- ***Yemen CLP:*** *"A key strength demonstrated in Yemen by the YEGRA approach was the integration of parents into the learning process through training.23 The YEGRA approach to parent engagement was an improvement over the Father Mother Councils. Furthermore, this was found to be more effective than the original mechanism, the Father-Mother (FM) Councils, because the FM councils insert intermediary representatives of the parents between the school and the community. However, parents noted that parental participation primarily benefited educated parents and those illiterate parents are at a disadvantage in assisting their children to learn how to read."*

Moreover, evaluations found holistic training approaches to be effective across intervention types. For example, in Ethiopia, connecting colleges specializing in teacher education with local schools was an effective modality for training teachers by combining theoretical concepts with practical experience. Another example is through teacher study groups, where teachers were supplied with instructional material and given time for peer-to-peer interaction. This approach cost-conscious and effective. Other examples of holistic training include conducting follow-ups with trained teachers and adding life skills components to technical training for youth.

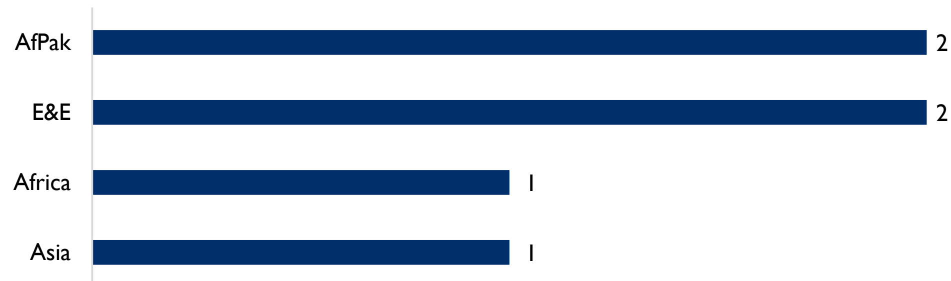
- ***Ethiopia IQPEP:*** *"The linkage school connections to [Colleges of Teacher Education] model is used in countries around the world and can lead to reforms in both settings. Theory and practice are brought together, particularly when the training institution provides a coordinator and the linkage schools become genuine models of the best in teaching and learning."*

ENERGY AND INFRASTRUCTURE EVALUATIONS

Summary of Evaluations

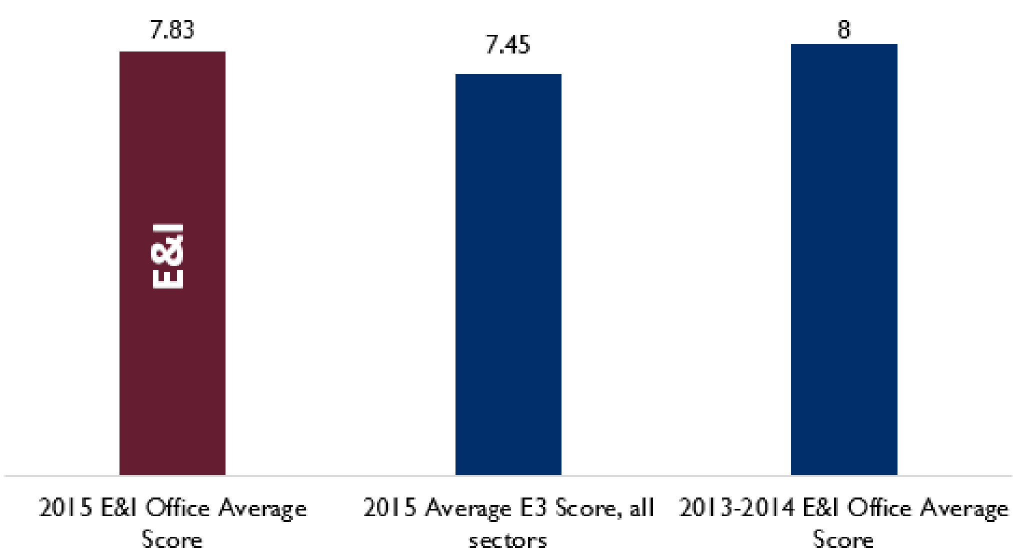
The 2015 evaluations reviewed included six reports that corresponded with work by the Energy and Infrastructure (E&I) Office. Annex B provides specific descriptive information for each of these reports. The interventions evaluated were implemented in Pakistan (two), Liberia, Bangladesh, and Georgia, along with a regional support mechanism for Balkan countries. Africa remained the focus of a majority of programming. E&E was also a prominent region in the 2013–2014 synthesis round, with similar representation from other regions between the two periods.

Figure 40: Number of E&I Evaluations by Region (2015)



All six 2015 E&I sector evaluations were commissioned to conduct performance evaluations. Three of these were mid-term evaluations, one was a final performance evaluation, and two were conducted ex-post. The average evaluation report quality score among these reports was 7.83 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a drop by 0.17 points from the 2013–2014 period (from 8.0).

Figure 41: Quality of Evaluation Reports, E&I



Project Results

Four of the six 2015 E&I sector evaluation reports addressed activity performance targets or outcomes. According to these reports, two activities met their targets and two others fell short. For those that did not discuss targets, this typically had to do with unexpected or very serious contextual calamities, such as extreme flooding in the Khyber Pakhtunkhwa region of Pakistan that inhibited USAID supported reconstruction efforts.

Significant achievements highlighted in the reports include transmission links between several countries throughout the Balkans, and improvements in community access to essential education and health care facilities in Pakistan and Georgia.

- ***Georgia GMIP:*** *"During [focus group discussions] … 19 percent revealed that the travel time has been reduced to access markets and employment, and 24 percent stated that the improved roads have made the local hospital more accessible in a shorter time."*
- ***Pakistan KPRP:*** *"There was a surge in enrollment, particularly of girls, between 2009 to 2010 and 2012 to 2013, a period during which [the regional government] and its partners (including KPRP) built additional classrooms and improved facilities. KPRP assistance to health facilities is associated with access to continuous and improved healthcare services for local populations (particularly for women and children) for primary healthcare, maternal care, emergency care, mother and child care, obstetric care, minor surgery (stitches), vaccination (including polio drops) for children and Lady Health Workers' services. Moreover, large increases in outpatient visits, especially by women and children, suggest that more patients are now receiving free quality healthcare in their communities, instead of having to travel to distant hospitals."*

Gender Equality and Women's Empowerment

Two E&I sector evaluation reports discussed the activity as having integrated gender equality and/or women's empowerment considerations. The two main themes found in the reports had to do with female access to training and the establishment of advocacy groups through infrastructure development.

- ***Pakistan PDP:*** *"Evidence shows that the Gender Equity Trainings have resulted in enhanced awareness of gender equity issues among training participants."*
- ***Pakistan PDP:*** *"There are more facilities for women (washrooms, child care centers, etc.) and sexual harassment committees established [through the publicly owned power distribution companies] … [However,] only a fraction of the staff received training and the evaluation team found no evidence that women's participation in the power sector has increased, or that female recruitment and promotion had increased."*
- ***Pakistan KPRP:*** *"Officials explained that they had received very few applications from women. They provided the lists of candidates for three positions that showed that there was only 1 female candidate among a total of 22. They also provided copies of two job advertisements from 2012 that included the statement that female candidates with equal qualifications will be given preference."*

Governance

Four of six evaluation reports addressed governance issues. This usually took the form of capacity building within public institutions or civil society group advocacy for the purpose of improving safety monitoring and construction management. In addition, indirect government engagement was used to support market reform in an effort to liberalize regional markets. Across these reports, institutional capacity and indirect government engagement addressed administrative, economic and political spheres across local, regional, and national levels of governance.

- ***Pakistan KPRP:*** *"[An] institutional arrangement that played a role in planning (as well as implementation) was introduced in June 2012 in response to serious concerns expressed by USAID/Pakistan, [the regional government and the reconstruction authority] about delays in KPRP implementation. At that time, GOKP established a Project Unit for KPRP in the [Communications and Works] Department, based in Swat, with full administrative, technical and financial powers for procurement of works, bidding, approvals, technical sanction, time extension, enhancement, etc., in order to minimize the time needed to complete these processes."*
- ***E&E Regional:*** *"USAID's long-standing support of the energy sector in the region has assisted countries with reforming their electricity markets and making progress toward the broader objective of establishing liberalized domestic markets that can eventually be integrated into a regional market."*
- ***Georgia GMIP:*** *"Some improvements to MDF capacity were noted as a result of the efforts of USAID and TT, including improved safety monitoring and attention to detail in construction and construction management"*

Private Sector Engagement

Three of six evaluation reports addressed private sector engagement. This typically took the form of commercial pricing schemes for completing reconstruction work or sustainability. Two reports in particular discussed the challenges associated with developing these pricing components.

The first was in Pakistan, where USAID efforts were assisting the Government of Pakistan in reconstruction efforts in Khyber Pakhtunkhwa. The evaluation report noted that the activity's partners consistently underestimated construction costs below market rates, resulting in a limited number of local bidders competing for tenders. Contractors also subcontracted to other firms whose capacity constraints negatively affected the pace of construction efforts.

- ***Pakistan KPRP:*** *"KPRP consistently estimated costs below market rates, which deterred an unknown number of contractors from offering their services and required C&W to negotiate with bidders to reduce their quoted rates. It also prompted some contractors, who were not acquainted with KPRP quality standards, to try and cut corners until USAID/Pakistan's M&E consultants enforced rectification and compliance. Local contractors sub-let (sold) their contracts for a fee to smaller contractors, whose capacity constraints affected the pace of construction."*

The second was in Liberia, where USAID provided support to the Liberian Energy Sector, again for the purposes of reconstruction. There, implementers faced challenges integrating private loans and fee-for-service schemes into the implementation model. The sector was unable to support the measures at the time of implementation. Complications arose from a World Bank program that targeted low-income households. USAID partners collaborated with this initiative and were incentivized to provide fee-taking services to those least equipped to pay. The intervention component was unsuccessful. Another problem was with a loan backed by the U.S. Overseas Private Investment Corporation, which threatened to disrupt the sector with an unpayable loan if not discontinued.

Areas for Learning and Improvement

Five of the evaluations discussed inter-organizational issues. For example, the Europe and Eurasia Regional Energy Security evaluation concluded that donor coordination was insufficient, and advised sharing reports on a regular basis to maximize impact. In addition, stakeholders criticized USAID's use of consultants who lack expertise in regional energy laws, as well as its struggle to negotiate between its national versus regional agendas. The Georgia Municipal Infrastructure Project (GMIP) evaluation also concluded that (1) the absence of buy-in from the Government of Georgia obstructed the Municipal Development Fund's (MDF's) capacity to engage in similar construction programs, and (2) USAID's decision to directly pay salaries for select MDF leaders undermined the investment's sustainability.

- ***E&E Regional:*** *"Donor coordination takes place on an ad hoc basis, and although USAID has generally coordinated its efforts, sharing of information between development partners is still inconsistent. Sharing program reference terms and reports generated through technical assistance would improve coordination and enhance the complementarity of development partner efforts. "*
- ***E&E Regional:*** *"Stakeholders are concerned by some USAID consultants' lack of knowledge of the region and of EU energy laws and markets. Stakeholders also are critical of the same U.S. consulting firms' being repeatedly procured by USAID, perpetuating at times the continued use of consultants with inadequate expertise. Stakeholders opine that some long-term experts are needed to provide targeted and ongoing support to policymakers in countries where energy-sector needs are rapidly evolving. Besides long-term experts, a long-term commitment and continual presence in the region is needed to build and maintain support for the reform process. There is a perception among stakeholders of discord in USAID as it seeks to find a balance between supporting national and regional programs. Stakeholders widely believe that USAID is not leveraging its strength as a trusted partner to influence political leadership to implement recommendations; USAID could make its continued support contingent on countries' implementing recommendations for previous assistance projects."*
- ***Georgia GMIP:*** *"This lack of commitment by GoG limited USAID's objective in building the capacity of MDF to plan, design, and construct similar infrastructure in the future. Reportedly, MDF has had three directors over the life of the MIP … making it unlikely that these practices will be adopted and institutionalized within MDF. The payment of project salaries of key MDF staff by USAID raises questions about the future of these practices within MDF if these key personnel are not retained by MDF after GMIP is complete in December 2015."*

Five evaluations underscored problems in activity design relating to contextual considerations. For example, the Pakistan Khyber Pakhtunkhwa activity describes the activity's insufficient estimates for market costs and timelines to construct schools, and the delay in construction work due to flooding in 2010. The Bangladesh Grameen Shakti activity sought to empower women to work as entrepreneurs in the Renewable Energy Technology (RET) sector. Only 3 percent of participating women were able to find green jobs after training, and none of them were in the area of renewable energy. The report concluded that this had to do with continued stereotyping and insufficient integration of contextual factors with regard to the training on offer. Women were largely provided with manufacturing and repair technician skills training, yet RET manufacturing jobs were largely outsourced and the potential repair work was covered under warranty. Thus, the jobs that the women received training for were largely found to be redundant. Perhaps the most striking example of an unanticipated context revelation was the outbreak of Ebola in West Africa that inhibited support to the Liberian energy sector via the Liberia Energy Sector Support Program (LESSP).

- ***Pakistan KPRP:*** *"Despite these achievements, implementation has been characterized by delayed delivery of outputs. No schools were reconstructed during the first two years (2010-2011) of the program, which many reported was due to the floods which occurred in 2010 distracting attention of USAID staff and their government partners. [The local authority] and USAID/Pakistan originally estimated that a school would be completed, on average, in 1.5 years, but it took 2.5 years. Analysis suggests that the following factors affected school reconstruction as it was planned: (1) Original estimates of the time required to complete the school reconstruction did not adequately take into account new designs (including larger school size, compared with the destroyed schools), construction, and materials standards. (2) KPRP consistently estimated costs below market rates, which deterred an unknown number of contractors from offering their services and required C&W to negotiate with bidders to reduce their quoted rates. It also prompted some contractors, who were not acquainted with KPRP quality standards, to try and cut corners until USAID/Pakistan's M&E consultants enforced rectification and compliance…*
- ***Bangladesh GS:*** *"Despite the impressive training achievement carried out by the GTCs and the women engineers, very few of the trainees (86 women, or just 3% of the women trained-are employed by GS) and none were found to be engaged as entrepreneurs in the renewable energy sector post-training. The trainees who gained employment at GS could be considered as working in "green jobs," that is, involved in environmentally beneficial work."*
- ***Liberia LESSP****: "Capacity-building initiatives were adversely impacted by the Ebola crisis, and activities planned for 2014 were canceled."*

Key Lessons Learned

Five E&I sector evaluation reports addressed lessons learned, pertaining mainly to technical considerations as well as results-based management. The Georgia GMIP report found that the activity had failed to build sufficient technical capacity of the MDF, and local companies contracted through a "design-build" versus a "design-bid-build" mechanism lacked the technical ability to implement roads and irrigation projects successfully. A second evaluation of a Pakistan Power Distribution Program (PDP) found that to improve energy efficiency of industrial motors, they should be run as a demand-side management (DSM) program to decrease demand during busier periods. In addition, to increase safety, tests should be conducted on the frequency of lineman accidents before and after safety trainings, and the program should collaborate with human resource departments, unions and government owned power companies to ensure that regulations are being followed. The Liberia LESSP report concluded that capacity building should have been better targeted in both the selection of participating groups as well as the training content; in other words, the technical assistance was spread too thin.

- ***Georgia GMIP:*** *"While some improvements to the Municipal Development Fund's (MDF) capacity were noted as a result of the project and the efforts of USAID. … MDF's existing capacity to perform similar projects is still clearly lacking, particularly in its technical and project management capacity. This was clear from the lack of action on serious Environmental Health and Safety violations that remain months after originally noted."*
- ***Liberia LESSP:*** *"Capacity building should be strategic and focused: LESSP was expected to use capacity building as a tool to develop capability among key counterparts, notably within [the Government of Liberia (GOL)] and the rural cooperatives and to facilitate sustainability post program completion. Capacity building initiatives were initiated on many fronts: [Ministry] staff, GOL policymakers, management and technical staff of rural cooperatives, and at institutes of higher learning. … However, sustaining outcomes of these efforts are limited. LESSP would have benefited from strategically selecting capacity building areas and counterparts and focusing on capacity building activities that would have contributed to the achievement of development objectives."*

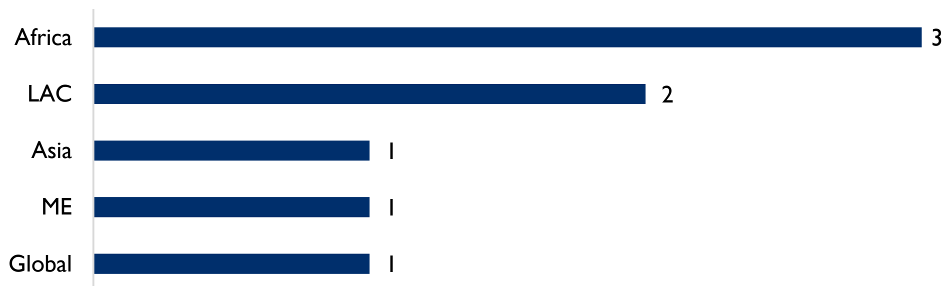
Four of the reports addressed lessons learned with regard to results-based management. For example, the Georgia GMIP report concluded that feasibility studies on building structures for internally displaced people happened too rapidly and therefore were not able to identify the problems at hand. Similarly, the Pakistan PDP report highlighted the need to collect data on outreach and anti-power-theft campaigns, without which the activity's contribution was unmeasurable. The Pakistan Khyber Pakhtunkhwa report recommended that (1) training activities should follow a plan with specified targets; (2) monitoring and evaluation should be carried out regularly, to include findings and recommendations coming directly from project sites; and (3) a system should be in place to detect trends in schools that were rebuilt, such as resources used or public perceptions regarding gender norms.

FORESTRY AND BIODIVERSITY EVALUATIONS

Summary of Evaluations

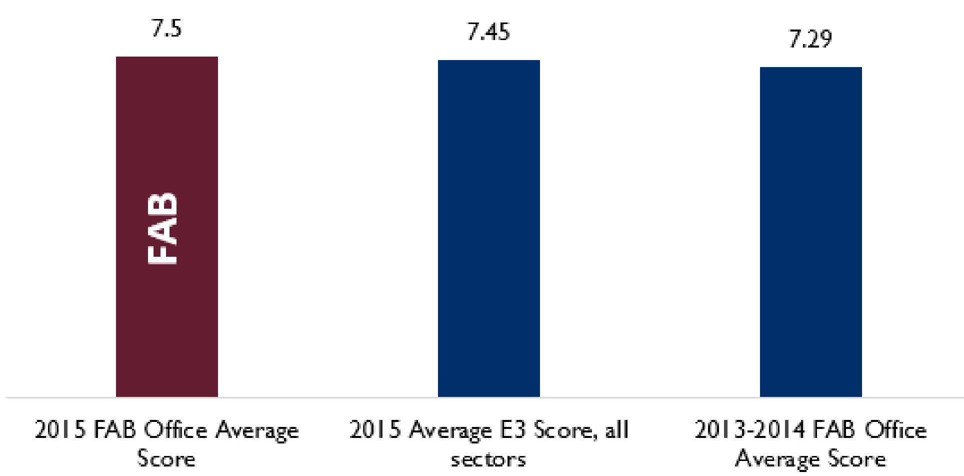
The 2015 evaluations included eight that corresponded with work by the Forestry and Biodiversity (FAB) Office. Specific descriptive information for each of these reports is in Annex B. A plurality of the interventions evaluated originated in sub-Saharan Africa, with one regional support activity and two based in Tanzania. LAC hosted two activities that received evaluations during the 2015 period. One provided support to several Central American countries and another supported the Andean region in South America. The Asia region hosted a biodiversity effort based in several countries in Central and South Asia, while Lebanon represented the FAB sector portfolio's only Middle East evaluation from 2015. Finally, the evaluation of Sustainable Conservation Approaches in Priority Ecosystems Program (SCAPES) examined a global conservation project that worked in 19 countries.

Figure 42: Number of FAB Evaluations by Region (2015)



All eight 2015 FAB sector evaluations were performance evaluations. Five of these were final performance evaluations, two were mid-term evaluations, and one was conducted ex-post. The average evaluation report quality score among these nine reports was 7.5 out of 10, as compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a rise of 0.21 points since 2013–2014 (from 7.29).

Figure 43: Quality of Evaluation Reports, FAB



Project Results

Seven of the eight 2015 FAB sector evaluation reports addressed activity performance targets or outcomes. According to these reports, five activities met their targets, two others fell short, and one exceeded stated targets. Among those reports that addressed outcome achievements, most successes occurred at the community level, which makes sense because community support appeared to be the favored modality for the FAB sector during the period of interest (as opposed to national policy support, for example).

Especially noteworthy achievements were sourced from the Central America Management of Aquatic Resources and Economic Alternatives (MAREA) activity as well as activities implemented in Lebanon and Tanzania. All three of these investments deployed a successful combination of community awareness initiatives and participatory management techniques (for conservation and sustainable livelihoods development), such as organized forest management efforts and administration of marine exclusion zones.

- ***Central America MAREA:*** *"The categories of activities that showed the greatest, most sustainable and most beneficial results for the conservation of biodiversity were those that have or could lead to improved management of marine and coastal natural commercially valuable resources. The introduction and adoption of fishing gear that prevents the capture and death of under-size marine organisms and the establishment of exclusion zones where commercial marine organisms can reproduce successfully are examples of the type of improved management practices for that are required to achieve conservation of marine and coastal biodiversity."*
- ***Tanzania GMU:*** *"Among village leaders there is clearly: (a) Interest in clarifying (and perhaps securing) management rights to some resources on the general lands in the Masito-Ugalla; and, (b) Understanding in the villages of both the Gombe and Masito-Ugalla landscapes and the benefits of managing access to forest areas that have heretofore had open access. Regeneration in degraded forest areas is starting in the higher elevation around Gombe forest, supported [through] by-law monitoring and enforcement."*
- ***Lebanon LRI:*** *"Fire-management programs have successfully raised the awareness of trained local people in the municipality where they have been implemented. Based on the interviews of mayors and members of fire response squads, it can be said that trained people are conscious of fire danger and the need to change their behavior, from letting forest fires happen so that they can collect charcoal to participating in firefighting."*

Innovative Practices

Six FAB sector reports addressed activity innovations. Prominent themes were organization models, stakeholder engagement, and service-delivery methods.

Three evaluation reports discussed stakeholder engagement as an innovative aspect of project design. Stakeholder engagement and communication innovations contributed to the formation of partnerships between professional communities and non-traditional partners, which contributed to sentiments of shared purpose.

- ***Andean Amazon ICAA2:*** *"Working through established consortia of indigenous peoples' organizations is not necessarily innovative globally, however the fact that USAID is working with them as implementing partners appears to be innovative in this context."*
- ***Lebanon LRI:*** *"While the long-term outcomes of the practice were not measurable by the evaluation, initial reports of increased interaction between communities which do not otherwise interact was noted. A few interviewees noted increased consensus and shared purpose."*

Two evaluation reports discussed organization models as an innovative aspect of the project design. A prime example of an innovative model was the promotion of rights-based fisheries management. This organizational model focused on securing tenure for small-scale fisheries to ensure continued access and sustained stewardship of shared resources, contributing to a sustainable source of livelihood generation.

- ***Central America MAREA:*** *"The MAREA project promoted the concept of 'rights-based fisheries management,' a relatively innovative concept to be applied to small-scale fisheries in the developing country context…. Rights-based approaches focus on securing tenure for small-scale fishers in order to ensure their access to fish resources and promote resources stewardship."*

Two evaluation reports discussed service delivery methods as an innovative aspect of the project design. Policy-related activity components contributed to international agreement of new and innovative methods to protect livestock from wildlife-borne diseases. However, the SCAPES report noted the likely need for further funding to sustain the lengthy process of service delivery.

- ***Global SCAPES:*** *"The Beyond Fences innovative initiative in Southern Africa, which was SCAPES' only policy-focused project, has made impressive strides in gaining regional and international agreement on non-fencing approaches to protect livestock from wildlife-borne diseases."*

Gender Equality and Women's Empowerment

Five FAB sector evaluation reports discussed the activity as having integrated gender equality or women's empowerment considerations. A main theme in the reports was female access to markets and education services. The global SCAPES evaluation notably highlighted implementing partner successes in promoting equitable dispersions of activity benefits; however, the report also noted that Agency efforts to incorporate gender analysis considerations into the activity were cursory and focused primarily on the disaggregation of data by sex. While sex disaggregation is a good practice, and required by the 2012 Gender Equality and Women's Empowerment Policy, it is not an end unto itself. Also of note was the Central America MAREA activity's support for female leadership among local fishing cooperatives. This support contributed to realistic conservation objectives while promoting sustainable livelihoods opportunities for women-owned businesses.

- ***Global SCAPES:*** *"The required USAID gender analysis was only two pages long, and implementing partner reports only needed to address gender in sex-disaggregated targets in their Performance Management Plans. Nevertheless, most partners, especially WWF, went beyond these minimal requirements, and their projects provide numerous examples of gender-related success. For example, the Eastern Cordillera work plan includes gender analyses, and WWF developed training modules on climate change vulnerability, with adaptation needs identified by men and women. A notable gender-related outcome is the representation of women in farm development plans (20 percent of the first 15 farm development plans were owned and managed by women; by the next year, 2012, 28 percent of the 116 plan beneficiaries were women)."*
- ***Central America MAREA:*** *"One informant observed that half of the members of the local fishing cooperative are women and that a woman is the leader of the cooperative. There are groups of women who have participated strongly as for example Miskitu Indiang Mairin Asia Takanka (MIMAT, on the Atlantic Coast of Honduras) and the Business Plan for Women Processors of Fish (BUCARIMA), in Barabacuta where MAREA supported women to obtain legal status and training for operating community businesses"*
- ***Global SCAPES:*** *"In Kilimanjaro, an all-woman market access committee was developed to pilot a range rehabilitation project on 500 acres of land, including profit generation from grass seed sales, and increased income levels from participation in livestock development activities (105 women out of 206 in FY13). This notable result appears to be directly attributable to the conservation-based enterprise with women's group activities in the work plan."*

Governance

Four evaluation reports discussed interventions that used capacity building to address governance issues. Specifically, evaluation reports discussed capacity building as a tool that is dependent on existing governance structures and human resource capacities. Across the reports, ongoing direct engagement with communities had the greatest positive contribution in terms of improved governance of shared spaces and resources.

- ***Andean Amazon ICAA2:*** *"ICAA2 [implementing partners] built the capacity of civil society in landscape planning through the provision of improved tools (local planning instruments), knowledge (awareness), and support to improved organization (participation, lobby, mobilization of society)."*
- ***Andean Amazon ICAA2:*** *"ICAA2 [implementing partners] support improved community organization and management through strengthened governance structures, capacity building of community leaders and training community boards."*
- ***Global SCAPES:*** *"A well-established community-based governance and development body, such as Zambia's Sekute Community Development Trust in Kazungula or CIPTA, the representative body of the Takana Indigenous Community in Madidi-Tambopata, can advocate for community ownership and management of natural resources as part of land protection."*

Private Sector Engagement

Five of eight reports addressed private sector engagement. Four reports linked conservation efforts with sustainable livelihoods programming. Ecotourism was a major focus. For example, in Ecuador, interviewed organizations cited 50 to 100 percent increases in their annual income at least in part due to the good environmental practices promoted by USAID support. The report does not mention the strength of private sector actors' engagement, however, and there was scope for improving private sector engagement vis-à-vis focusing on economically viable value chains alternatives to unsustainable practices.

- ***Andean Amazon ICAA2:*** *"There is clear evidence that environmental management and biodiversity practice of tourism operators has improved as a result of ICAA2 activities. ICAA2's concentration on tourism in a landscape ensured good collaboration with private sector groups and government authorities such as the Ministry of Environment and Cuyabeno municipality in Ecuador. For example: In Cuyabeno, [Rainforest Alliance] standards were accepted by the local authorities as basic system for environmental licensing there. In Tambopata, collaboration with SERNANP resulted in a visitor site management plan for the reserve. Lodge owners in Cuyabeno [Rio Pucuno Foundation] claim 50 to 100 percent better income from tourism after application of good environmental practices, because they actively promote their eco-branding."*

Meanwhile, in Tanzania, USAID approached conservation through support for village-level micro-credit organizations. The theory was that greater incomes and more numerous small businesses would reduce dependency on natural resources. However, the evaluation report noted that access to capital continued to be a dominant constraint experienced by the entrepreneurs.

- ***Tanzania GMU:*** *"The GMU Project's original approach continued earlier efforts that focused on poverty reduction: increasing local incomes as a primary strategy for reducing the impact on the landscape. The agreement document identified four specific initiatives, coffee, honey, woodlots, and ecotourism and business diversification through village-level micro-credit organizations known as SACCOS (Savings and Credit Cooperative Society). Creation of small businesses not only leads to additional sources of income, but reduces dependency on natural resources, ultimately leading to populations investing in improved conservation practices. Lack of access to capital to start a small business is a significant challenge for rural populations in the region. In a 2011 project study, 97 percent of respondents identified start-up capital as their main need to set up a small business. JGI worked directly with Twitunge, an umbrella SACCOS, to oversee micro-credit in the target villages and to improve training."*

Another report cited respondent opinions that adding value to products, in this case marine catch, would reduce the intensity of overfishing. Further, when fishers receive assistance in adding product value, they may be more willing to adopt other best practices associated with conservation sustainability efforts. The report also noted that no project documentation was available to support or discount the respondents' assertions.

- ***Central America MAREA:*** *"One [key informant] suggested that by adding value to their products, fishermen would reduce the intensity of their catch, leaving more fish in the ocean and thereby conserving biodiversity. Another [key informant] suggested that when fishermen receive assistance in adding value to their products, they become more willing to learn and adopt best management practices for fishing. No data, however, were found in MAREA documentation that demonstrates the success of either of these potential mechanisms."*

Areas for Learning and Improvement

Six of the FAB sector reports addressed sustainability considerations for future learning and improvement. The mid-term evaluation of the Initiative for Conservation in the Andean Amazon Phase 2 (ICAA2), for example, concluded that capacity-building efforts for local government are unsustainable due to insufficient sustainability plans. In addition, the report found that without continued financial backing, sustainable livelihoods practices would not be maintained. Relatedly, the Tanzania Greater Masito-Ugalla (GMU) conservation activity's report concluded that the sustainability of livelihood activities is in question due to insufficient incorporation of (1) local skills, (2) value-chain studies, (3) sufficient piloting of implementation modalities, and (4) sustainable capacity-building initiatives.

- ***Tanzania GMU:*** *"In general, livelihood interventions: (1) Have not built on local knowledge; e.g., beekeeping equipment was given to new groups, most of whose members had no prior experience with bees. (2) Are not based on in-depth value chain analyses. (3) Have not significantly strengthened market relationships with value chain actors. (4) Have had limited diversity of experimentation. (4) Have been supported mainly by one-off training. Support has not been sufficiently intensive, guidance on good practices has not been rigorous and, apart from coffee, there has been little or no mentoring or coaching for market relationship building. In general, the GMU Project has not helped producers develop effective relationships with other producers or buyers."*
- ***Andean Amazon ICAA2:*** *"Improvements in local government capacity are not sustainable due to overall institutional instability and a failure to develop institutional sustainability strategies. … Many sustainable livelihoods practices are not economically viable without continued support; this is due to the lack of value chain analyses to some extent. … There is almost no evidence that opportunities for the scaling up and replication of positive local experiences using collaboration mechanisms with subnational or national stakeholders have been exploited. This has not been taking place for sustainable livelihoods practices, and there are a few examples for economic incentives and Conservation Units."*

Three of the reports provided considerations for future scopes of work targeting similar objectives. The evaluations of the Central American MAREA activity, the Global SCAPES activity, and Asia's High Mountain Landscapes and Communities (AHM) activity communicated concerns regarding budgetary and timing constraints. These three activities in particular represented regional or global investments and the reports concluded that special care will be needed in the future to effectively manage activities with such ambitious geographic and technical scope.

Key Lessons Learned

All eight FAB sector evaluations reported lessons learned. Six reports addressed lessons learned concerning stakeholder engagement. For example, the Central America MAREA activity recommended the continued practice of (1) linking conservation efforts with local livelihood generating opportunities, and (2) continuing to focus on local conservation efforts that are context aware rather than exclusively working with national-level bodies. The MAREA report also found regional integration approaches to be a net contributor toward sustained public institutional support for biodiversity and sustainable -- livelihoods programming — an approach that should not be forgotten despite positive experience with locally focused interventions. The Tanzania GMU evaluation further suggests that the participation of villages was an important component of the relative success of the approach, but stakeholders at multiple levels were required for achieving activity objectives.

- ***Tanzania GMU:*** *"Long-term engagement, with multiple stakeholders, and at multiple levels is essential for positive changes in governance practices and improvements in the management of land and natural resource uses."*
- ***Central America MAREA:*** *"Twenty-five years of USAID experience with regional conservation projects clearly indicate that regional conservation projects do not simply duplicate bilateral conservation projects in Central America but add an important, perhaps vital, regional element that can contribute to more effective conservation of renewable natural resources and biodiversity for the entire region."*

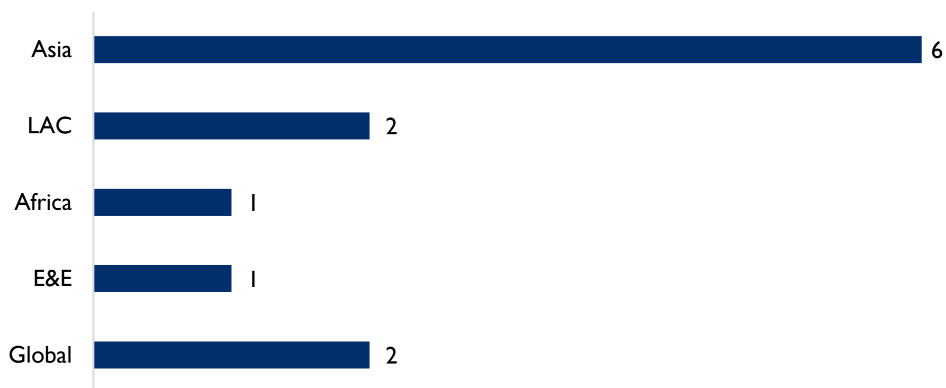
Five of the reports provided lessons learned relating to results-based management. For instance, the MAREA evaluation concluded that greater incorporation of adaptive management techniques based on a sound performance-monitoring framework could have improved stakeholder collaboration and avoided an overemphasis on quantitative goals. Meanwhile, the SCAPES evaluation recommended conducting political economy analysis at the beginning of future efforts of similar scope. In addition, the SCAPES report suggests that periodic cost-benefit analyses would be helpful to assess the relationship between outputs and behavioral change outcome objectives.

GLOBAL CLIMATE CHANGE EVALUATIONS

Summary of Evaluations

The 2015 evaluation reports included 12 reports that corresponded with work by the Global Climate Change (GCC) Office. Specific descriptive information for each of these reports is in Annex B. The largest proportion of evaluations were conducted in Asia (six), followed by LAC (two) and global environment initiatives (two).

Figure 44: Number of GCC Evaluations by Region (2015)



Asia was the dominant region of GCC sector programming for the 2013–2014 period as well, followed by LAC and Africa. Figures 45 and 46 illustrate the proportional representation of each region between the two synthesis periods.

Figure 45: 2013–2014 Geographic Proportion

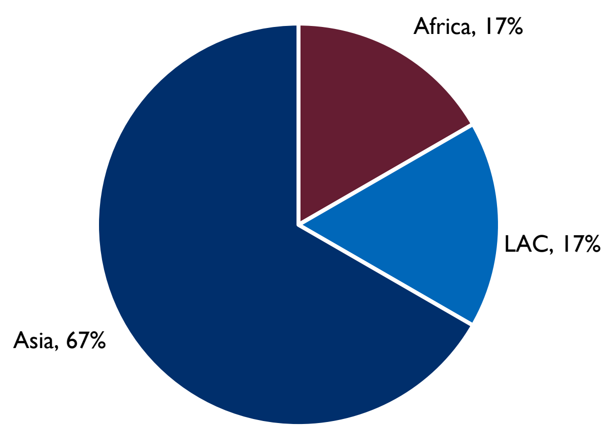
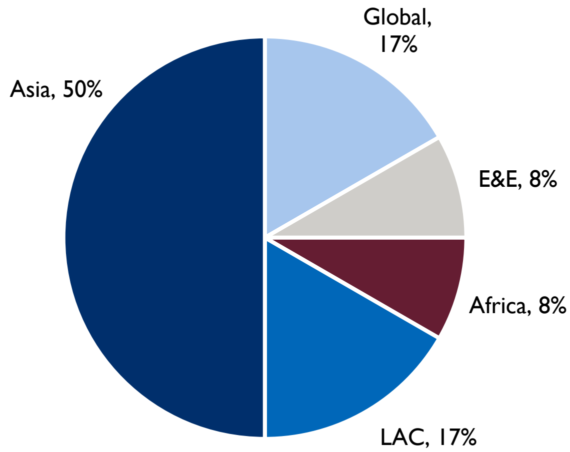


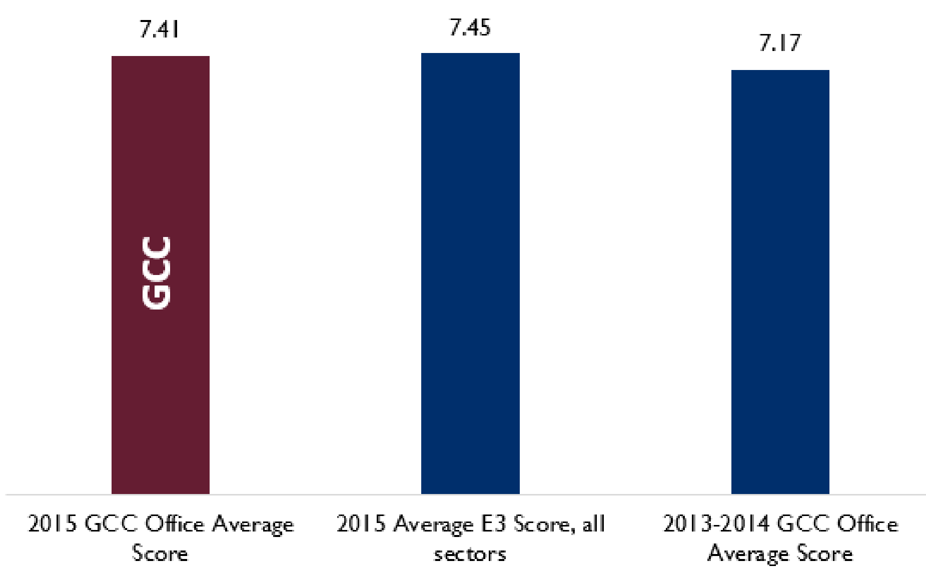
Figure 46: 2015 Geographic Proportion



Ten evaluations related to the GCC sector in 2015 were performance evaluations. Three of these were mid-term performance evaluations and seven were final performance evaluations. The remaining two evaluations assessed the impact of interventions in Macedonia and Indonesia.

The average evaluation report quality score for the 12 evaluations in the GCC sector was 7.41 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents an increase of 0.24 points compared to the 2013–2014 period (from 7.17).

Figure 47: Quality of Evaluation Reports, GCC



Project Results

Six of the 12 GCC sector evaluation reports addressed intervention performance targets. Half of those mentioned that activities exceeded their targets and half met their intended targets. Eight reports addressed outcomes that were achieved during the life of the intervention under evaluation. Two themes that emerged during the review were stakeholder communication and capacity building.

In terms of stakeholder communication, reports noted that efforts to establish or improve open lines of communication were leveraged to build trust and local buy-in for activity components. Benefits to these approaches mainly consisted of improved perceptions of transparency and improved/more responsive governance.

- ***Macedonia MCCS:*** *"The MCCS pilots…appear to have influenced the attitudes of the stakeholders involved toward (1) engagement with each other and (2) engagement in addressing local climate change. More broadly, the findings suggest that the Green Agenda approach can be used as a politically neutral catalyst to inspire action focused on climate change issues."*
- ***Indonesia IFACS:*** *"A range of other activities triggered by districts participating in an improved SEA process have occurred such as discontinuing inappropriate mining licenses, relocating activities and allocation of land to local people; and bridge building and a wider participation of people in the planning processes."*

Capacity-building efforts focused on national and sub-national institutions. Intervention components sought to improve coordination across all levels of governance and stakeholder relations. Several interventions intended to improve reporting quality and data collection standards.

- ***SilvaCarbon:*** *"Program result highlights include contributions to Colombia's documentation of and reporting on change in forest cover from 2000 to 2012, with ability to report annually in the future. Another is the program's key contributions to the development of Gabon's national forest monitoring system."*

Innovative Practices

Six of 12 GCC sector evaluation reports described some aspect of the project as innovative. Products and processes were the main types of innovations discussed in the report; however, details of why these innovations were novel were limited.

Four evaluation reports discussed product innovation as aspects of activity design. The development of web-based tools was an innovative approach to assessing vulnerability to climate change at the community level.

- ***Indonesia IMACS:*** *"IMACS has successfully developed a tool (I-CATCH) to assess vulnerability to climate changes at the community level and this tool has been adopted by MMAF as the program Desa Pesisir Tangguh."*
- ***Latin America BIOREDD+:*** *"Respondents noted that the Program developed innovative scientific approaches that succeeded in being able to track degradation for the first time in the world."*

Three evaluation reports discuss process innovations, such as the introduction of new management processes that linked stakeholders to local government agencies.

- ***Senegal COMFISH:*** *"The USAID/COMFISH project introduced a new concept of co-management based on Local Conventions where stakeholders and government came together and signed a contract to work together toward long-term sustainability of fish stocks. This process was implemented through government established CLPAs. It was very successful in the first phase of implementation in the Petite Cote and then was expanded to other CLPAs in the country."*
- ***Nepal Hariyo Ban:*** *"In order to increase [Government of Nepal] and local NGO involvement and to build further flexibility in the program implementation, a special provision called Windows of Opportunity (WOO) was designed to fund innovative activities through the government and NGOs to complement the core programs and objectives of [the activity]."*

Gender Equality and Women's Empowerment

Eight of 12 evaluation reports discussed intervention design as having integrated gender equality or women's empowerment considerations. Stereotypes relating to the role of women in and outside the home was a challenge to achieving male acceptance for various activity components. That said, reports concluded that increasing female access to markets and education contributed to greater integration of female perspectives into the household and community decision-making process.

- ***Global SilvaCarbon:*** *"The program inconsistently collects gender disaggregated data regarding TA and training participation, which would serve as a starting off point to identify weak areas. SilvaCarbon should also promote equal participation by men and women and marginalized groups in capacity-development TA for forest and terrestrial carbon assessment. Where gender-disaggregated data are presented in monitoring reports, there was no evidence of use of the sex-disaggregated data through discussion of implications and actions to balance the trainee and beneficiary numbers."*
- ***Latin America BIOREDD+:*** *"Although BIOREDD+ had a written gender strategy, there is no evidence of a systematic approach to addressing gender issues. IP staff generally articulated an attitude that mirrored the position of men in communities that it was best not to upset community norms by having proactive programs to include women. One tactic to enhancing women's participation is to encourage outside consulting teams to include women and have those women proactively recruit women, particularly young women who may be riper for change. Women in multiple communities noted that, in general, program benefits in BIOREDD+ tend to go to men. They felt that the project is active in male spheres, but not very much in women's spheres. Women report that if there were more benefits targeted to them, they would be more motivated to support the program"*
- ***Senegal COMFISH:*** *Participatory training programs were developed and presented to provide women with the additional skills to manage their businesses. Example outcomes of these programs include the following: Capacity building for women in the 20-member GIE in Joal Fadiouth on the organizational skills to manage their new micro-credit fund association; Leadership training in cooperation with the DPM for 18 women; and Development of a revolving fund for women groups in Cayar. The project has contributed to raising awareness of gender issues through outreach, and through supporting REFEPAS."*
- ***Indonesia CADRE:*** *"To strengthen women's access to livelihoods and food security, the project has supported adaptive livelihoods … mostly implemented by women. The evaluation found that CADRE's approach has proven to open access for women to engage in planning, implementation, and evaluation activities."*

Governance

Seven GCC sector evaluation reports addressed governance issues relating to USAID investments. Administrative and political approaches came up most often (five reports). The reports showed that governance issues arose more often through indirect government engagement, so that local community groups received support more often than ministry officials did.

Political support modalities involved training local leaders and support for participatory planning processes. Administrative methods of addressing governance issues often took the form of the development of management plans of various administrative zones occurring regionally and locally.

- ***Indonesia CADRE:*** *"In addition to enhancing district and provincial government institutional capacity, the project engaged in strengthening village and local community capacity in disaster risk reduction and climate changes adaptation."*
- ***Indonesia CADRE:*** *"Since the new Village Law has been adopted by the government of Indonesia, there is huge potential including financial resources that have been made available to the village to support future activities on [disaster risk reduction] and adaptive livelihoods. Hence, strengthening village administration capacity will be critically needed in the near future."*
- ***Senegal COMFISH:*** *"Findings on institutional capacity building at the local level. Dramatic increases in the issuance of fishing licenses, boat registrations and the issuance of fish seller cards: the management rules contained in each of the CLs require that members obtain boat registrations and fishing permits from the government. Similarly, each CL requires that fish processors obtain and display fish seller cards issued by the local CLPA. As a result of the promulgation and implementation of the CLs, significant increases in the number of fishing licenses have occurred. … Similar increases have occurred for boat registrations and fish seller cards."*

Private Sector Engagement

Three of the GCC sector evaluation reports addressed private sector engagement. The clearest example was the Private Financing Advisory Network (PFAN), which supported clean energy programming and aimed to bridge the gap between financiers and clean energy actors. The evaluation found that PFAN was largely effective; however, it better served clean energy enterprises where policy and financial barriers were already being addressed. In areas where the financial sector was less robust, PFAN's contribution was limited. Respondents from the evaluation consistently mentioned that the financing the gap for clean energy programming remains a large impediment to growth.

- ***Global PFAN:*** *"The PFAN activity is a program designed to assist clean energy (CE) project developers in accessing finance by providing technical assistance and capacity building and introducing them to investors. PFAN is designed to bridge the gap between financiers and project developers, and it provides mentoring to project developers to help them create more robust business plans and communicate effectively with potential sources of financing. PFAN exists for two reasons. The first reason is that market failure creates a number of barriers to increased CE penetration, and PFAN exists to address a combination of those barriers, primarily in the business prong. Second, based on the results of this survey, it is apparent that PFAN services also indirectly addresses some of the financial barriers."*

Areas for Learning and Improvement

All 12 of the evaluations relating to the GCC sector discussed lessons resulting from activity design and management considerations. The lessons pertained specifically to (1) insufficient results-based management, (2) gender considerations, and (3) inadequately designed capacity development support.

Seven of the reports addressed insufficient results-based management in GCC-related activities. Several activities lacked proper results frameworks and performance-monitoring indicators, and hosted insufficient data quality pertaining to tangible results. In Indonesia, the insufficient monitoring, evaluation, and learning system resulted in grantees implementing activity components that did not relate to the overall activity goal targeting adaptation and resiliency to climate change. Other results-based management challenges included the lack of baseline data, the need for a cost-benefit or economic analysis, inadequate staffing of local experts, and unrealistic activity planning and timelines.

- ***Global SilvaCarbon:*** *"The program has not established a results framework or defined the specific desired outcome results (e.g., ability of a country to report annually on forest cover change with a certain degree of precision). National partner country baseline capacity information has not been systematically documented. Program results have not been reported or aggregated in a systematic manner with respect to GCC or other indicators at either the output or outcome levels. ... Though capacity is being built, without systematic baselines, expected outcomes, or systematic monitoring and reporting systems, it is impossible to say how much capacity has been built, or how much progress has been made toward achieving the program objectives."*
- ***Indonesia IMACS:*** *"Given the tremendous time and effort required to initiate these projects, as well as the challenges of monitoring and evaluation (although the allocation of additional [project] regional officers could assist with this process), it is suggested that small grants should not be included within future projects similar in scope to [the project]. If small grants projects continue, then it is recommended that a monitoring and evaluation system based on clear KPIs is established prior to project commencement, in order to ensure that all projects support the achievement of Climate Change Adaptation objectives."*

Three of the evaluations indicated poor integration of gender into the project design. In one evaluation, female interviewees requested female-focused programs because they felt the existing activity did not address their needs. A separate evaluation underscores the difficulties faced by women due to a lack of political representation and inaccessibility regarding local markets that wealthier classes own.

- ***Latin America BIOREDD+:*** *"Women in focus groups ... generally felt the program should have specific programs to benefit women, since they feel that the current arrangements benefit men over women."*
- ***Senegal COMFISH:*** *"Women's voices in national politics are not regularly acknowledged or listened to. Women have trouble buying, storing and/or transporting product to market making them particularly vulnerable. Markets, especially regional ones, often tightly controlled by the wealthy merchants, which keeps women from selling their fish directly. Women are less represented in ICCs than men. The roles of women are understood in their communities, but their importance is not reflected in national policies. Women active in the artisanal fishing sector are not sufficiently organized. Women have received leadership training but the impact of this training is not tracked."*

Three of the evaluations highlighted the inadequacies of capacity-building support. For example, one stated that technical assistance had not led to progress for individual institutions, countries, or the region, as hoped for in the original statement of work. Another evaluation concluded that the particular dilemmas faced in training included the lack of resources, the use of languages that participants did not understand, and the neglect of differences in participant knowledge and skills levels.

- ***Southeast Asia LEAD:*** *"Constraints related to staff and equipment availability, internet access, and variations in language and technical skills among event participants have hindered the effectiveness of some regional capacity-building activities, including national [greenhouse gas] inventory capacity building and development activities under Task 2."*
- ***Indonesia IMACS:*** *"Although the MRP included capacity building activities at the national and regional levels and covered a wide range of topics for diverse target audiences, the internalization of training content within the MMAF remains incomplete. At the regional level, staff lacked sufficient authority as decision-makers."*

Key Lessons Learned

Eleven of the GCC sector evaluations addressed lessons learned. These lessons related to community leader capacity building and sustainable livelihoods development.

Four of the GCC evaluations recommend greater community involvement. Examples included the need to (1) integrate and mainstream disaster risk reduction into local development agendas and formal village development plans, (2) build the capacity of village administration and community self-help groups, (3) allow local people to manage their natural forests in lieu of the government, and (4) improve the communication plan with communities. Several reports concluded that community-based groups are at an advantage in terms of improving their own resiliency to climate change, because they have greater knowledge of the area, have a personal stake in maintaining safe environments, and are placed to sustain efforts over time.

- ***Indonesia CADRE:*** *"Since the new Village Law has been adopted by the government of Indonesia, there is huge potential including financial resources that have been made available to the village to support future activities on [disaster risk reduction] and adaptive livelihoods. Hence, strengthening village administration capacity will be critically needed in the near future. In the 2015 state budget, there has been allocation for village development budget which will be transferred from central government to village government. … Therefore, existing groups in two entitled districts can be linked with the village development fund, including integration or continuation of village disaster/contingency plan such as evacuation road and livelihoods activities. Existing community leaders and village government units can be prepared to anticipate the potential integration with the village development fund. Similarly, capacity development of village authorities to manage development funds will be necessary to ensure the effective use of these funds."*

Six of the evaluations concluded that GCC-related activities could improve sustainability by linking implementations with indigenous financial mechanisms. An Indonesia evaluation noted the success of the entrepreneurship training provided to local beneficiaries and recommended extending it to women and community groups. It also highlighted the need for links with financial services to provide credit to workers, and specifically proposed building cooperatives.

- ***Indonesia CADRE:*** *"The project facilitated entrepreneurship training but not for all participating groups. In future programs, entrepreneurship skills need to be strengthened in order to leverage the productive capacity of women and community groups. Simultaneously, financial management can be strengthened to prepare production growth. This may be supported with development of strong linkage to the traditional banking sector to provide financial services such as credit to support the productive capacity of the groups CADRE has initiated the process of formation of a cooperative called Pre-Cooperative Group which involves government extension workers."*

Other Indonesia reports underscored the need to use robust economic analysis to improve planning and decision-making. Overall, GCC-sector evaluations concluded that income-generating and livelihoods components are effective tools, in appropriate circumstances, to sustain conservation, adaptation, or community resiliency interventions.

- ***Indonesia IMACS:*** *"The USAID's next program strategy should closely integrate fisheries management with coastal biodiversity conservation efforts. This will provide favorable conditions for enabling fisheries management to create multiplier effects for coastal biodiversity and sustainable livelihoods."*
- ***Indonesia IFACS:*** *"In general, valuable forests will be managed sustainably if and only if there are well-defined property rights. Most policymakers do not use this mechanism, probably because there is limited understanding of it. Education in this area is important for the future as the growth rate in natural forests is very low, thereby making investment in these forests financially inviable. Commercial utilization of natural forests by private companies, therefore, is not sustainable. Management of the natural forests could be given to local people who have been dependent on the forests for a very long time or could be done by the government itself, which has limited capacity to do this successfully at this time… The assessment team is recommending a pilot study be undertaken to explore the potential of using more robust economic theory to improve decision-making at the district level."*

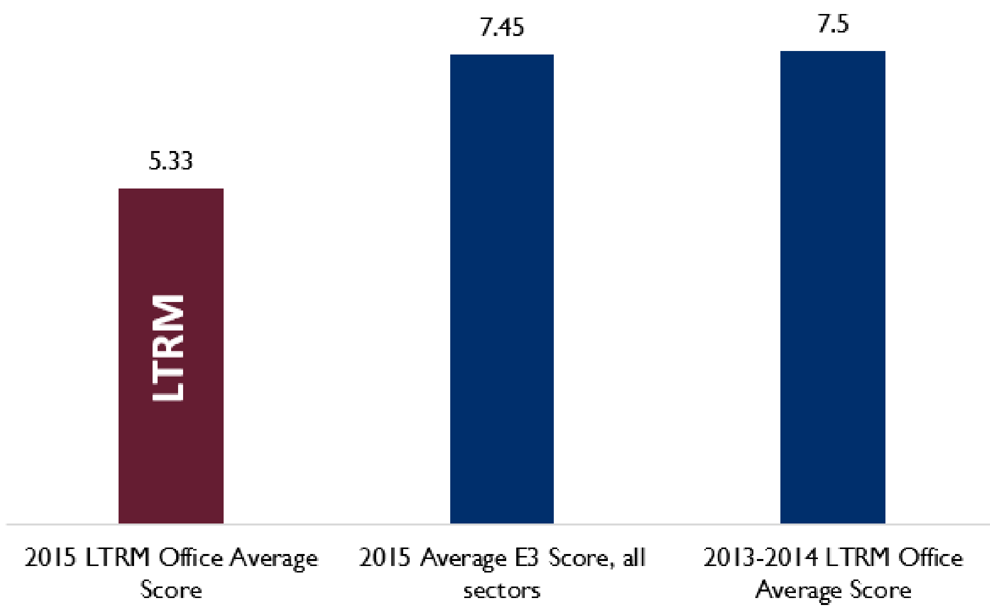
LAND TENURE AND RESOURCE MANAGEMENT EVALUATIONS

Summary of Evaluations

The 2015 evaluation reports reviewed included three reports that corresponded with work by the Land Tenure and Resource Management (LTRM) Office.[16] Specific descriptive information for each of these reports in Annex B. The interventions evaluated originated in Afghanistan, Colombia, and Ghana. The regional focus of the 2013–2014 portfolio of LTRM sector evaluations was largely similar to that of the 2015 portfolio.[17]

All three 2015 LTRM sector evaluations were commissioned to conduct final performance evaluations. The average evaluation report quality score among these three reports was 5.33 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a drop by 2.17 points compared to the 2013–2014 period (from 7.50).

Figure 48: Quality of Evaluation Reports, LTRM



Project Results

Only one of the three LTRM sector evaluation reports addressed performance targets, and the activity met these targets. Two of the three evaluations concluded that the activities achieved outcomes during the life of the intervention. Both evaluation reports described activity efforts to build the capacity of government bodies and provide hardware and software resources that contributed to appropriate institutional planning and recordkeeping. In Afghanistan, the public body responsible for land authority worked to establish a recordkeeping system to address informal settlement and redress grievances for certain parcels of land, which led to the formalization of one-quarter of its cases. In Ghana, agreements

16 Recently renamed as the Land and Urban Office
17 Between 2013 and 2014 there were two activities evaluated in Africa, one in Afghanistan, and one in Haiti.

were signed at three levels of government to facilitate collaborative planning, and resources were provided to improve the spatial planning of target districts.

Gender Equality and Women's Empowerment

All three LTRM sector reports addressed gender equality or women's empowerment. Two reports discussed strategy and design as a means to integrate women's empowerment considerations. In both reports, the activity design had a gender component, yet the evaluation concluded that the activity could have better used adaptive management techniques when it encountered implementation challenges. In the end, neither activity was fully successful in implementing the gender components of its design.

- ***Afghanistan LARA:*** *"LARA was able to document 72 instances of Afghan women inquiring about or seeking their land rights in response to the awareness campaign. The campaign also generated several success stories and positive coverage in a Washington, D.C.-based web newspaper. In the end, however, the impact on the contractor and donor was probably more substantial than on the Afghan public"*
- ***Colombia PPP:*** *"The project had a crosscutting theme related to gender, but the evaluation highlighted that achieving results on gender and other crosscutting themes was difficult. … Neither USAID, the Government of Colombia nor the activity implementers appeared to place gender or environment high on their priorities."*

Two reports mentioned access to education and health care, with increasing access leading to positive results for gender considerations. In one case, it related to women and land rights, and the second report dealt with introducing women to local governance.

- ***Ghana LOGODEP:*** *"Activities appear to have led to the increased empowerment of women in the political process, though no objective program data exists on this. The program introduced women to key concepts of local governance and provided them with training in advocacy and policy-influencing skills, leadership and communication skills, and elections processes and campaigning."*

Governance

Two LTRM sector reports addressed governance relating to implementation. These reports show that the activities leveraged policy technical assistance to reform, create, or improve property rights protections. Similarly, the Ghana report highlighted decentralization efforts to create linkages between villages and small communities to regional government to national priorities — all to promote land tenure and development.

- ***Afghanistan LARA:*** *"By creating a pathway to real property ownership, LARAs potential for promoting both domestic and international direct investment and enhancing general economic productivity is immense. Secure tenure allows the property market to take off. It can also significantly mitigate conflict over land ownership (the most contentious area of Afghan society), as well as help [legitimize] the government."*

- ***Ghana LOGODEP:*** *"The entire project was designed to increase governance at the local level as a way to facilitate decentralization. The program has three intermediate results (or components): (1) public participation in local government expanded; (2) integrated development planning to increase Internally Generated Funds (IGF) achieved; (3) linkages to local governance initiatives at the national level strengthened."*

Private Sector Engagement

Two of three evaluation reports addressed private sector engagement. The Ghana report highlighted efforts by the implementers to establish PPPs; however, implementation challenges arose. These challenges constrained activity efforts because target municipal district assemblies did not yet have the capacity to be a reliable partner with business. Further, the report noted that supported assemblies encountered challenges in meeting agreed-upon payment timelines and values.

- ***Ghana LOGODEP:*** *"The decentralization process has not yet enabled MMDAs to become reliable partners with business in forming public-private partnerships. Transfer payments from the central government are predictable neither in time nor value. IGF constitutes a small portion of the budget. All but the richest MMDAs would be unable to meet their commitments for public-private partnerships."*

The final performance evaluation of the Land Reform in Afghanistan Project (LARA) found that the Afghan Land Authority (Arazi) benefited from collaborating with private firms to conduct social and property surveys. At the time, Arazi did not have the required skillset and to conduct these services and the evaluation found that this relationship led to otherwise better data for land issues in informal communities.

- ***Afghanistan LARA:*** *"LARA employed private sector companies to handle much of the early training for MUDA and IDLG, do construction work in Campoona and Araban, and conduct the social and property surveys in the informal communities. This was important because Arazi itself did not have the required, skilled staff to conduct the formalization work. The contractor provided Arazi with a model of public-private sector cooperation, which points the way for Arazi to accomplish its future work by contracting out and supervising its high-volume survey work."*

Areas for Learning and Improvement

All three evaluations suggested improvements along technical grounds for the respective activities. The issues that arose touched on the insufficient quality of training, the usefulness of best practices, the neglect of certain crosscutting themes, and poor monitoring and evaluation planning. The Ghana evaluation described the training given to activity staff as having provided vague instructions on using survey equipment. The Colombia evaluation concluded that the best practices used in an activity's policy and institutional strengthening efforts were not useful on their own and had to be adapted to meet the country's unique institutional and conflict context. The Colombia report also concluded that the activity did not sufficiently address crosscutting efforts, such as those concerning gender equity and the environment, due in part to lack of expertise among staff for those topics both at USAID and in local government. The report also suggested that improved monitoring and evaluation planning and management reflection and adaptation would have led to a greater contribution.

- ***Colombia PPP:*** *"Respondents frequently noted, however, that [internal best practices (IPBs)] were insufficient on their own as inputs to the planning process in Colombian institutions. Forums, events and studies are probably less useful elements, we really need more tangible support, recounted one. A government respondent said the IBPs that were consulted for their work were too abstract and with insufficient detail, while a USAID respondent added that when an international case provided good detail, those details would not work in Colombian legal or social conditions."*
- ***Colombia PPP:*** *"Crosscutting themes in USAID's initial design did not become fully cross-cutting as implemented by PPP. Lack of appropriate expertise or influence on the team (environment, gender), and political challenges or lack of mandate (nation-region and good governance) limited integration in the pillar structure. PPP's leadership focused on the pillars and their deliverables, which meant that crosscutting themes were put on the back burner."*
- ***Ghana LOGODEP: "****The M&E plan for the project also was lacking in some respects. There were no outcome indicators for strengthening linkages to national-level initiatives, so the evaluation could not form a judgment on that. All indicators for building skills and capacity for Metropolitan, Municipal, and District Assemblies were output indicators so no assessment could be made on whether those skills were actually used in a way that supports the project's theory of change. Finally, the indicator on internally generated funds did not disaggregate by the source of the revenue. The project was concerned only with increasing revenue from integrating spatial planning processes and creating target district databases. This makes it difficult to connect growth in revenue to the project's interventions. Growth occurred in many districts but the reasons for that could be many which are beyond the control of the project (e.g., revenue from extractives)."*

Two of the LTRM sector evaluations underscored concerns about sustainability resulting from the implementation approach. The Afghanistan LARA report concluded that trainings delivered were of insufficient quality to contribute to sustained outcomes. Moreover, for Ghana, the report cautions that the internally generated funds (IGF) software may not have received buy-in from the government and may be competing with another software platform, making it sustainable.

- ***Afghanistan LARA:*** *"Training remains a significant problem area. In the final project report, LARA describes its staff as having received tens of weeks of hands-on training (strangely reported as thousands of man-hours), specifically on the use of standard survey equipment. The Evaluation Team believes most of this instruction came in the form of unstructured descriptions of how to use survey equipment based on user manuals. This is neither effective, nor replicable and sustainable training."*
- ***Ghana LOGODEP: "****The IGF software also faces sustainability challenges. LOGODEP was not permitted by TCPD to correct errors in the original encrypted software installed in the five target districts. In year 5, it is installing similar GIZ-developed open-source software. … Little time remains in the project for training and testing of the system. It is not yet clear how the government will continue to support the software. In addition, Canada has developed alternative IGF software. TCPD and MLGRD may make this the standard IGF software."*

Key Lessons Learned

Two LTRM sector evaluations addressed lessons learned. The Colombia evaluation stressed the importance of working closely with government; it recommends exclusively pursuing goals that are common to both USAID and the Government of Colombia. In the Ghana report, the government reportedly refused to fund the required software updates needed for activity components, which undermined the sustainability of the activity.

- ***Colombia PPP:*** *"Future projects should replicate PPPs practice of working hand in hand with the [Government of Colombia] on each activity, over time, seeking consensus, as a team."*

The Ghana evaluation praised the activity's scope as it related to staffing. According to the evaluation, future policy activities should follow the same model of linking senior-level activity staff/consultants with government officials. Another lesson learned criticized an aspect of the activity's scope by challenging the short time horizon for a decentralization project.

- ***Ghana LOGODEP:*** *"Three years is generally too short for a decentralization project such as this. That necessitated extending the project an additional two years."*

WATER EVALUATIONS

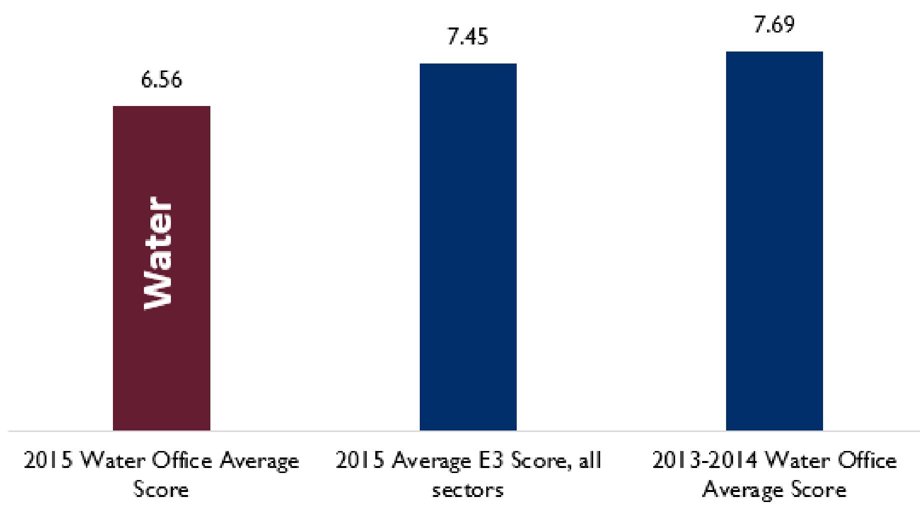
Summary of Evaluations

The 2015 evaluation reports reviewed included nine reports that corresponded with work by the Water Office. Specific descriptive information for each of these reports is in Annex B. The interventions evaluated were implemented in sub-Saharan Africa (five), the ME (three), and a multi-country regional activity in LAC. Between the two synthesis periods (2013–2014 and 2015), Africa remained the focus of a majority of programming. While the 2015 period saw a higher concentration of ME investment, the 2015 water sector evaluations did not include programming in Asia or AfPak.

Figure 49: Number of Water Evaluations by Region (2015)

All nine 2015 water sector evaluations were performance evaluations. Seven were mid-term evaluations, one was a final performance evaluation, and one was conducted ex-post. The average evaluation report quality score among these nine reports was 6.56 out of 10, compared to 7.45 for the E3 Bureau overall for 2015. The average 2015 score represents a drop of 1.13 points compared to the 2013–2014 score (7.69).

Figure 50: Quality of Evaluation Reports, Water



Project Results

Seven of the nine 2015 water sector evaluation reports addressed performance targets. One report mentioned that the activity exceeded its targets, three met their targets, and three fell short of their targets. A common thread in four of the evaluation reports was the difficulty that activities faced during implementation, including significant institutional and infrastructure-related challenges, as well as internal project issues. Despite these obstacles, three of the four activities reportedly still met targets, with the other falling short.

- ***Madagascar MAHEFA:*** *"Political and technical challenges were many, including establishing relationships with the public sector during a period of U.S. Government non-engagement policies, identifying NGO partners with technical and administrative capacity to support the program, finding and recruiting staff with appropriate skills and knowledge of the various regional contexts at all levels, and reliance on an increasingly decentralized structure relying on the performance of volunteers at the most very basic levels."*
- ***Middle East IWSMR:*** *"The IWSMR team experienced significant staff turnover during the third quarter. By the end of the quarter, however, all open positions had been filled. In the fifth quarter, however, the key position of COP and the DCOP resigned. This has slowed down project progress, but all targets have ultimately been met."*
- ***Liberia LMWP:*** *"LMWP has in light of many socio-economic, environmental and institutional challenges and constraints of a post-conflict country like Liberia, accomplished considerable key objectives of an enabling environment as envisioned and articulated in the original and evolving objectives of the project."*

Innovative Practices

Five of nine reports described some aspect of the activity design as innovative. Technical, organizational, and service delivery innovations represented the bulk of the innovations described. Technical and process innovations introduced new low-cost technologies and promoted behavior change at the community level across several reports. This also included private financing schemes to sustain WASH delivery systems after the cessation of donor support. Service delivery methods were mentioned in the context of increasing the capacity of local communities to advocate for essential climate services at various levels of government.

- ***Africa WASHplus:*** *"Moving beyond basic service delivery through non-governmental organization (NGO) projects, WASHplus uses innovative approaches to expand access and use of WASH services, such as the development of innovative approaches for WASH financing; building the capacity of the local private sector for provision of WASH products and services; and institutional strengthening, especially at lowest levels of governance."*
- ***Africa WASHplus:*** *"WASHplus has incorporated integrated programming, has made related resources available, and has undertaken innovative country-level integrated programming."*
- ***Angola Pilot:*** *"Through this pilot project, the Mission sought to establish an innovative approach for linking DRR activities with climate change adaptation by training non-governmental organizations (NGOs) to work with communities to design and implement DRR plans that take into account climate change impacts and building their capacity to advocate for essential climate services at various level of government."*

- ***Madagascar MAHEFA:*** *"That said, it is acknowledged that these community insurance schemes are an innovative approach that requires multiple steps to develop awareness of community health needs, establishment of management systems, and extensive community engagement in order to succeed."*
- ***West Africa WASH:*** *"The program seeks to accomplish its objectives by introducing innovative and low-cost water and sanitation technologies and promoting adequate hygiene behaviors at the community level, developing practical models of sustainable WASH service delivery, facilitating cooperation and creating synergies between the USAID WA-WASH initiative and other relevant USAID/WA programs and priorities"*

Gender Equality and Women's Empowerment

Four water sector evaluation reports discussed the activity as containing gender equality and/or women's empowerment considerations. Strategy and project design, monitoring and evaluation, and increasing access to markets were the most prominent modalities for integrating gender into the design of an intervention.

Four reports mentioned monitoring and evaluation. These activities encouraged beneficiary communities to overcome gender stereotyping by targeting a predetermined percentage of women in each activity.

- ***Yemen CLP:*** *"Adequacy of Design from a Gender Perspective According to the Cooperative Agreement, CLP planned to develop gender-sensitive programming, undertake assessments of communities, and ensure CLP projects were inclusive and empowering to women. All community-identified priority projects were to be reviewed by CLP staff and the gender specialist based in Sanaa, to ensure that projects adequately met both the needs of men and women, and did not exclude women from the process. … CLP highlights activities that were specifically focused on women: trained roughly 3,000 women in livestock management and food processing; and having 10 of 20 nurseries for coffee and horticulture owned and operated by women."*

Three reports mentioned strategic planning as an opportunity to integrate gender analysis in the program cycle. One of the key strategies for achieving results focused on enabling both women and men to influence policy and decision-making.

- ***West Africa WASH:*** *"USAID WA-WASH is already supporting women with Moringa production and encouraging the target communities to overcome gender stereotyping by including at least 40 percent of women in the executives of village committees."*

Two reports mention market access as a mechanism to promote alternative livelihood models for women and increase their levels of income and support. Specifically, the Partnering for Adaptation and Resilience (PARA-Agua) activity report highlighted an inclusive approach to engaging qualified women in technical and administrative capacities to include female perspectives in market structures and norms.

- ***Latin America PARA-Agua:*** *"[The] approach … is gender-focused and enables both women and men to influence policy and decision-making, employs strategies that respond to gender-based vulnerabilities, and promotes inclusion. … [Activity] staff and its subcontractors are consciously pursuing an inclusive approach by actively engaging qualified women, including country coordinators and scientific and technical specialists. This is particularly evident with SEI staff, which currently includes two female specialists, one in each of the two Peruvian watersheds, who are working in a rural environment where women's participation in water and hydrological activities is traditionally limited."*

Governance

Four of nine evaluation reports addressed governance issues. This usually took the form of capacity building within public institutions or civil society group advocacy. Four reports discuss capacity building as a mechanism to reduce drivers of instability. Capacity-building workshops provided an opportunity to train regional representatives as well as local partners. This was as a sustainable modality to integrate WASH services into local governance.

- ***Angola Pilot:*** *"The project has been adjusted during implementation based on learning and has made different degrees of progress under the four key intervention areas (key intervention areas as stated at the time of the mid-term assessment). The project has contributed to strengthening the capacity of Cunene Civil Protection, improved coordination between [host government] institutions and coordination between Angola and Namibia in areas relevant to the project."*

Two reports described policy technical assistance as vital to promote access to improved water supplies and sanitation.

- ***Latin America PARA-Agua:*** *"Moreover, as stressed during the KIIs, councilmembers felt that working with PARA-Agua has provided technical support while at the same time providing access to the tools and skills necessary to effectively contribute to watershed planning and management efforts."*

Private Sector Engagement

Five water sector evaluation reports addressed private sector engagement. These interventions typically integrated commercial approaches within a framework to encourage sustained outcomes. Successful interventions in West Africa incorporated a modest fee component for the purpose of system maintenance provision. This fee was low and within the means of the community's poor. Also in West Africa, WASH services attempted to incorporate female beneficiaries into the commercial value chain of sanitation services, which was successful, according to the evaluation report.

- ***West Africa WASH:*** *"The low-cost tippy-taps for hand washing has been well accepted by all the communities. In addition, USAID WA-WASH worked with local NGOs as well as integrating the private sector throughout the program to facilitate sustainability and strengthen value chain and revenue generation activities for all stakeholders (especially women)."*

- ***West Africa WASH:*** *"All water supply facilities visited by the team were constructed by applying low-cost and appropriate technologies, which are within the means of the poor in the communities. In addition, USAID WA-WASH worked with local NGOs and integrated the private sector throughout the program to facilitate sustainability. The value chain and revenue generation activities of all stakeholders (especially women were strengthened by training local artisans to fabricate rope pumps for sale to the communities and for the maintenance of the water points. The training has equipped those involved with additional skills, which have increased their income levels. Since the artisans live within the communities, their services are available to new users and the maintenance of existing facilities."*
- ***Africa WASHplus:*** *"WASHplus is seen as a program that has had a significant impact and implemented effective service delivery in the countries where it works. However, the WASHplus mechanism has not been used to place significant emphasis on building government capacity and leadership. More could be achieved in terms of building the capacity of the local private sector for provision of WASH products and services and to develop new [public-private partnerships], as called for in the strategic objectives."*

In Jordan, a USAID-supported intervention twinned the private Aqaba Water Company with public utilities elsewhere in the country to learn from the relative success of the private firm. The Aqaba utility had been long recognized as one of the country's most efficient and effective.

- ***Middle East IWSMR*** *"The Twinning program will initially focus on twinning Aqaba Water Company, considered the most efficient and effective water utility in Jordan with five water companies which are all part of the Water Authority of Jordan (WAJ) during the seventh and eighth quarters of IWSMR (covering the period April to September 2015). The relationship was described as a mentorship program, with Aqaba Water Company sharing its expertise with smaller utility companies who are affiliates of WAJ. It is noteworthy that Aqaba Water Company is a private operator, while the mentees are publicly owned."*

The Yemen Community Livelihoods Project (CLP) provides a useful example of water sector public-private partnerships. CLP introduced solar-powered pumps for irrigation. To sustainably entrench these technologies, CLP supported training public agriculture extension agents, as well as private sector specialists to (1) disseminate the technology, (2) provide technical support to farmers, and (3) sustainably create market linkages between farmers and drip-irrigation technology suppliers.

- ***Yemen CLP:*** *"The CLP approach to sustainability was also rooted in the belief in the key role that the private sector has to play in the sustainability of agriculture interventions, and thus it supported the creation of private sector nurseries rather than public-sector-run nurseries. The CLP strategy for the introduction of new technologies (drip irrigation and solar pumps) was to develop a cadre of public sector agriculture extension agents and private sector experts in each region to propagate knowledge and provide technical support to farmers. To promote this approach, CLP brought in drip systems from India to introduce the technology and connect the international supplier (Drip-Tech) with local agriculture input providers. The promotion of drip irrigation systems with local commercial suppliers will be a key aspect of sustainability as market systems are put in place to provide drip irrigation technology on a national level."*

Areas for Learning and Improvement

All nine reports identified points for future learning and improvement, concentrating mainly on sustainability and addressing contextual challenges. Several reports noted that the activities lacked a sustainable strategy to transfer ownership to local actors once USAID involvement ends. Relatedly, sustained financing for WASH systems was a commonly cited point to improve the likelihood of sustained future outcomes. A third obstacle to sustainability was the flight of technical know-how when projects end. For example, the ME regional Monitoring Agriculture and Water Resources Development (MAWRED) activity worked with NASA to provide technical support to institutions in various countries, although the report concluded that these partnerships were unlikely to continue beyond the life of the activity.

- ***Middle East MAWRED: "****Based on… interviews with key informants, the key relationship is that between the participating country lead institution and NASA. This is why Morocco and Tunisia bypass ICBA and choose to access capacity support and training directly from NASA. ICBA has provided some useful technical support to participating country institutions, but its projected role as a regional knowledge and modeling hub is unlikely to be sustainable without ongoing NASA support and USAID funding. This poses the question about an exit strategy after the activity's completion. Many of the participating institutions will hope to maintain their established links with NASA and U.S. universities after the activity's end; however, there is uncertainty whether these academic partnerships will be maintained. NASA is the brand that holds the activities together and underscores the level of excellence that they strive to achieve."*
- ***Yemen CLP:*** *"Sustainability was part of the design but implementation lagged behind. CLP did not plan adequately for time needed for dissemination, nor for developing mechanisms to make the new technologies more accessible, such as through credit or cooperative schemes. There was no capability to collect information on projects subsequent to their completion for follow-up support, or to find out if they were continuing. The potential for [ministry] extension workers and local farmer associations to take over this task was not actualized and is recognizably difficult to do in the absence of continued support to these entities given their actual lack of capacity."*

Four evaluations described issues relating to contextual challenges. An example comes from the Middle East MAWRED activity, where WASH activities were halted due to difficulties in the Egypt-U.S. relationship. In Iraq and Yemen, where MAWRED also operated, the security situation severely limited foreign assistance interventions.

- ***Middle East MAWRED:*** *"Egypt is subject to a temporary work stoppage due to the USG policy restrictions on dealing with Egypt, which has blocked program implementation. Its future in the overall program is therefore uncertain. However, at the time of this report, USAID has indicated that a waiver is approved for Egypt's participation in this Program to begin in 2015."*
- ***Yemen CLP:*** *"Drought problems and water shortages have limited [the application of] some of [the activity's] technologies and practices."*

Key Lessons Learned

Six of the evaluations provided lessons concerning results-based management. For example, one evaluation found that a well-designed beneficiary selection process contributed to the overall success of the activity. Another report found the use of remote-sensing data for water management to be a positive contribution, although a regional observation approach limited the usefulness of these data in specific contexts. Several evaluations provided lessons learned on learning and adaptation for water-related programming. One evaluation recommended the development of a "learning and innovation" strategy to share findings across missions. The Angola pilot activity provided three noteworthy lessons:

1. Awareness-raising at the beginning of a pilot phase can be of limited utility.
2. Vulnerability studies for resource sources and populations are a practice that water programs should employ prior to implementation.
3. Adaptive management approaches are useful to harmonize local and national priorities, as they commonly diverge and converge overtime.

Five evaluations highlighted lessons learned regarding organizational partnerships, particularly between donors, implementing partners, governments, and beneficiaries. In one evaluation, the constant replacement of staff at USAID, the Ministry of Water and Irrigation, and the World Bank resulted in unnecessary implementation challenges. In another evaluation, the report recommended maintaining strong communication between USAID and relevant government entities to ensure support and sustainability.

- ***Africa WASHplus:*** *"Future knowledge management could focus on resources relating to working with and through governments on water, sanitation, and hygiene, which would address the specific needs of the Ministries of Health to deliver on their mandate with respect to sanitation and hygiene."*
- ***Angola Pilot:*** *"It would have been beneficial for USAID and the project to both establish a relationship and sustain engagement with ministries whose mandates align to project objectives to ensure buy-in and knowledge transfer (in both directions) and to avoid misplaced expectations. It was not until the project had invested substantial time in the flood monitoring stations that it learned that the National Institute of Water Resources (NIWR) also intended to install flood-monitoring stations in Cunene province. As the NIWR is the primary GRA agency tasked with managing the country's water resources, it would have made sense for the project to engage with the NIWR from the early stages, as ultimately it would have had to do in any case, and (as we are now learning), coordination with the NIWR may be important for the project's long-term sustainability depending on NIWR's long-term capacity to both maintain the stations and provide human resources for interpretation and coordination."*

ANNEX A: STATEMENT OF WORK

Statement of Work
E3 Sectoral Synthesis for 2015

1. Introduction and Background

In 2015, USAID's Bureau for Economic Growth, Education, and Environment (E3) published its second annual Sectoral Synthesis Report on Evaluation Findings, covering evaluations published in 2013 and 2014. Using a collaborative process to support learning from and utilization of evaluations in E3 technical sectors conducted by the Agency, the E3 Analytics and Evaluation Project and E3 staff members synthesized the findings from and assessed the quality of117 evaluation reports. The E3 Bureau is requesting that the E3 Analytics and Evaluation Project continue this effort and synthesize evaluation findings from reports published in the 2015 Fiscal Year (October 2014 – September 2015).

2. Existing Information Sources

The Project team will use the data collection tools developed under the 2013-2014 Sectoral Synthesis as a starting point for this study. The tools may be slightly modified to take into account any lessons learned during the prior year's study.

All evaluation reports to be reviewed can be located on USAID's Development Experience Clearinghouse (DEC).

3. Purpose, Audience, and Intended Use

Purpose and Intended Use

The purpose of the E3 Sectoral Synthesis of Evaluation Findings is to disseminate knowledge gained across all evaluations in E3 sectors to inform and improve future programming and project design, as well as lessons learned to improve the quality of future USAID evaluations. The process involved in preparing the final report is intended to have a learning component for E3 staff who will be involved in the technical review, to develop greater understanding of the technical lessons from recent USAID evaluation reports and the overall quality of evaluation reports for E3 sectors.

Audience

The primary audience for the deliverables generated under this activity is E3 Bureau senior management. The secondary audience is the wider USAID community that works with or is interested in E3 technical sectors. The Project will also work with the Communications and Knowledge Management (CKM) unit of E3's Planning, Learning and Coordination (PLC) Office in order to develop a dissemination and utilization plan for USAID/Washington and USAID Missions.

4. Support Tasks

The tasks outlined in this section are based on current anticipated needs to prepare the Sectoral Synthesis Report on 2015 Evaluation Findings, and will be refined in collaboration between USAID and the Project team.

1. Preparing and Updating Data Collection Tools
    - <u>Technical Review</u> – The Project team will support USAID in fine tuning the data collection tool used in 2013-2014 Sectoral Synthesis Report to extract substantive findings from evaluation

reports. These revisions will be based on lessons learned during the prior year's data collection and analysis activities. The Project team will also develop a custom online survey tool based on the feedback received from USAID from the prior year's review efforts.
   - Evaluation Report Quality Review – The Project team will use the 2013-2014 data collection tool to review the quality of the evaluation reports. Small changes may be made to the tool, but the majority of questions will remain unchanged in order to be able to track trends over time.

2. Defining the Data Set
   - The Project team will define the universe of evaluations to be included in this report. The universe will be based on those evaluations completed in the defined time period (October 1, 2014 to September 30, 2015) relevant to E3 sectors (linked to standard foreign assistance Program Elements) that are publicly available on the DEC. These evaluations will be identified based on FY15 Performance Plan and Reports (PPRs) to be shared by USAID as well as by the Project team searching the DEC.

3. Extraction of Substantive Findings for the Technical Review
   - The Project team will meet with E3 staff to review the technical review tool in order to help all reviewers extract similar findings.
   - E3 offices will assign staff to each evaluation to extract important topical and management-related evaluation findings. The Project team will support this process by answering questions that E3 staff may have.
   - For an agreed subset of the FY15 evaluation reports in the Education sector (approximately 16 reports in total), the Project team will conduct the technical review directly and extract the relevant evaluation findings.

4. Evaluation Report Quality Scoring and Abstracts Review
   - Project team members will conduct a parallel review of the quality of all evaluation reports using the evaluation report quality review tool. Prior to the team commencing this review, training sessions and inter-rater reliability calibration will be conducted with team members to ensure consistency in the scoring of evaluation reports.
   - This review will also allow for the comparison of the E3 Bureau's average evaluation report quality "score" for FY15 to its average score on those same factors in earlier years.
   - Project team members will be expected to extract basic data for future use under the separate Evaluation Abstracts activity, which is also being conducted by the E3 Analytics and Evaluation Project.

5. Analysis and Reporting
   - The Project team will systematically organize and analyze the extracted data in order to present lessons learned from the evaluations both across E3 and within individual sectors.
   - The Project will prepare a draft Sectoral Synthesis report for USAID.
   - The Project will invite participating staff from E3 offices to attend a validation session to review the synthesized findings and study conclusions. This session will ensure that final interpretations of what the Bureau has learned reflect individual perceptions and collective knowledge based on this review process.
   - The Project will finalize the Sectoral Synthesis report for USAID based on feedback received.

6. Dissemination and Utilization
   - As part of the validation session, USAID and the Project team will collaborate to conceptualize a dissemination and utilization plan for the Sectoral Synthesis Report, consolidating ideas from each office about what can collectively be done to apply the lessons from this new synthesis

going forward. The development of the dissemination and utilization plan will involve personnel from the E3/PLC/CKM unit.

- The Project team will produce dissemination materials, as agreed with USAID. This is anticipated to include at a minimum a briefing note for the overall study, one briefing note per sector, one overall study presentation, and one presentation per sector.

5. Data Collection Methods

There are two planned primary data collection elements for this Sectoral Synthesis and two corresponding data collection tools will be developed, one to be prepared and completed by the Project team for the quality review of evaluation reports, and the other to be prepared collaboratively between the Project and E3 teams and completed by E3 staff (with the exception of the subset of Education-sector evaluations that will be reviewed by the Project team) for the technical review of the evaluation reports.

The Project should use a commercial online data collection platform for the quality of the evaluation report review checklists. The Project will develop a custom online data collection platform for the technical review data collection tool, which will respond to the feedback received from the USAID reviewers of the 2013-14 Sectoral Synthesis.

6. Data Analysis Methods

The Project team will analyze both quantitative and qualitative data streams for this synthesis. Statistical software may be used to combine and analyze data from the two data collection tools and present descriptive statistics relating to either evaluation findings or evaluation report conformity to USAID policies. In addition, the Project team will conduct content analysis of the qualitative data collected through the meta-analysis checklist. MAXQDA or similar software may be used to systematically code trends, as appropriate.

7. Study Strengths and Limitations

A key strength of this study is expected to stem from the considerable effort that should be undertaken to calibrate reviewers to identify and extract relevant findings, as well as systematize how evaluation reports are scored relating to the quality of their structure and clarity. A participatory approach utilizing Project team staff as well as USAID technical experts is expected to ensure fidelity to the original context of findings as they are aggregated. The validation procedures described previously are also meant to support this.

A limitation of this synthesis is that the checklist used to score evaluation report quality is not meant to assess the quality of the methods presented in the reports. Instead, it is designed to systematically review whether key elements are present. In essence, the instrument used to assess evaluation report quality tracks adherence to USAID evaluation guidelines. A systematic review of the appropriateness of the social science methods used in these reports is beyond the scope of this synthesis.

8. Gender Considerations

USAID requires that project designs, performance monitoring, and evaluations adequately address gender concerns outlined in USAID's Gender Equality and Women's Empowerment Policy. In addition to the gender-specific questions included in the 2013-14 study, the Project team should identify additional questions to include in the data collection instruments, with consideration to USAID's 2015 How-to Note on Engendering Evaluation.

The Sectoral Synthesis Report on 2015 Evaluation Findings will include analysis of how gender equality and women's empowerment are integrated into project design and implementation, as well as how they are represented in evaluation findings and project results. This analysis will be done across the E3 Bureau and also at the office tlevel where possible.

9. Deliverables and Reporting Requirements

The following deliverables are envisioned as part of this support activity. Due dates are estimates and may be amended with concurrence from the USAID Activity Manager for this study.

Deliverable	Estimated Due Date
1. Draft Sectoral Synthesis Report on 2015 Evaluation Findings	o/a November 1, 2016
2. Final Sectoral Synthesis Report on 2015 Evaluation Findings	o/a two weeks following receipt of USAID feedback on draft report
3. E3 Briefing note (x1) and sector-level briefing notes (x10)	o/a November 30, 2016
4. Presentations to USAID	As scheduled with USAID, anticipated to be completed by December 31, 2016

All documents will be provided electronically to USAID no later than the dates indicated above, pending further discussion with USAID about the schedule for this activity.

10. 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 synthesis, including review of the tools developed and 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 support the Project team to ensure the successful completion of the required deliverables and all activity tasks and sub-tasks. This may include drafting data collection instruments, training and managing the Project team carrying out the evaluation quality review as well as the technical review for the subset of Education-sector evaluations, conducting data analysis tasks, and preparing inputs for the required reports. The Activity Coordinator should have familiarity with USAID evaluation policy and guidance.
- **Researchers:** A team of researchers is expected to support the evaluation quality review, including participating in training and inter-rater reliability calibration exercises, and reviewing and scoring the evaluations according to the established checklist. It is likely that a separate small team of researchers will conduct the technical review for the subset of Education-setor evaluations being conducted by the Project team. A team of researchers will also assist with the content analysis.

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

11. USAID Participation

An interactive and collaborative process is envisioned between the E3 Analytics and Evaluation Project team and USAID/E3 to carry out this activity. E3 office-level staff will form an integral part of the data collection team for the technical review of findings and conclusions. This team, as well as the

E3/PLC/CKM unit, will also participate in a validation workshop to develop the report dissemination and utilization plan.

12. Schedule

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

ANNEX B: EVALUATION REFERENCE LIST

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k8ps	Economic Policy	Economic Growth	Afghanistan	AfPak	Assessment of Afghanistan's public financial management roadmap and final evaluation of the economic growth and governance initiative project	Originally intended to develop and implement economic and regulatory policy and improve the enabling environment for private sector growth, EGGI was re-scoped to support the Ministry of Finance (MoF) in implementing the PFM Roadmap. As part of this re-scoping effort, EGGI assumed the program budgeting reform work stream from USAID's Capacity Development Project (CDP), continued its work in fiscal policy, and supported the Provincial Budgeting Unit (PBU) in MoF.
pa00kt6n	Economic Policy	Economic Growth	Afghanistan	AfPak	Performance evaluation of the incentives driving economic alternatives north, east, and west program: final report	The mission of the Incentives Driving Economic Alternatives for the North, East, and West (IDEA-NEW) has been to expand the licit agricultural economy in northern, eastern, and western Afghanistan. This occurs through rehabilitation and construction of irrigation, road, and market infrastructure and improved access to agriculture finance; and developing rural enterprise. Current activities include strengthening agricultural input suppliers, supporting food processors, supporting domestic agribusinesses' efforts to import key inputs; and facilitating market entry for regional and international agribusiness retailers.
pa00kc1c	Economic Policy	Economic Growth	Pakistan	AfPak	Economic growth and agriculture portfolio impact assessment: assessing the theory of change and impact of USAID/Pakistan's economic growth and agriculture program	The Economic Growth and Agriculture (EGA) Office aims to facilitate Pakistan's economic development by improving enterprise productivity, enhancing trade, and promoting an enabling environment that supports market-led economic growth. Specific EGA interventions aim to improve access to markets, workforce development, introduction of new technology and best practices, increased agricultural productivity and improved water management.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kq48	Economic Policy	Economic Growth	South Sudan	Africa	Performance evaluation of economic growth activities under responsive assistance for priority infrastructure development (RAPID)	RAPID was designed to improve the livelihoods and economic outlook for the people of South Sudan through the implementation of projects with an infrastructure focus designed to promote agricultural-based economic opportunities. The activities were planned to support lower costs to move products from farm to markets; improve ability to store, process or market agricultural produce; enable agriculture research or extensions services through facility repair; and enable the achievement of other infrastructure related needs, improving agricultural-based productivity and growth while reducing workloads for women and children.
pa00kg79	Economic Policy	Economic Growth	Zimbabwe	Africa	Zimbabwe strategic economic research & analysis (SERA) program mid-term evaluation (final report)	The core objectives of the Zimbabwe Strategic Economic Research and Analysis (SERA) Program were to improve the economic environment for inclusive growth through evidence-based policy analysis and research, strengthen capacity for policy development institutions, and improve economic data for use by researchers, policymakers, and other stakeholders. Additionally, it attempted to improve the ability of the Zimbabwe National Statistics Agency (ZIMSTAT) in collecting, producing and disseminating the statistics needed for evidence-based analysis.
pa00kb8z	Economic Policy	Economic Growth	Philippines	Asia	Final report for partnership for growth mid-term evaluation: Philippines	The PfG aims to achieve accelerated, sustained, and broad-based economic growth in partner countries, including the Philippines, El Salvador, Ghana, and Tanzania, through bilateral agreements between the United States Government (USG) and national governments. The PfG requires rigorous, joint analyses of countries' individual constraints to growth, joint action plans to address the most pressing of these constraints, and high-level mutual accountability for the goals and activities selected to alleviate them.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kb2m	Economic Policy	Economic Growth	Philippines	Asia	Internal assessment report for the scaling innovations in mobile money (SIMM) activity	The Scaling Innovations in Mobile Money (SIMM) Activity aims to increase financial inclusion for broad-based economic growth, by (1) boosting the expansion and rapid adoption of mobile money, and (2) creating an enabling environment for mobile money. To reach its goals, SIMM targeted the payment system, government services, and electronic payroll (e-Payroll) distribution. Cutting across these strategic areas, the activities of SIMM also sought to address both (a) supply and demand constraints to broader adoption of m-money in the Philippines by the population in general, and (b) promote global knowledge sharing.
pa00kcbv	Economic Policy	Economic Growth	Peru	LAC	Retrospective impact evaluation of alternative development program in Huanuco, San Martin and Ucayali (2007-2012)	DEVIDA attempted to achieve sustained reductions of illicit coca crops through alternative development in priority areas of Peru primarily by promoting the voluntary eradication of coca plant cultivation. The program aims to increase the families' legal income by carrying out economically viable activities such as the cultivation of cacao, coffee and palm oil, establishing conditions that will incentivize the decision to not replant coca. ADP takes into account the economic viability of the agricultural activity, the efficiency of local producers' organizations, an increase in private investment, access to credit and financial services, proper management of natural resources, public-private alliances for investment in economic infrastructure and public services.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00m1bs	Economic Policy	Economic Growth	Gaza Strip	ME	Palestinian community assistance program: final performance evaluation	The Palestinian Community Assistance Program's (PCAP) goal was "to pave the way to a better future for Palestinians through improved social, economic, and basic services that promote recovery and economic development in the Gaza Strip". This objective was supported by three immediate results: 1. improved infrastructure and housing; 2. Strengthened economic recovery by creation of income generation and business development opportunities and; 3. Strengthened social recovery through improvements in food security, education, health and psychosocial services.
pa00k5pg	Economic Policy	Economic Growth	Jordan	ME	Performance evaluation of the USAID/Jordan fiscal reform project II (FRP II)	The goal of the USAID/Jordan Fiscal Reform Project (FRP) II is to "create a stable macroeconomic environment that fosters economic growth by improving economic policy, public financial management, and the business environment." To achieve this goal, the project was designed to provide technical assistance to the Government of Jordan (GOJ) in the areas of ministerial capacity development, tax reform, tax administration reform, and budget reform.
pa00kb8v	Economic Policy	Economic Growth	El Salvador and Philippines	n/a	Cross-cutting final report for partnership for growth mid-term evaluation: El Salvador and the Philippines	The PfG aims to achieve accelerated, sustained, and broad-based economic growth in partner countries, including El Salvador and the Philippines, through bilateral agreements between the United States Government (USG) and the partnering countries' national governments. The PfG requires rigorous, joint analyses of countries' individual constraints to growth to develop joint action plans to address the most pressing of these constraints and to establish high-level mutual accountability for the goals and activities selected to alleviate them. The agreed-upon actions are designed to lead to goal and policy achievement, which, in turn, will mitigate the effects of binding constraints and accelerate broad-based, inclusive economic growth.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k956	Local Sustainability	Economic Growth	Pakistan	AfPak	Assessment and strengthening program (ASP): interim evaluation report	The United States Agency for International Development (USAID) Assessment and Strengthening Program (ASP) is designed to assist governmental organizations and non-governmental organizations (NGOs) (including civil society organizations [CSOs] and private sector organizations) selected to implement USAID-financed projects in all sectors throughout Pakistan.
pa00kcz6	Private Capital and Microenterprise	Economic Growth	Afghanistan	AfPak	Mid-term performance evaluation report (November-December 2014): assistance in building Afghanistan by developing enterprises (ABADE)	The Assistance in Building Afghanistan by Developing Enterprises (ABADE) activity was designed to address the pressing needs of Afghanistan's small and medium enterprise (SME) owners, through Public-Private Alliances (PPA) formation, technical assistance, and improvement of the business enabling environment. The key objective of the activity was to increase domestic and foreign investments, stimulate employment, and improve sales of Afghan products.
pa00km16	Private Capital and Microenterprise	Economic Growth	Afghanistan	AfPak	Final performance evaluation (March-May 2015): agricultural credit enhancement (ACE) program	The objective of USAID's Agricultural Credit Enhancement (ACE) project was to provide holistic support to advance agricultural modernization through financing, technical assistance, and policy reform, which would contribute to increased agricultural jobs, income, and Afghans' confidence in their government. ACE activities fell under three components: (1) the establishment and management of the Agriculture Development Fund (ADF) as an agriculture lending institution (2) technical assistance in agriculture modernization and value chain development; and (3) support to the Ministry of Agriculture, Irrigation, and Livestock (MAIL) in coordinating donor agricultural-related initiatives and knowledge management.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kppp	Private Capital and Microenterprise	Economic Growth	Afghanistan	AfPak	Final performance evaluation: financial access for investing in the development of Afghanistan	USAID's Financial Access for Investing in the Development of Afghanistan project (FAIDA) promotes financial inclusion across Afghanistan through initiatives designed to support a sustainable, commercially viable, local, and national economy as the best way to achieve long-term stability, security, and enduring peace. The overall objective of FAIDA is job creation through a sustainable, diverse, and inclusive financial sector that can meet the needs of micro-small and medium-sized enterprises (MSMEs) throughout Afghanistan.
pa00kf8j	Private Capital and Microenterprise	Economic Growth	Ethiopia	Africa	Pastoralist areas resilience improvement through market expansion (PRIME), Ethiopia: external mid-term performance evaluation report	The Pastoralist Areas Resilience Improvement through Market Expansion (PRIME) project is a Cooperative Agreement (AID-663-A-12-00014) implemented over a five-year period from 2012-2017 in three regions – Oromia, Afar and Somali. The PRIME project was designed to contribute to the Feed the Future (FTF) strategic objective of linking the vulnerable to markets. The PRIME goal is "reduced hunger and poverty" and the project-level objective is "to increase household incomes and enhance resilience to climate change through market linkages."
pa00kf58	Private Capital and Microenterprise	Economic Growth	Bosnia and Herzegovina	E&E	Improving agricultural competitiveness in Bosnia and Herzegovina: impact evaluation of USAID and Sida fostering agricultural market activity (FARMA)	FARMA provided technical assistance to farmers in Bosnia and Herzegovina (BiH) in targeted sub-sectors through a demand-driven approach aimed at improving the competitiveness of BiH's agricultural products. FARMA worked to expand environmentally sustainable production, processing, domestic sales, export sales, and the production of value-added products. This project was designed to meet the following critical objectives: increase agricultural competitiveness; meet European Union (EU) accession standards; reduce poverty by expanding environmentally sustainable production; and increase sales, exports, and employment.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00krz3	Trade & Regulatory Reform	Economic Growth	Afghanistan	AfPak	Mid-term evaluation (June 4-August 23, 2015): The Afghanistan trade and revenue project	The Afghanistan Trade and Revenue (ATAR) is designed to strengthen the business climate of Afghanistan to enable private investment and enhance trade, job creation, and fiscal sustainability. The Project has three components: 1 - Provide technical assistance on trade agreements, World Trade Organization (WTO) accession, and rules compliance; 2 - Provide support for the organization of regional trade fairs and private sector matchmaking events, support in implementing regional trade and cooperation agreements. 3 - Provide capacity building for the implementation of reforms in customs.
pa00kbbb	Trade & Regulatory Reform	Economic Growth	Pakistan	AfPak	Improving the competitiveness of small and medium enterprises in Pakistan: final evaluation of the project	The Firms Project aimed to improve the competitiveness of Pakistan Small and Medium Enterprises (SMEs) in value chains relevant to contributing to expanding economic opportunities and jobs in districts vulnerable to extremist influences. It pursued these objectives through two components. The value chain development (VCD) component focused on building the capacities of SMEs, and the business-enabling environment (BEE) component, which worked to establish a legal and regulatory environment conducive to SME growth.
pa00ks72	Trade & Regulatory Reform	Economic Growth	East Africa	Africa	East Africa trade hub (EATH) 2009-2014: final evaluation report	The East Africa Trade Hub (EATH) was designed to improve trade and investment in East Africa, with activities in Burundi, Rwanda, Uganda, Kenya, Tanzania, and Ethiopia, and with limited assistance to South Sudan, Mauritius, and Madagascar. It contained three major program components: (1) reduce barriers to trade; (2) support the growth of key sectors through a targeted value chain (VC) competitiveness enhancement approach; and (3) increase trade and investment with the United States under the African Growth and Opportunity Act (AGOA).

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pa00kh41	Trade & Regulatory Reform	Economic Growth	Sub-Saharan Africa	Africa	African diaspora marketplace program evaluation and African women entrepreneur program assessment: final report	The African Diaspora Marketplace (ADM) program seeks to encourage diaspora-driven small and medium enterprises (SMEs) to expand existing businesses and start new enterprises in sub-Saharan Africa (SSA). In 2009, the ADM program launched its first business plan competition, open to all business sectors except those specifically excluded. A diverse panel of judges was assembled to evaluate the applications on criteria including the quality of the business idea, the proposed management plan, sustainability, results orientation, and ability to capitalize on diaspora resources.
pa00k8gs	Trade & Regulatory Reform	Economic Growth	Zimbabwe	Africa	Final performance evaluation for the Zimbabwe: Works program	The International Youth Foundation introduced the Zimbabwe: Works (Z:W) project was designed to build job skills and improve the employment and self-employment status of youth in Zimbabwe. The project aimed to 1. Provide job-related training and support entry into gainful employment in the formal and informal economies; 2. Support self-employment and entrepreneurship development; 3. Deliver effective life-skills training to build employment skills, social capital, and personal self-esteem; and 4. Promote and facilitate civic engagement through which unemployed Zimbabweans may acquire valuable leadership, organization and job-related skills.
pa00kqtz	Trade & Regulatory Reform	Economic Growth	Ukraine	E&E	Performance evaluation of the public-private partnership development program in Ukraine (P3DP): final report	The Public-Private Partnership Development Program in Ukraine P3DP was designed as a comprehensive, multi-component project intended to work with all levels of government and multiple other stakeholders. P3DP objectives were set up as follows: 1. Enhancements to the legal and regulatory framework; 2. Establishment of oversight and approval procedures for the national-level PPP Unit; 3. Raising awareness and development capacity at the national and municipal levels; 4. Implementation of pilot PPPs that can serve as models in select industry sectors throughout Ukraine

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pa00kc7j	Trade & Regulatory Reform	Economic Growth	Global	Global	Evaluation report: the minimum economic recovery standards program	The Minimum Economic Recovery Standards are designed to share knowledge on the challenges and emerging practices of economic recovery in crisis environments. They are rooted in past natural disasters, complex humanitarian emergencies, and protracted crisis. Most recently, the SEEP network launched a program to promote greater awareness and use of MERS, called Sustainable Economic Recovery after Crisis: Promoting the use and adoption of Minimum Economic Recovery Standards.
pa00kcsn	Trade & Regulatory Reform	Economic Growth	Gaza Strip and West Bank	ME	Mid-term evaluation of enterprise development for global competitiveness project (COMPETE): final report	Compete aims to strengthen the competitiveness and export potential of businesses operating in one of four sectors: agribusiness, tourism, stone and marble, and information and communication technology (ICT). To achieve its objectives, the project includes two generally distinct components. Component A focuses on assisting Palestinian firms in innovation, skills training, and by linking them to sustainable, high-value distribution channels so that they can better compete in international markets. Component B focuses on developing Palestinian service providers and business support organizations so that they can help foster a market-friendly environment and improve the likelihood of sustainable results in the Palestinian economy.
pa00kn41	Education	Education	Afghanistan	AfPak	Final performance evaluation and sustainability assessment of the building livelihoods and trade (BLT) activity	Turquoise Mountain Trust was founded with the vision of restoring the historically and architecturally significant community of Murad Khane in central Kabul, and of revitalizing traditional craft skills in Afghanistan. TMT assists the community with accessing health care and primary education, and with promoting Afghan arts and craft. The Trust has established a training establishment, the Turquoise Mountain Institute (TMI) for Afghan Arts and Architecture, to train young people in the areas of woodwork, ceramics, calligraphy and miniature painting, and jewelry and gem-cutting.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k6kw	Education	Education	Ethiopia	Africa	Final performance evaluation of the improving quality of primary education program (IQPEP): final report	IQPEP was a capacity-building program that focused on improving the planning and management of primary education and transforming the teaching-learning processes. IQPEP also introduced new emphases within programs, most notably an emphasis on improving early primary grade students' reading and writing proficiency. The program was implemented throughout Ethiopia to achieve two major goals: 1) Improved reading proficiency in early grades and enhanced learning achievement of primary school students 2) Improved planning, management, and monitoring of primary education
pa00kh8z	Education	Education	Ghana	Africa	Performance evaluation of public works construction activities to increase access to education in Ghana	The Public Works Construction (PWC) program was designed to construct, furnish, and maintain educational structures, public schools, and latrines in Ghana. The purpose of the PWC activities was to increase access to basic education in Ghana. Expected outcomes of this activity were: 1) increased access to basic education; 2) increased enrollment in basic education; 3) improved availability of basic education management infrastructure, and; 4) good sanitation and an environmentally friendly environment for pupils, especially girls.
pa00kgt8	Education	Education	Kenya	Africa	Wings to Fly mid-term performance evaluation	The Wings to Fly (WtF) program offers full scholarships covering tuition and room and board to allow thousands of academically talented but economically deprived and vulnerable children to complete secondary education. Scholarship recipients also benefit from leadership training, career guidance and personal mentoring.
pa00kbns	Education	Education	Malawi	Africa	Performance evaluation of the USAID/Malawi early grade reading activity (EGRA)	The USAID/Malawi Early Grade Reading Activity (EGRA) is designed to provide technical assistance to the MoEST to improve reading skills of Malawian students in Standards 1-3. EGRA emphasizes deepening the capacity to effectively provide reading instruction in Standards 1 to 3 and introduces a community engagement component to support early grade reading.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kb79	Education	Education	Mozambique	Africa	Impact evaluation for the USAID/Aprender a Ler project in Mozambique: year 2 (midline 2) IE/RCT report : final report	The USAID/Aprender a Leer (ApaL) project advocates the "simple view of reading" and includes vocabulary, decoding, fluency, and reading comprehension activities, as well as training, coaching and scripted lesson plans for teachers. ApaL focuses on two objectives: (1) Improve the quality of reading instruction to be achieved through teacher in-service training, coaching and monitoring and the provision of TLAs and (2) Increase the amount of instruction delivered to be achieved through more efficient school management.
pa00kpdp	Education	Education	Rwanda	Africa	Evaluation of HED/USAID Women's Leadership Program-Rwanda (2012-2015)	The Women's Leadership Program (WLP) pairs two U.S. universities with two colleges in the newly formed University of Rwanda system to develop institutional capacity in the fields of education and agriculture. These partnerships are aimed to strengthen the human and institutional capacity, promote and support women's access to graduate education in agricultural sciences, and increase the number of highly qualified and gender-sensitive teachers.
pa00kjcw	Education	Education	Senegal	Africa	Final performance evaluation of Education Priorite Qualite (EPQ)	The Education Priorité Qualité (EPQ) project aimed to improve the quality of teaching and learning in middle schools in selected regions of Senegal through the following components: 1. Improved teacher professional development 2. Improved school governance and management 3. Improved basic competencies in French reading and math with remedial programs 4. Expanded opportunities for youth education, community service and employment.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kvvp	Education	Education	Uganda	Africa	Performance & impact evaluation (P&IE) of the USAID/Uganda school health and reading program: result 1 intervention: impact evaluation report, cluster 2, year 1	Uganda's School Health and Reading Program (SHRP) focuses on the nexus of language, pedagogy, and instructional materials to significantly improve students' early grade reading and literacy scores, as well as bring to scale a "Ugandan led 'reading policy". The program works to build institutional capacity, support policy development and help institutionalize the training, and support structures and policies necessary for sustainability. The intent is to support the strengthening of policies related to reading, increase advocacy for reading, and generate and use data for programmatic decision-making.
pa00knj5	Education	Education	Zambia	Africa	Time to learn midline impact evaluation	Time to Learn (TTL) is designed to improve reading among primary grade community school learners in Zambia. TTL aims to inform and inspire policy dialogue, creating a favorable environment for effective implementation of policy for integrating community schools into the formal education system, and providing a range of ministry of education actors with an opportunity to understand how to sustain and generalize TTL interventions for project scale-up. TTL seeks to achieve these results through four interventions: capacity building of government and parent-school committees, teacher training, and teaching and learning material development and dissemination.
pa00kjxv	Education	Education	Indonesia	Asia	Indonesia: PRIORITAS mid-term evaluation	The Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (PRIORITAS) project was designed to continue the focus on decentralized education provision. The overall goal of the project was to expand access to quality basic education. PRIORITAS focuses on building system capacity at the provincial, district, and school levels leading to strengthened teaching and learning processes at the classroom level.

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pa00kjxx	Education	Education	Indonesia	Asia	USAID Indonesia Graduate Training Tracer Study: 1995-2013	USAID Indonesia's programs include scholarships for graduate study in the United States and in Indonesia through Participant Training (PT)4 programs. Since inception, the PT program has supported Indonesians to pursue higher education opportunities thus contributing to human resource development in Indonesia. The overall goal of the Comprehensive Partnership is to improve the quality of the Indonesian basic and higher education sectors so that education services will be more relevant to the country's economic and social growth and returning scholars are positioned to contribute to that growth.
pa00krbn	Education	Education	Indonesia	Asia	Impact evaluation of USAID/Indonesia's Kinerja program	USAID/Indonesia's Kinerja ("Performance") initiative is a governance program focused on improving service delivery in the areas of health, education, and business-enabling environment (BEE) across five provinces. Kinerja is predicated on the assumption that better incentive structures, greater innovation, and more avenues for replication of improved practices will lead local governments to deliver higher-quality services while being more responsive to the needs and preferences of local constituencies.
pa00kxpd	Education	Education	Indonesia	Asia	Mid-Term Evaluation of the Program to Extend Scholarships and Training to Achieve Sustainable Impacts - Phase II (PRESTASI-II)	The overarching goal of the USAID/Indonesia's PRESTASI-II program is to develop individuals and entities that are better equipped to provide leadership in the public and private sectors. The objectives of the program are: 1. Implement and support policies important to Indonesia's development; 2. Exercise equity, accountability and transparency in managing public and private sector resources; 3. Provide better delivery of public services; 4. Participate more effectively in and contribute more broadly to the country's economic and social development; and 5. Support the achievement of key objectives in several of USAID's priority sectors.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kzd7	Education	Education	Indonesia	Asia	Mid-Term Evaluation of the Indonesian Higher Education Leadership and Management (HELM) Project	The Higher Education Leadership and Management project (HELM) is designed to "to collaborate with the Government and people of Indonesia to improve the academic performance of their basic and higher education sectors." The project consists of four key components: 1) Design of technical assistance approaches to achieve effective implementation of key reforms across the higher education system 2) Provide technical assistance to increase management capacity and improve performance at partner HEIs 3) Strengthen graduate-level programs in higher education leadership and management; and 4) Support Special Initiatives by providing assistance to advance reforms and innovation within management of HEIs.
pa00kvcz	Education	Education	Thailand and Myanmar	Asia	Performance evaluation of the project for local empowerment (PLE) on the Thai-Burma border	The Project for Local Empowerment (PLE) works to build the technical, management, and leadership capacities of CBO sub-grantees and Thai government offices to deliver efficient, effective, and equitable services for displaced and conflict-affected populations living in six regions in Southeast Burma. This is supported by three intermediate results: 1. Improved access to quality healthcare, education services, and skills development; 2. Improved delivery of food, healthcare, education, and other humanitarian assistance; 3. Improved humanitarian protection and policy environment for DPs
pa00kzdj	Education	Education	Timor-Leste	Asia	Final evaluation 2015 youth engagement to promote stability	The Youth Engagement to Promote Stability (YEPS) project in Timor-Leste employed a mixture of youth leadership and empowerment initiatives to educate youth about civic engagement and conflict mitigation, provide them without platforms for debate and peaceful expression, and connect them with public decision-makers to advocate on issues relevant to youth and peacebuilding while promoting inclusive policy solutions. The project used a variety of media platforms, to promote dialogue among youth and the general public on youth-related issues.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pbaad881	Education	Education	Timor-Leste	Asia	Do early warning systems and student engagement activities reduce dropout?: findings from the school dropout prevention pilot program impact evaluation in Timor-Leste. Volume 1: main findings	The SDPP Program in Timor-Leste was targeted to students whose grades and geographic areas exhibited the highest dropout rates and would benefit most from a dropout prevention. The program had two main components. The first component, the EWS, consists of three strategies: (1) identification of students at risk of school dropout; (2) first response strategies; and (3) community engagement. The Extra-Curricular Activities program offered enrichment activities to all target-grade students, with special encouragements for at-risk students to encourage cooperative learning, enhance self-confidence and reinforce basic skills.
pa00knfv	Education	Education	Colombia	LAC	Colombia-US human rights law school partnership program: evaluation report	The Colombia-US Human Rights Law School Partnership Program is an initiative aimed at improving human rights education and training in law schools, and promoting a culture of acceptance and respect for human rights in Columbia. The Program has been managed, closely supported and monitored by Higher Education for Development (HED), a program that manages higher education partnerships that address global development challenges.
pa00km95	Education	Education	Dominican Republic	LAC	Final performance evaluation of USAID/Dominican Republic's effective schools program (ESP): final evaluation report	The goal of the Effective Schools Program (ESP) in the Dominican Republic is "to significantly contribute to the improvement of quality learning of students in the first cycle of primary education." To achieve this goal, the program executed activities through five components: (1) education management, (2) in-service teacher training in Spanish and mathematics, (3) monitoring and evaluation, (4) safe schools, and (5) inclusive education opportunities for children with special needs.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k7xx	Education	Education	Guyana	LAC	Evaluation of the Guyana skills and knowledge for youth employment program: mid-term performance evaluation	The Skills and Knowledge for Youth Employment (SKYE) Program is designed to reduce violence in Guyana through strengthened economic participation and civic engagement of at-risk youth. In order to meet this goal, the SKYE project aims to meet three intermediate objectives: 1. The expansion of employment, education and skill building opportunities for youth at risk; 2. The strengthening of reintegration of youth offenders into society; 3. The strengthening of an enabling environment for youth development.
pa00kp5z	Education	Education	Paraguay	LAC	External evaluation of the women's leadership program in Paraguay: evaluation report	The WLP Paraguay partnership supports seeks to promote gender equality and female empowerment in the agricultural sector. The objectives of the program are to: 1. Promote and support women's access to the National University of Asuncion (UNA) with a focus on developing leadership skills; 2. Strengthen institutional capacity of UNA's School of Agricultural Sciences and the Center for Leadership to produce strong female leaders through training in workforce leadership skills; and 3. Develop sustainable alliances between the UNA's School of Agricultural Sciences, civil society, and the public and private sector that promote the emergence of female leaders.
pa00khbq	Education	Education	Egypt	ME	Final performance evaluation of the education supports program (ESP), USAID/Egypt	The USAID/Egypt Education Support Program (ESP) was designed to restore stability and build the quality of the public education system in the period immediately following the January 2011 revolution. The two principal components of the ESP: 1) Building the capacity of the Board of Trustees (BOT) and the MOE Social Work Department to become more effective governance bodies for the schools; and 2) Strengthening the capacity of local districts (ideas) nationwide to build the basic pedagogical skills of the ATs.

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pa00kpvg	Education	Education	Egypt	ME	Evaluation of the Cairo initiative scholarship program (CISP)	The Cairo Initiative Scholarship Program (CISP) manages 247 awards, predominantly for post-doctoral studies and master's degrees. There are three doctoral degree awards. CISP was established in 2011 despite the challenges of the post revolution transition and the changes in leadership of many public institutions during a time of extreme instability in Egypt.
pa00ks5q	Education	Education	Egypt	ME	Midterm performance evaluation: sustainability of career development centers in Egypt public universities	In 2012, USAID/Egypt's Office of Education supported the establishment and management of state-of-the-art, university- based Career Development Centers (CDCs) aimed at improving the long-term capacity of Egyptian universities to assist students and recent graduates in their transition from education to employment. Together, they established 8 CDCs at 7 public universities of which 5 remain open.
pa00kndr	Education	Education	Iraq	ME	USAID/Iraq Foras final performance evaluation report	The Iraq Opportunities (Foras) Project is a demand driven workforce development project designed to work with the private sector to generate jobs, and thus reduce under- and unemployment in Iraq's most vulnerable population segments. Foras' aim is to enable the conditions to create jobs, facilitating job placement by creating a more efficient market. It does this by promoting access to jobs and employment/employability training in order to reduce under- and unemployment in Iraq's most vulnerable population segments.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kn57	Education	Education	Jordan	ME	Final performance evaluation of the USAID/Jordan youth for the future (Y4F) project	The USAID/Jordan Youth for the Future (Y4F) project was created with a long-term goal of "creating an enabling environment with a greater capacity to more effectively serve youth-at-risk." This goal is intended to be realized through three intermediate results: 1. improved models and practices for working with youth; 2. building capacity of Community Based Organizations (CBOs) to provide access to long-term employment for youth; and 3. improved provision of youth friendly services. Y4F works through local CBOs conducting activities to cultivate positive life skills, provide work skill training to enhance employability; and to provide services linking youth with employers.
pa00ks5t	Education	Education	Lebanon	ME	USAID Lebanon university scholarship program mid-term evaluation	The University Scholarship Program (USP) is designed to provide very bright Lebanese public school students who have high financial need with the opportunity to attain a quality higher education in order to maximize their potential to support Lebanon's democratic and economic development. The USP scholarship provided each student with full tuition and fees, a book allowance, a living stipend, a computer and all other related education expenses. Other components of the program include focuses on leadership training, multiple special workshops, and community service projects, tutors, and mentors.
pa00k5m7	Education	Education	Yemen	ME	Performance evaluation of the education program of the community livelihoods project (CLP): final report	CLP is a multi-sectoral project whose purpose is to mitigate the causes of instability in Yemen through activities to increase employment opportunities, promote community participation, strengthen local governance, and improve access to quality services, particularly in health and education.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k6gb	Energy & Infrastructure	Environment	Pakistan	AfPak	Khyber Pakhtunkhwa reconstruction program: mid-term performance evaluation report	The Khyber Pakhtunkhwa Reconstruction Program (KPRP) supports efforts by the Government of Pakistan (GOP) to rebuild public infrastructure destroyed during the conflict in 2007-2009 and by floods in 2010. The program focuses on rebuilding one major and one minor bridge at Khwazakhela and Mingora, respectively; two irrigation headworks at Munda and Amandara; several facilities for education, health, and drinking water; and building capacity of government departments that facilitate and coordinate rehabilitation and reconstruction work in the focus areas.
pa00kgtj	Energy & Infrastructure	Environment	Pakistan	AfPak	Power distribution program: interim performance evaluation report	USAID started the Power Distribution Program (PDP) with the intent of providing technical and managerial assistance to Pakistan's government-owned electricity distribution companies (DISCOs). The long-term objective of PDP is to help prepare the DISCOs for privatization. The nearer-term objective is to implement a set of activities that reduce power losses, improve accuracy in meter reading and billing, enhance planning and engineering modernization, improve safety practices, link tariffs to the costs of providing services and improve overall DISCOs governance.
pa00kkq7	Energy & Infrastructure	Environment	Liberia	Africa	Liberia energy sector support program performance monitoring and evaluation: final report	USAID/Liberia designed the Liberia Energy Sector Support Program (LESSP) to increase access to affordable renewable energy services in order to foster economic, political and social development. The energy interventions were designed to achieve the following objectives: (i) Increased, sustainable access and affordability of electricity; (ii) Improved performance of local governments, civil society and the private sector in monitoring, regulating and managing the use of renewable energy; (iii) An increase in the percentage of households and businesses utilizing clean energy; and (iv) Policy changes that improve the investment climate for the energy sector.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k6ms	Energy & Infrastructure	Environment	Bangladesh	Asia	Integrating women into Grameen Shakti's renewable energy value chain in Bangladesh: a study of the project and lessons learned	The Rural Empowerment through Renewable Energy project had the objective of improving the lives of rural women in Bangladesh by training them to become Renewable Energy Technology (RET) technicians and entrepreneurs. The project also aimed to accelerate household access to renewable energy technologies in rural communities and among people living in economically and ecologically vulnerable areas.
pa00kbdn	Energy & Infrastructure	Environment	Albania, Kosovo, Macedonia, and Bosnia and Herzogovina	E&E	USAID Europe and Eurasia regional energy security evaluation: final report	The Bureau for Europe and Eurasia, Office of Economic Growth, Energy and Infrastructure Division (EE/EG/EI) developed its South East Europe regional program to help area countries meet their obligations under EC Treaty mandates and to improve the energy sector's operation and efficiency. USAID works with European regulators and ministries to build necessary expertise within regional entities to achieve program goals. The EE/EG/EI regional project's primary goals are to increase cooperation among area countries to support the development of an effective regional electricity market that will lead to increased regional energy security.
pa00k76b	Energy & Infrastructure	Environment	Georgia	E&E	Performance evaluation of the USAID/Georgia municipal infrastructure project (GMIP): final evaluation report	The Georgia Municipal Infrastructure Program (GMIP) was conceived as a program targeted at rehabilitating selected infrastructure (roads and irrigation projects) in areas impacted by the 1992 and 2008 conflicts with Russia, and at improving housing for IDPs affected and displaced by those conflicts.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pbaac020	Forestry & Biodiversity	Environment	Sub-Saharan Africa	Africa	Africa Biodiversity Collaborative Group (ABCG): performance evaluation report	The Africa Biodiversity Collaborative Group (ABCG) was created to enable its members to identify and address high priority and emerging conservation issues, and also to combine resources and effort in order to achieve a greater impact on the ground than the members acting individually could. The collaborative serves as an ideas laboratory and provides a mechanism to bring emerging issues to the attention of its members and other interested parties. Ideas are generated by the members themselves, through input from members' field programs, and through the involvement of the larger conservation community.
pa00k6g8	Forestry & Biodiversity	Environment	Tanzania	Africa	Performance evaluation of the landscape-scale community centered ecosystem conservation: project evaluation report	The Landscape-Scale Community Centered Ecosystem Conservation Project in Western Tanzania targeted the Greater Masito-Ugalla (GMU) landscape. The GMU project's goal was to conserve biodiversity, and protect and restore wildlife habitat in this critical ecosystem. It employed a holistic approach with two objectives– (a) improved community-based management of natural resources and (b) increased incomes and benefits from their sustainable use. The area's forests and miombo woodlands are rich in biodiversity, including nearly 600 chimpanzees.
pa00k6g9	Forestry & Biodiversity	Environment	Tanzania	Africa	Performance evaluation of the scaling up conservation and livelihoods efforts in northern Tanzania project: final evaluation report	The Scaling up Conservation and Livelihood Efforts in Northern Tanzania (SCALE-TZ) project's goal was to deliver transformational conservation and economic impacts in the wider TMKNE. Project design was based on the consensus that an effective means to conserve important biodiversity is at the landscape scale, and that economic growth based on well-managed natural resources must be integrated into conservation strategies to create long-term benefits for natural resource users.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kpjb	Forestry & Biodiversity	Environment	Nepal, Pakistan, Mongolia, Kyrgyzstan, India, and Bhutan	Asia	Ghosts of the mountains, guardians of the headwaters and the global snow leopard & ecosystem protection program (GSLEP): final report: mid-term evaluation of conservation & adaptation in Asia's high mountain landscapes & communities	The Asia's High Mountain Landscapes and Communities Project 1.0 aimed to endorse and adopt a 10-year framework of action for adaptation to climate change and for ensuring food, water, and energy security while maintaining biodiversity and ecosystem services. Through the lens of snow leopard conservation, the project sought to address the linked issues and challenges of climate change adaptation and high mountain landscape management and lay a foundation for connecting these issues to water security and headwaters management.
pa00khgw	Forestry & Biodiversity	Environment	Global	Global	Final report: final evaluation of the sustainable conservation approaches in priority ecosystems program (SCAPES)	The Sustainable Conservation Approaches in Priority Ecosystems (SCAPES) program followed 20 years of global programs managed by USAID, each designed to improve the design and implementation of conservation programs in the context of international development. The program had four main principles: 1. Take a threats-based approach to address conservation issues. 2. Aim to achieve financial, social, and ecological sustainability for interventions. 3. Apply adaptive management and be responsive to changing situations. 4. Scale-up knowledge and impact to increase conservation success.
pa00k8jt	Forestry & Biodiversity	Environment	Central America	LAC	USAID/Central America: regional program for the management of aquatic resources and economic alternatives (MAREA): final performance evaluation: final report	The regional program for Management of Aquatic Resources and Economic Alternatives' (MAREA) development hypothesis is: "If USAID invests in sound coastal and marine management practices and market solutions in the region that are tailored to guarantee sustainability at the local level, then coastal communities will have alternative income opportunities that can lead to greater food security and marine biodiversity." MAREA has implemented projects in four coastal areas in El Salvador, Honduras, Nicaragua Belize, Guatemala, Costa Rica, and Panama.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kn5b	Forestry & Biodiversity	Environment	Colombia, Ecuador, Peru	LAC	Mid-term evaluation of the initiative for conservation in the Andean Amazon, phase 2 (ICAA2)	The Initiative for Conservation in the Andean Amazon (ICAA) Phase I, which was designed to work innovatively across and within boundaries to save one of the world's most biodiverse areas by strengthening indigenous groups, convening national and regional policy dialogues on the main drivers of forest destruction, and empowering local organizations and agencies to create and manage new protected areas and indigenous territories. In 2011, USAID initiated ICAA2 to work in Bolivia, Colombia, Ecuador, and Peru.
pa00m24d	Forestry & Biodiversity	Environment	Lebanon	ME	Lebanon reforestation initiative final evaluation report	The Lebanon Reforestation Initiative (LRI) was designed "to reverse environmental degradation by reforesting previously forested grasslands, shrub-land, and areas burned by wildfires; provide short-term jobs in vulnerable areas; and mobilize Lebanon's rural, urban, and Diaspora communities to support national reforestation through fundraising and volunteerism." LRI provided technical assistance on sustainable forestry practices and wildfire control in economically depressed and environmentally degraded regions throughout Lebanon.
pa00krvs	Global Climate Change	Environment	Senegal	Africa	Mid-term performance evaluation of USAID/COMFISH	COMFISH is designed to reform the country's fisheries sector to sustain productivity and enhance the participation of artisanal fishermen and women in the artisanal fishery value chains. The project's long-term objective is to end overfishing in Senegal and provide the nation with a sustainable source of high quality protein that contributes to the quality of life in artisanal fishing communities, and maintains the capacity of coastal and marine ecosystems.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kb7b	Global Climate Change	Environment	Indonesia	Asia	Mid-term evaluation of the low emissions Asian development (LEAD) program	The USAID Low Emissions Asian Development (LEAD) program is a regional activity that supports Asian countries in achieving sustainable development and climate-resilient economic growth while reducing the growth of greenhouse gas (GHG) emissions. This program is being implemented in 11 countries: Bangladesh, Cambodia, India, Indonesia, Laos, Malaysia, Nepal, Papua New Guinea, Philippines, Thailand, and Vietnam.
pa00ks9j	Global Climate Change	Environment	Indonesia	Asia	Cross sectoral strategies for climate change and disaster risk reduction (CADRE) in Indonesia: final evaluation report	Cross Sectoral Strategies for Climate Change and Disaster Risk Reduction in Indonesia (CADRE) project sought to strengthen resilience of vulnerable rural populations in Bengkulu province to disaster and climate change. This was achieved through three intermediate results: 1. Strengthened institutional capacity for disaster and climate change management; 2. Reduced exposure and vulnerability through adaptive livelihoods; 3. Improved disaster preparedness practices of communities through knowledge and education.
pa00kxpf	Global Climate Change	Environment	Indonesia	Asia	Indonesia Forest and Climate Support (IFACS) Final Impact Assessment	The Indonesian Forestry and Climate Support (IFACS) was established to assist the Government of Indonesia to reduce the country's greenhouse gas emissions from forest degradation and loss. The aims of the project were and are (i) the reduction or sequestering of six million tons of carbon dioxide equivalents, (ii) improved conservation management of three million hectares of natural forest and peatlands, (iii) 12 districts with spatial plans that incorporate strategic environmental assessments (SEAs), and (iv) improved livelihoods for 12,000 forest-dependent beneficiaries.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kxpg	Global Climate Change	Environment	Indonesia	Asia	Final performance evaluation of the marine resources program: enhancing management capacity	The primary aim of the Marine Resources Program (MRP) is to ensure the long-term welfare of Indonesia's coastal communities by promoting sustainable marine resource use and preparation for climate change impacts. This aim is operationalized by two objectives: 1. Restore and enhance ecosystem productivity, biodiversity, and resilience for food and economic security; and 2. Increase natural ecosystem and coastal community resilience to adapt to climate change and reduce disaster risk.
pa00kcr9	Global Climate Change	Environment	Nepal	Asia	Mid-term performance evaluation of Hariyo Ban Project	Hariyo Ban (HB) attempts to enable better understanding of the nature of adaptation priorities for people and ecosystems; develop processes for community-led adaptation; identify equitable, inclusive, and cost-effective actions for adaptation; and explore how best to link with bottom-up and top-down adaptation efforts in Nepal. HB focuses on the following objectives: 1. Reduce threats to biodiversity in target landscapes. 2. Build the structures, capacity and operations necessary for effective sustainable landscape management, with a focus on reducing emissions from deforestation. 3. Increase the ability of communities to adapt to the adverse impacts of climate change.
pa00kmkc	Global Climate Change	Environment	Southeast Asia	Asia	Mid-term performance evaluation of the USAID/climate change adaptation project preparation facility for Asia and the Pacific: final evaluation report	USAID Adapt Asia-Pacific addresses capacity and information needs of eligible governments in the Asia region in accessing climate change adaptation funds and accelerating investments in initiatives that increase resilience to the negative impacts of climate change. The project's principal objectives are to: (a) strengthen human and institutional capacity to prepare quality climate change adaptation investment proposals; (b) accelerate and ensure sustained access to financial resources for climate change adaptation investment projects; and (c) strengthen and sustain a regional knowledge platform to share and replicate best practices.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kck8	Global Climate Change	Environment	Macedonia	E&E	Impact evaluation of the Macedonia municipal climate change strategies integration pilot: municipal pilot project mini case studies	The MCCS pilot, implemented by Milieukontakt Macedonia (MKM), seeks to address the need to strengthen civil society and the need to raise awareness to, boost activism around, and bolster local adaptation to climate change as well as encourage the implementation of actions to mitigate greenhouse gas emissions. The MCCS activity aims to bring together three main stakeholder groups - civil society organizations (CSOs), citizens, and municipal authorities - to develop consensus-based strategies and action plans to address climate change mitigation and adaptation to its effects.
pa00kcjn	Global Climate Change	Environment	Global	Global	SilvaCarbon performance evaluation final report: evaluating current results and future opportunities for the Silvacarbon program in supporting capacity development for forest and terrestrial carbon monitoring	SilvaCarbon is an interagency initiative bringing together technical expertise in forest and terrestrial carbon monitoring and management. It uses targeted, demand-driven, technical assistance to build the capacity of partner governments to develop comprehensive and transparent systems for measuring and monitoring carbon stocks in forests and other lands.
pa00kr1q	Global Climate Change	Environment	Global	Global	Performance evaluation final report: climate technology initiative private financing advisory network	The PFAN activity is a program designed to assist clean energy (CE) project developers in accessing finance by providing technical assistance and capacity building and introducing them to investors. PFAN is designed to bridge the gap between financiers and project developers, and it provides mentoring to project developers to help them create more robust business plans and communicate effectively with potential sources of financing.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kngc	Global Climate Change	Environment	Barbados	LAC	Evaluation of "Building capacity to manage water resources and climate risk in the Caribbean" by Columbia University and University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES)	Columbia University partnered with the University of the West Indies/Centre for Resource Management and Environmental Studies (UWI/CERMES) program to train students at UWI in climate adaptation. First, the project sought to develop and offer short courses for Caribbean environmental and water specialists in the public sector. Second, the project partners sought to construct a long-term research agenda to address Caribbean-wide issues relating to water management and climate change adaptation. Third, the partners proposed to create and strengthen a Caribbean-wide "community of practice" through contact, communication and exchange.
pa00kswv	Global Climate Change	Environment	Colombia	LAC	Final performance evaluation of the BIOREDD+ (biodiversity - reduced emissions from deforestation and forest degradation): climate change component	BIOREDD+ was designed to reinforce Colombian efforts to sustainably manage and utilize environmental assets in mitigating and adapting to climate change, preserving biodiversity, and promoting economic growth. BIOREDD+ aims to achieve this goal through three intermediate results 1: Natural resource management improved; 2: Mitigation of greenhouse gases improved; 3. Increased resilience to the consequences of a changing climate
pa00kb6w	Land Tenure & Resource Management	Environment	Afghanistan	AfPak	Land reform in Afghanistan (LARA) project: final performance evaluation (October-November 2014)	USAID's Land Reform in Afghanistan (LARA) project focused on formalizing and upgrading infrastructure in two informal settlements in the city of Jalalabad in Nangarhar Province. LARA was designed to promote a legal environment conducive to the development and stabilization of the land market, and to develop a reformed system of land registration and titling.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kjgb	Land Tenure & Resource Management	Environment	Ghana	Africa	Ghana Local government decentralization program (LOGODEP): final performance evaluation report	The Local Government Decentralization Program (LOGODEP) sought to increase the capacity of local government institutions to plan for development, increase internally generated funds, and increase the participation of citizens to effectively engage their local officials. The program had three intermediate results: (1) Public participation in local governance expanded; (2) IGF of targeted local districts increased; (3) Comprehensive development planning for local districts achieved. A new set of intermediate results now include strengthening linkages to local governance initiatives at the national level.
pa00kbpz	Land Tenure & Resource Management	Environment	Colombia	LAC	Final performance evaluation: public policy program	The Public Policy Program (PPP) was intended to provide technical management expertise to form, adopt and implement public policies and GoC structural reforms designed to break the cycle of poverty that leads marginalized, poor communities in areas with weak state presence to undertake illicit crop production and illegal activities, fueling violence and the further degradation of Colombia's resources. PPP worked through six components: 1. Land policy; 2. Access to finance; 3. Policies toward conflict-affected populations; 4. Support for decentralization and improved public economic management; 5. Labor issues; and 6. Environmental policy.
pa00kr9q	Water	Environment	Angola	Africa	Mid-term assessment -- eye kutoloka project: improved resilience and climate governance in Angola's Cuvelai Basin	Eye Kutoloka: NGO Strengthening through Health Service Delivery and Technical Activities works to build the capacity of NGOs and government agencies working largely in the health sector. The initial proposal had three main components: 1. Support Angolan NGOs to develop disaster risk reduction (DRR) plans and response measures. 2. Support Angolan NGOs to partner with the government to develop an effective flood forecasting and early warning system (FFEWS). 3. Support Angolan NGOs to partner with the provincial government to improve the dissemination of short-term seasonal climate forecasts.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k746	Water	Environment	Ghana and Burkina Faso	Africa	Mid-term performance evaluation of the West Africa water supply, sanitation and hygiene program	West Africa Water Supply, Sanitation and Hygiene (WA-WASH) program is designed to address four intervention areas: Water, Sanitation/Hygiene, Food Security and Climate Change and a crosscutting activity – capacity building. The program will achieve its objectives by accomplishing four Intermediate Results: IR 1: Increase community access to potable water and improved sanitation; IR 2: Improved sustainability of WASH services; IR 3: Increased income generation and food security outcomes of WASH investments and IR 4: Strengthened national and regional enabling environment for integrated WASH.
pa00kcts	Water	Environment	Liberia	Africa	Liberia municipal water project (LMWP) mid-term performance evaluation: final evaluation report	The Liberia Municipal Water Project (LMWP) is a unique project opportunity and a foundational investment that not only addresses urban water supply infrastructure needs, but also sets the stage for a community-based and a decentralized approach for water supply management that can foster sustainable operation and maintenance (O&M) for the recommended capital improvements. The primary objective of LMWP is to support the design, tendering, execution and operation of water supply infrastructure improvements in the three Liberian county capitals.
pa00ksb1	Water	Environment	Madagascar	Africa	ADVANCING PARTNERS & COMMUNITIES - Mid-Term Evaluation of Malagasy Heniky ny Fahasalamana (MAHEFA) Program	The USAID/MAHEFA program, known as "Malagasy Heniky ny Fahasalamana" aims to provide improved services in maternal and child health, reproductive health, nutrition, water and sanitation, hygiene and malaria treatment in difficult-to-access and underserved areas. MAHEFA works through local NGOs to recruit, train, and deploy technical accompaniers or agents (TA) who are responsible for supervising community health workers (CHW) are trained in diverse public health interventions.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00kb6s	Water	Environment	Sub-Saharan Africa	Africa	Evaluation of the WASHplus: supportive environments for healthy communities project: final report	The WASHplus Cooperative Agreement is focused on the implementation and scale-up of proven environmental health interventions to prevent morbidity and mortality from infectious diseases, primarily in young children, as well as among vulnerable adult populations. The strategic objectives of the WASHplus activity are: 1. Increase the availability and use of water supply, sanitation, and hygiene (WASH), and indoor air pollution (IAP) interventions. 2. Develop and implement WASH/IAP integration strategies. 3. Support USAID's participation in strategic partnerships. 4. Develop and test new and innovative approaches and tools.
pa00m1d9	Water	Environment	Colombia, Ecuador, Peru	LAC	Performance evaluation of the partnering for adaptation and resilience-agua (PARA-agua) activity: final evaluation report	The overarching goal of PARA-Agua is to support scientists and the research community throughout the LAC region, especially in Colombia, Ecuador and Peru, to work together and develop better scientific information, programs and decision-making tools to help manage water supplies and other resources. The PARA-Agua project seeks to strengthen the capacity of organizations in the Andean region that generate data related to climate change and water resources as well as strengthening water planning in the context of climate change in the LAC region through investments in adaptation.

ID	Office	Group	Country(ies)	Region	Document Title	Revised Description
pa00k9p9	Water	Environment	Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia, and Yemen	ME	Mid-term evaluation of USAID's Middle East Bureau/technical services monitoring agriculture and water resources development (MAWRED) project and water information system platforms (WISP) project	Monitoring Agriculture and Water Resources Development (MAWRED) and Water Information System Platforms (WISP) are separate but closely linked activities that aim to support and reinforce USAID's Development Objectives for the MENA region in the areas of water resource management and climate change. The primary objective of the MAWRED and WISP activities is to achieve improved water resources management and planning across the participating MENA countries. The activities aim to deliver, implement, and operationalize a set of water management tools primarily using the WISP platform, which is based on NASA products, as well as tools customized for each country's specific requirements and capabilities.
pa00km2v	Water	Environment	Jordan, Egypt, West Bank, Iraq	ME	Final evaluation of the improving water and sanitation services in the Middle East and North Africa region (IWSMR) activity	The Improving Water and Sanitation Services in the Middle East and North Africa region (IWSMR) is a water activity designed to work with the ACWUA and members from USAID-eligible countries to build capacity, and to develop training and certification programs, through the Regional Operator Certification and Training Program (ROCTP).
pa00k6jx	Water	Environment	Yemen	ME	Final performance evaluation of the agriculture program of the community livelihoods project (CLP)	The Community Livelihoods Project (CLP) started out as a USAID-funded program that supported the Yemeni Government in achieving its self-identified goals to reach remote communities and build linkages with villagers in targeted governorates. CLP works closely with the Republic of Yemen Government (ROYG) to address the youth bulge, poverty, and unemployment by improving livelihoods, access to public services, strengthening community participation, and building the capacity of local government. CLP multi-sectoral approach works across technical programming areas including health, education, economic growth and agriculture.

ANNEX C: SECTORAL SYNTHESIS METHODOLOGY

Identification of Evaluations

The timeframe for this study included evaluations published between October 1, 2014 and September 30, 2015. A total of 92 evaluations related to E3 sectors were identified using two sources. First, a list of evaluations was compiled from the DEC through searches using the document type, publication date, and primary subject fields. Second, the E3 Analytics and Evaluation Project reviewed 2015 PPRs for any additional evaluations completed within the study period.

The Project team screened evaluations to confirm that they fell within the date range and to determine which E3 office would review the evaluation. E3 staff also provided feedback on the evaluation list to determine office assignment.

The roster of evaluations coded for this report is included as Annex B.

Data Collection Instruments and Process

Two data capture tools were used for the Sectoral Synthesis.

Content Analysis Questionnaire

The first was a content analysis questionnaire to extract substantive findings from evaluation reports, which was completed for each evaluation by a reviewer from the E3 Bureau. This tool was a revision and expansion of the data collection tool used by the E3 Bureau for the 2012 Sectoral Synthesis report, and subsequently used by the Project team to conduct the 2013 – 2014 Sectoral Synthesis. The Project team facilitated an orientation session with the E3 reviewers, at which additional questions were added at the request of E3 staff members. The content analysis tool is attached as Annex D. Due to time constraints of various E3 Bureau reviewers, the Project team supplemented E3 staff reviews as requested by counterparts in the Education, GCC, and EP Offices. This supplementation included using Project staff with relevant sector expertise to review the reports for substantive findings in lieu of an E3 staff member.

Evaluation Report Quality Review Checklist

Second, in order to assess the quality of the evaluation reports, the Sectoral Synthesis used the Evaluation Report Quality Review checklist used by PPL/LER for the Meta-Evaluation of Quality and Coverage of USAID Evaluations 2009 – 2012. This checklist, which was first used in the MSI Certificate Program in Evaluation provided to USAID staff between 2000 and 2010, was updated following issuance of the USAID Evaluation Policy in 2011 and used in USAID's Evaluation for Program Managers and Evaluation for Evaluation Specialists courses. This 37-point checklist is designed to verify the extent to which an evaluation report complies with USAID's Evaluation Policy and associated ADS 203 requirements and the Agency's "how to" guide and evaluation report template. A subset of 11 key factors was used in this study, as it was in USAID's 2009-2012 Meta-Evaluation, to calculate an overall evaluation report score. By using this checklist, this study was able to examine changes over time in evaluation quality from 2009 to 2015 for both the overall quality of the evaluation report as well as on individual quality factors.

The Evaluation Report Quality Review Checklist is supported by an Evaluation Descriptive Data Checklist, which was also used in USAID's 2009-2012 Meta-Evaluation.

In order to score the 2015 evaluations using the Meta-Evaluation checklists, the E3 Analytics and Evaluation Project team went through a series of training and calibration sessions following the same methodology as the 2009 – 2012 and 2013 – 2014 reviews. Those individuals who scored evaluations for MSI on the prior study worked closely with the new scorers during the calibration process to ensure comparable scoring. The Evaluation Report Quality Review checklist and rater's guide are publicly available in the USAID Meta-Evaluation report (http://pdf.usaid.gov/pdf_docs/pdacx771.pdf) as well as on the E3 Bureau's M&E support website, Project Starter (http://usaidprojectstarter.org/) The Evaluation Report Quality Review checklist and the Rater's Handbook used for this study are included as Annex E.

Data Analysis

The Project team complied the qualitative and quantitative data collected from the content analysis questionnaire, evaluation report quality review, and gender integration analysis reviews. The qualitative data were analyzed for patterns and themes at the E3 Bureau and office levels using MaxQDA. The quantitate data were analyzed using Excel to provide descriptive statistics and trends across time and offices.

Team Composition

The E3 Sectoral Synthesis 2015 Evaluation Findings was a collaborative study conducted by a team consisting of both E3 Bureau staff and Project team members.

A team of 61 specialists from 10 offices across the E3 Bureau and five Project team members extracted key lessons learned, project results, areas for improvement, and innovative practices from the evaluation reports. They also looked at cross-cutting topics such as gender equality and women's empowerment, private sector engagement and governance.

Each evaluation was also reviewed by a team of 15 Project representatives, using the Evaluation Report Quality Review Checklist and the Evaluation Report Characteristics checklist. Five Project team members then compiled and analyzed the results. The report was written by the Synthesis' technical coordinator, Sam Hargadine, and overseen by the Project's Technical Director, Dr. Andrew Green.

Limitations

The E3 Sectoral Synthesis of 2015 Evaluation Findings is intended to be a comprehensive review of evaluations published from FY 2015. However, as the study is limited to only those evaluations that had been posted on the DEC as of September 30, 2015, some evaluations completed during this timeframe may have not been submitted to the DEC, were not properly coded as evaluations, or for official reasons are not publicly available. Additionally, this review relied on the document type and primary subject classifications on the DEC, which are entered by the group that completed the evaluation when they uploaded it to the DEC. All efforts were made to be as inclusive as possible, including cross-referencing the DEC list with the PPR evaluation lists in an attempt to identify as many publicly available evaluations as possible.

The Evaluation Report Quality Review checklist relies on a set of objective factors based on USAID guidance and best practice. Conversely, the content analysis questionnaire is designed to provide a more nuanced understanding of the technical and thematic aspects of evaluation reports and therefore introduces some subjectivity on the part of the reviewer during data collection. To ensure a high-caliber content review, the content analysis questionnaire was completed by E3 Bureau staff or Project team members who are well versed in their respective sector. The reviewers were provided with detailed explanations of the data collection questions in order to standardize responses to the extent possible. Finally, the content analysis data were cleaned and analyzed by the Project team in order to be able to draw conclusions across sectors and the Bureau.

ANNEX D: 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 Outline:

1. Lessons learned
2. Innovative practices
3. Failures / problems
4. Gender equality and women's empowerment
5. Governance
6. Private sector engagement
7. Performance targets
8. Outcomes and attribution
9. Evaluation Innovative Practices
10. Additional comments

#		Question	Response Options	Guidance
1	a	Did the evaluation report include lessons learned?	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.	text	Copy/paste the relevant text from the report.
	c	As a reader, were there any additional lessons 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. 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.	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 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.	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?	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.	text	Provide your additional insight into an innovative practice in project design, above and beyond those identified as such in the evaluation report.

#		Question	Response Options	Guidance
3	a	Did the evaluation report identify any failures and/or problems in the project?	Y – N	These should be specifically cited in the evaluation report as failures, shortcomings or problems related to the project. 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.	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?	Y – N	This field allows you to record any failures, shortcomings, or problems that were not specifically cited as such by the evaluation report.
	d	Please describe the additional failure and/or problems you identified.	text	Provide your additional insight into any failures, shortcomings, or problems, above and beyond those identified as such in the evaluation report.

#		Question	Response Options	Guidance
4	a	According to the evaluation report, did the integrate gender equality and/or women's empowerment considerations?	Y – N – N/A	Identify whether the evaluation report stated that gender equality and women's empowerment considerations were integrated into the project. 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. 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. 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.
	b	Provide the text from the evaluation report on how gender equality and women's empowerment considerations were integrated in the project.	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?	Y – N	This field allows you to record any aspects of integrating gender equality and women's empowerment that were not specifically cited as such by the evaluation report.

#		Question	Response Options	Guidance
	d	Please describe the additional gender equality and women's empowerment considerations you identified.	text	Provide your additional insight into aspects of integrating gender equality and women's empowerment, above and beyond those identified as such in the evaluation report.
5	a	According to the evaluation report, did the project address governance issues?	Y – N – N/A	Identify whether the evaluation report stated that the project addressed governance issues, such as in the project design, theory of change, assumptions, implementation, etc. 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. Response options: • 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. 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.
	b	Provide the text from the evaluation report on how governance was addressed.	text	Copy/paste the relevant text from the report.
	c	As a reader, did you identify any additional governance issues?	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.	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	According to the evaluation report, did the project address private sector engagement?	Y – N – N/A	Identify whether the evaluation report stated that the project addressed private sector engagement, such as in the approach, assumptions, partnering, implementation, etc. 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. Response options: • Yes – The evaluation report stated that private sector engagement **was** integrated into the project. • No – The evaluation report stated that private sector engagement **was not** integrated into the project. • N/A – The evaluation report **did not address** any aspect of governance issues. 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 One example provided on the website: *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.*
	b	Provide the text from the evaluation report on how private sector engagement was addressed.	text	Copy/paste the relevant text from the report.
	c	As a reader, did you identify any additional aspects of private sector engagement?	Y – N	This field allows you to record any private sector engagement that was not specifically cited as such by the evaluation report.
	d	Please describe the additional information on private sector engagement that you identified.	text	Provide your additional insight into the private sector engagement, above and beyond those identified as such in the evaluation report.

#		Question	Response Options	Guidance
Project Results				
7	**a**	Did the evaluation report identify the project's performance targets?	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), or activity monitoring and evaluation plan (AMEP). ADS Glossary definition of performance target: Specific, planned level of result to be achieved within an explicit timeframe.
	b	As a whole, did the evaluation report state that the project exceeded, met, or fell short of its performance targets?	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	As a reader, is there any contextual information that you think is important to consider related to performance targets?	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.
8	**a**	Did the evaluation report identify any outcomes that were achieved? Respond yes only if you, as the reader, identify these achievements as outcomes, and not outputs.	Y – N	This question is asking about *outcomes* of the project, not *outputs*. 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 *outcomes* (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.

#		Question	Response Options	Guidance
	b	Provide the text from the evaluation report regarding the outcomes.	text	Copy/paste the relevant text from the report.
	c	Did the evaluation report state that the change in any of the described outcomes could be attributed to the project?	Y – N – N/A	This question is about attribution or causality. Response options: 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. 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. 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.
	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.
	e	Did the evaluation report describe or analyze the gender equality and/or female empowerment aspects of any project outputs and/or outcomes?	Y – N	This question is addressing <u>both</u> outcomes and outputs. 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).
	f	If yes, provide the text from the evaluation report that describes or analyzes the gender equality and/or women's empowerment aspects of the outputs and/or outcomes.	text	Copy/paste the relevant text from the report.
9	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.

#		Question	Response Options	Guidance
10	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 E: EVALUATION REPORT QUALITY REVIEW CHECKLISTS AND RATER'S GUIDES

Evaluation Report Quality Review Checklist

Evaluation Report Quality Review Checklist	Yes	No	N/A[18]
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)?[19] 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 specific 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 each evaluation question? (e.g., matrix of questions by methods)			
10. Does the report (or methods annex) describe specific data analysis methods the team used? (frequency distributions, cross-tabulations; correlation; reanalysis of secondary data)			

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

[19] 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 Quality Review Checklist	Yes	No	N/A[18]
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 team?			
14. Did the report (or methods annex) identify local evaluation team members?			
46. Did the report (or methods annex) identify at least one gender expert or specialist on the evaluation team?[20]			
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?			

[20] Question 46 added for 2015 Sectoral Synthesis. Numbering was not changed in order to remain comparable to prior studies.

Evaluation Report Quality Review Checklist	Yes	No	N/A[18]
26. Does the report discuss alternative possible causes of results/outcomes it documents?			
27. A. Are evaluation findings disaggregated by sex at all levels (activity, outputs, outcomes) when data are person-focused?			
B.[21] If no, are evaluation findings disaggregated by sex *at any level* (activity, outputs, outcomes) when data are person-focused			
C. Text collection: If yes to either question above, provide a brief description of the findings that were sex-disaggregated and any relevant references.			
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?			
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 1 of the evaluation policy?			

[21] Sub questions B and C added for 2015 Sectoral Synthesis.

Evaluation Report Quality Review Checklist	Yes	No	N/A[18]
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 Descriptive Data Checklist

Rater's Name		Date	

Report Title	

Evaluation Descriptive Data Checklist		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 | *Please insert exact language from there report here.)*	
•	Unable to determine	
If this document is not an evaluation, STOP HERE.		
2.	Year Published (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"	

Evaluation Descriptive Data Checklist	Y/N or text	
• Sector-wide (one country) – e.g., all agriculture, all health projects/activities		
• Other Multiple Projects (one country) evaluation, e.g., several activities in one district, or several activities focused on youth employment		
• Single project (multiple countries) e.g., approach to sexual violence in schools in Ghana and Malawi		
• Multiple projects (multiple countries), e.g., worldwide review of Mission funded trade projects		
• Regional program or project (funded by a regional office or bureau); e.g., Mekong River cooperation project involving multiple countries		
• Global program or project (funded by USAID/W), e.g., worldwide assistance to missions on gender assessments		
• Other scope (*explain or paste in description below)*		
• 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 *(explain or paste purpose statement below)*		
g) Unable to determine		
14. What was the evaluation asked to address?		
• Questions, Issues, Other (for "other" *explain or paste in description below),* or nothing 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 *(two questions with an "and," but only one question mark?)*		
16. Evaluation Design/Approach to Causality/Attribution Included		
• 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 experimental design 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 quasi-experimental design or provided equivalent words (comparison group, regression discontinuity; matching		If yes, provide page number

Evaluation Descriptive Data Checklist	Y/N or text	
design; propensity score matching, interrupted time series). If yes, enter "yes" and provide the page number.		
c) The evaluation report says it used a specific non-experimental approach for examining causality or attribution (outcome mapping; identification & elimination of alternative possible causes (*modus operandi*); 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) Individual interviews		
f) Survey		
g) Group interviews / focus groups		
h) Instruments – weight, height, pH		
i) Other data collection method (describe or paste in below)		
j) 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		
27. Did the report (or methods annex) discuss any gender-sensitive data approaches to data collection, either in designing the instruments or protocols?[22]		
- If yes, provide the text from the evaluation report that describes the approach		

[22] Question added for 2015 Sectoral Synthesis. Numbering added to end of tool to remain comparable to 2013-2104 study.

Evaluation Descriptive Data Checklist	Y/N or text
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)	
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	
• Number of recommendation provided in the report's recommendations section or summary of recommendations.	
26. Graphics	
a) Provide page numbers for any photos in the report	
b) Provide page numbers for any graphical representation of data (visualization, infographics, etc. Not tables.)	

Evaluation Report Quality Review Rater's Guide

Evaluation Report Review Checklist - Rater's Guide[23]	
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 finding 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

23 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 repot, 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 Guide[23]	
	indicated that there was no purpose stated, then this question must be marked "N/A."
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 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 specific 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 each 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 specific 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 specific about how, or through what method, data will be analyzed. 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).
11. Are the data analysis methods presented (in the report or	The evaluation report should make it clear which data analysis methods described were used to analyze data to answer specific evaluation

Evaluation Report Review Checklist - Rater's Guide[23]	
methods annex) in a manner that makes it clear how they are associated with the evaluation questions or specific data collection methods?	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."
Team Composition	
12. Did the report (or methods annex) indicate that the evaluation team leader was external to USAID?	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."
13. Did the report (or methods annex) identify at least one evaluation specialist on the team?	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.
14. Did the report (or methods annex) identify local evaluation team members?	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.
46. Did the report (or methods annex) identify at least one gender expert or specialist on the team?	The Engendering Evaluation How-to Note recommends including a gender expert/specialist on the evaluation team whenever possible. The term must be explicit and not implied.
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)?	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.
Study Limitations	

Evaluation Report Review Checklist - Rater's Guide[23]	
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."
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…;	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

Evaluation Report Review Checklist - Rater's Guide[23]	
reanalysis of school records shows….; responses from mayors indicate that…)	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."
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?	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."
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…")?	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.
24. Are quantitative findings reported precisely, i.e., as specific numbers or percentages rather than general statements like "some," "many," or "most"?	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."
25. Does the report present findings about unplanned/ unanticipated results?	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.
26. Does the report discuss alternative possible causes of results/ outcomes it documents?	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.
27A. Are evaluation findings disaggregated by sex at ALL levels (activity, outputs, outcomes) when data are person-focused?	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."
27B. Are evaluation findings disaggregated by sex at ANY level (activity, outputs, outcomes) when data are person-focused?	

Evaluation Report Review Checklist - Rater's Guide[23]	
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 1, 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 1, 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.

Evaluation Report Review Checklist - Rater's Guide[23]	
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.
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." **NOTE: This question is being answered through a different data collection process for the 2015 Sectoral Synthesis, so it will not be included in the online survey.**
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,	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

Evaluation Report Review Checklist - Rater's Guide[23]	
subheadings used for easy reading)?	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.

Evaluation Report Descriptive Data Rater's Guide

	Evaluation Report Descriptive Checklist – Rater's Guide
1.	**What kind of document is it?** 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. **IF NOT AN EVALUATION STOP HERE AND MOVE ON TO THE NEXT EVALUATION ASSIGNED TO YOU!**
2.	**Year Published** – 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.
3.	**Month Published** – 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
4.	**Document Title** - 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.
5.	**Authoring Organization** - 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.
6.	**Sponsoring Organization** - 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.
7.	**Geographic Descriptor** - 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.

Evaluation Report Descriptive Checklist – Rater's Guide	
8.	**<u>Primary Subject</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 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.
9.	**<u>Report Length</u>** – This item has two parts 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.	**<u>Evaluation Type</u> -** 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.
11.	**<u>Timing</u>** – 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.
12.	**<u>Scope</u>** – 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. 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. When evaluating multiple projects within a given country there are three options: • 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.

Evaluation Report Descriptive Checklist – Rater's Guide	
	• 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. When evaluating projects or programs across multiple countries, there are four options: • 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. Please choose the appropriate evaluation scope from the dropdown menu. If you are unable to determine, pick that option. **If sufficient information is provided, but you are not confident in identifying the scope, please contact the team leader and activity manager for assistance.**
13.	**<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." **Be sure you put either yes or no for every option in this set**
14.	**<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.**
15.	**<u>Number of Evaluation Questions</u>** – **Complete this section only if you answered "questions" on 14, above. This section includes four elements.** a. **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

Evaluation Report Descriptive Checklist – Rater's Guide	
	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. b. **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 (zero) for 17 (b) 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. 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?"
16.	**<u>Evaluation Design/Approach to Causality/Attribution Included</u>** – 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.
17.	**<u>Evaluation Design Types</u>** – 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. • 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.	**<u>Data Collection Methods (team said it planned to use)</u>** – 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, then check "other" and in the area provided describe the method. 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." **Be sure you put either yes or no for every option in this set**
19.	**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). 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." **Be sure you put either yes or no for every option in this set**
20.	**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." **Be sure you put either yes or no for every option in this set**
21.	**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.

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."

Be sure you put either yes or no for every option in this set

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	(see table below)
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; identity 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)

Loan Status	Men	Women	Total
Took a loan	16	8	24
Didn't take a loan	8	16	24
Total	**24**	**24**	**48**

27. **<u>Gender sensitive data collection</u>** – This item is to capture whether the report or the methods annex discussed any considerations for gender sensitivity in the design of the instruments (i.e.

Evaluation Report Descriptive Checklist – Rater's Guide	
	gender specific questions or additional lines of inquiry) or the data collection protocols (i.e. using male or female data collectors, gender composition of group interviews and/or focus groups, etc.) If yes, provide the text from the report.
22.	**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. **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 (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. 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."
24.	**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 place but not who participated, pick yes on the final option "unable to determine."
25.	**Recommendations** – 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. **If recommendations are not broken into sections (i.e. long paragraphs), please see Activity Manager for instructions on numbering recommendations.**
26.	**Graphics** – Please provide page numbers of any photos (a) or data visualizations/infographics (b). If none, respond N/A. Refer to the cover page as "cover page". Provide the page number as it is numbered in the hard copy.

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20004