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EVALUATION

PERFORMANCE EVALUATION OF THE WOMEN'S LEADERSHIP PORTFOLIO

November 30, 2018
This publication was produced at the request of the United States Agency for International Development for the E3 Analytics and Evaluation Project. It was prepared independently by Management Systems International, A Tetra Tech Company; and Development and Training Services, a Palladium Company.

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November 30, 2018

Contracted under AID-OAA-M-13-00017

E3 Analytics and Evaluation Project

Prepared by:

Darcy Ashman, Team Leader (MSI) with Susan Settergren (Palladium), Laurel Bradley (MSI), Amanda Janczak (MSI), Jessica Ngo (MSI), and Nicholas Prichard (Palladium).

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Left: Women in the Philippines participating in legislative advocacy lobbying. Credit: Miriam College – Women and Gender Institute and USAID.

Middle: Women in Ethiopia sorting cashews as part of the Agribusiness Leadership Network. Credit: USAID.

Right: Female police officers at a training on child marriage and female genital cutting in Ethiopia. Credit: USAID.

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ABSTRACT

This performance evaluation examines the Women's Leadership Portfolio (WLP) to help USAID understand the characteristics of the portfolio and how it contributed to the implementation of the USAID Gender Equality and Female Empowerment (GEFE) Policy. The evaluation identifies achievements made by WLP activities and assesses their sustainability. Focusing on a sample of 45 WLP activities, the evaluation team conducted quantitative and qualitative analysis of over 1,000 USAID and implementing partner (IP) documents; telephone interviews with USAID/Washington (USAID/W), mission, and IP staff; and field-based interviews in six countries with local partners and beneficiaries.

The evaluation finds that the WLP advanced USAID's implementation of the GEFE Policy, especially in strengthening women's leadership and decision-making in several sectors and in preventing and responding to gender-based violence. The WLP also contributed to increasing women's access to productive resources and services. A key WLP achievement was decentralizing the management of WLP activities from USAID/W gender teams to missions and other Agency operating units, which increased USAID's involvement in implementing gender programming globally. Comprehensive WLP activities with multiple interventions implemented over longer periods achieved more substantial results.

The evaluation recommends that USAID/W WLP managers increase the potential impact and sustainability of future activities by focusing on key priorities and selected areas where pivotal gains can be made. WLP managers should allocate scarce resources to fewer, more strategically selected activities with larger budgets for longer periods. Enhanced communication and learning among USAID, its partners, and stakeholders will further enhance results, capacity, and resolve to continue advancing gender equitable development and resilience.

ACKNOWLEDGEMENTS

In commissioning this evaluation of the Women's Leadership Portfolio (WLP), USAID's Office of Gender Equality and Women's Empowerment took on a complex challenge similar to the new w*hole-of-project evaluations* that USAID missions are beginning to undertake. Such evaluations seek to better understand the performance of multiple activities in multi-faceted, multi-year efforts to impact important development goals. The WLP has a global reach and engaged many partners in key USAID activities to improve development outcomes through enhanced gender equality and women's empowerment. Management Systems International (MSI) and Development and Training Services (dTS) appreciate being selected to share in this undertaking through USAID's E3 Analytics and Evaluation Project.

MSI and dTS would like to thank USAID's activity manager for the evaluation, Niloufer de Silva, whose guidance and active engagement in all phases of the evaluation helped ensure that USAID's needs and hopes for this study were understood. The team also thanks the many USAID staff, implementing partners, local partners, and beneficiary respondents who contributed time and insights to the evaluation, and to the E3 Analytics and Evaluation Project Contracting Officer's Representative, Bhavani Pathak, for her support. The authors of this report drew on the collective efforts of many MSI and dTS team members involved in earlier stages of the evaluation, including Molly Hageboeck, Judy Benjamin, Carolyn Fonseca, Aleksandra Markovitch, Grace Fisiy, Max Shanstrom, Maria Covalenco-Tietz, Laura Sinclair, Nurjahan Begum, Alfredo Torres, Yodit Teklemichael, Ben Okeyo, Simeon Runesha, Svitlana Gornaya, Jill Tirnauer, Katherine Jackstadt, Samantha Samuel-Nakka, and Milad Pournik.

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ACRONYMS

ADS	Automated Directives System
AOR	Agreement Officer's Representative
CDCS	Country Development Cooperation Strategy
COP	Chief of Party
COR	Contracting Officer's Representative
CSO	Civil Society Organization
DCHA	Bureau for Democracy, Conflict, and Humanitarian Assistance (USAID)
DRG	Democracy, Human Rights, and Governance
dTS	Development and Training Services
E3	Bureau for Economic Growth, Education, and Environment (USAID)
EQ	Evaluation Question
FGM	Female Genital Mutilation
FGM/C	Female Genital Mutilation/Cutting
FY	Fiscal Year
GBV	Gender-Based Violence
GEFE	Gender Equality and Female Empowerment
GEWE	Gender Equality and Women's Empowerment
GEWE-P	Gender Equality and Women's Empowerment Primary
GEWE-S	Gender Equality and Women's Empowerment Secondary
GenDev	Office of Gender Equality and Women's Empowerment (USAID/E3)
IP	Implementing Partner
MSI	Management Systems International
NAP	U.S. National Action Plan on Women, Peace, and Security
NGO	Non-Governmental Organization
OU	Operating Unit
PPM	Office of Policy, Program, and Management (USAID/DCHA)
PRTN	Partnerships
SOW	Statement of Work
UN	United Nations
USAID	United States Agency for International Development
USAID/W	United States Agency for International Development, Washington, D.C.
USG	United States Government
WL	Women's Leadership
WLD	Women's Leadership Directive
WLP	Women's Leadership Portfolio
WLSME	Women's Leadership in Small and Medium Enterprises
WPS	Women, Peace, and Security

KEY TERMS

Allocation/Award: A form of implementing mechanism through which USAID transfers funds to an operating unit (allocation) or implementing partner (award) (Automated Directives System [ADS] 201).

Activity: Carries out an intervention, or set of interventions, typically through a contract, grant, or agreement with another U.S. Government (USG) agency or with the partner country government. An activity may be an intervention undertaken directly by USAID staff that contributes to a project, such as a policy dialogue. In most cases, multiple activities are needed to ensure the synergistic contributions necessary to achieve the project's desired results (ADS 201).

Co-funding: An activity is co-funded if, in addition to Women's Leadership Directive (WLD) funds, it extended existing funded activities or received funding from other partners or donors.

Gender: A social construct that refers to relations between and among the sexes based on their relative roles. It encompasses the economic, political, and sociocultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic, and is open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. "Gender" is not interchangeable with "women" or "sex" (ADS Glossary of Terms).

Gender Equality and Female Empowerment Policy (GEFE), USAID: Released in March 2012, the USAID GEFE Policy states, "Gender equality and female empowerment are core development objectives, fundamental for the realization of human rights and key to effective and sustainable development outcomes." USAID's policy goal "is to improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully in and benefit from the development of their societies."

Gender Equality and Women's Empowerment (GEWE) Primary: Includes project/activities in which gender equality or women's and girls' empowerment is the explicit or primary goal and fundamental in the design, results framework, and impact (ADS 205).

Gender Equality and Women's Empowerment (GEWE) Secondary: Encompasses activities in which gender equality or women's and girls' empowerment purposes, although important, are not among the principal reasons for undertaking the project/activity (ADS 205).

Gender Institutions: Institutions or organizations whose primary purpose or mission is to promote gender equality and women's empowerment.

Gender Integration: "Identifying, then addressing gender inequalities during strategy, project and activity design, implementation, and monitoring and evaluation" (ADS 205)

Gender Indicators: Point to what extent and in what ways development programs and projects achieve results related to gender equality, and whether/how reducing gaps between males/females and empowering women lead to better project/development outcomes (ADS 205). See USAID Standard Foreign Assistance Cross-Cutting Gender Indicators in Annex IV.

Implementing partner (IP): The implementing entity (contractor, grantee, host-government entity, public international organization) that carries out programs with USG funding through a legally binding award or agreement (ADS 201).

Institutionalization: Activity interventions or results that continue beyond the end of the funding period because they have been incorporated into a host-country institution that will provide the necessary leadership and resources to do so.

Intervention: A distinctive set of programmatic actions, such as technical assistance, commodities, training, or the provision of USAID staff, that is used to create an output (ADS 201).

Operating Unit (OU): The organizational unit responsible for implementing a foreign assistance program for one or more elements of the Department of State's Foreign Assistance Framework. For USAID, it includes field missions and regional entities, as well as regional bureaus, pillar bureaus, and independent offices in USAID/Washington that expend program funds to achieve development objectives identified in a country development cooperation strategy (CDCS) (ADS 201).

Partner: An organization or individual with which/whom the Agency collaborates to achieve mutually agreed upon objectives and to secure participation of ultimate customers. Partners include host country governments, private voluntary organizations, indigenous and international non-governmental organizations, universities, other USG agencies, the United Nations (UN) and other multilateral organizations, professional and business associations, and private businesses and individuals (ADS 201).

Project: A set of complementary activities, over an established timeline and budget, intended to achieve a discrete development result, often aligned with an intermediate result in the CDCS results framework. Taken together, a mission's suite of project designs provides the operational plans for achieving the objectives in its CDCS or other applicable strategic plan (ADS 201).

Result: A significant and intended change in a development condition affecting people, systems, or institutions. Results are outputs and outcomes, including development objectives, intermediate results, sub-intermediate results, project purpose, and project outcomes, as specified in a mission's CDCS or project logic model (ADS 201).

Scale-Up: Expand a single activity or program with the goal of sustainable impact at scale.

Sector: Primary technical program area that applies to an activity based on the Department of State's Standardized Program Structure and Definitions for U.S. foreign assistance.

Strategies: Focus on achieving specific programmatic targets in a sector or cross-cutting area. Strategies should include explicit targets to be achieved within a specific time, and, therefore, must be time-bound. Since strategies lay out targets, they have a more clearly delineated impact on Agency resources than policies and vision papers (ADS 200).

Sub-Portfolio: Sub-categories of activities within the Women's Leadership Portfolio. E3/GenDev identified five sub-portfolios: Gender-Based Violence (GBV), Partnerships (PRTN), Women's Leadership (WL), Women, Peace, and Security (WPS), and Other Activities.

Sub-Portfolio Manager: USAID/Washington gender advisors responsible for each of the WLP sub-portfolios.

Sustainability: The continuation of benefits after major assistance has been completed. While ultimate responsibility for sustained benefits often rests with the local stakeholders, the operational principle of sustainability requires that it be incorporated from the start when selecting a program during the CDCS process or designing a subsequent project (Glossary of ADS terms).

Theory of Change: A narrative description, usually accompanied by a graphic or visual depiction, of how and why a purpose or result is expected to be achieved in a particular context (ADS 201).

WLP Manager: USAID/Washington administrators and gender advisors who make decisions about allocating WLD funds during the period covered by the evaluation.

EXECUTIVE SUMMARY

This report presents the results of a performance evaluation of the Women's Leadership Portfolio (WLP). The United States Agency for International Development's (USAID's) Office of Gender Equality and Women's Empowerment in the Bureau for Economic Growth, Education, and Environment commissioned the evaluation.

The overall purpose of the WLP is to advance USAID's implementation of the Gender Equality and Female Empowerment (GEFE) Policy and related U.S. government gender strategies and plans. The WLP activities have received Women's Leadership Directive (WLD) funding made available by Congress each year for women's leadership.

The evaluation addresses five main evaluation questions (EQs) from USAID's SOW. These evaluation questions are listed in full in Annex I.

1. How did the WLP contribute toward implementing USAID's GEFE Policy?
2. How did partners support funding, designing, and implementing WLP activities?
3. What are the characteristics, strengths, and weaknesses of WLP interventions?
4. What results were achieved by the WLP activities?
5. To what extent are the WLP projects and activities sustainable?

Evaluation Methodology

The E3 Analytics and Evaluation Project conducted the evaluation over two phases. In Phase 1, the team created a database and document library of over 2,000 USAID and implementing partner (IP) documents from 77 WLP activities funded between fiscal year (FY) 2009 and FY2014. These documents included WLP Calls for Concept Notes, internal USAID memos, activity awards, IP quarterly and annual progress reports, monitoring and evaluation plans, evaluations, and other related materials. This report covers Phase 2, which focused on a sample of 45 WLP activities. The evaluation used quantitative and qualitative analysis to review over 1,000 WLP management and activity documents and the transcripts of telephone interviews with 43 USAID/Washington (USAID/W) and mission staff, 39 implementing partner staff, and field-based interviews with 46 local partners and 202 beneficiaries. The field interviews covered 9 of the 45 WLP activities in 6 countries (Bangladesh, Colombia, Ethiopia, Kenya, Rwanda, and Ukraine).

Findings and Conclusions

Strengths of the WLP

The WLP activities contributed to substantial GEFE Policy outcomes in women's leadership and decision-making and in preventing and responding to gender-based violence (GBV). Women's leadership development was achieved through blended learning interventions which effectively combined training with networking, peer exchange, mentoring, or internships. More robust women's leadership activities also facilitated women's participation in local economic, political, and peacebuilding processes and institutions, thereby strengthening inclusive development. Several GBV activities reached scale and enhanced sustainability by integrating GBV services and education into host-country institutions in the education and health sectors. Other notable, if less common, WLP activities increased women's access to land, education, and other beneficial services and products.

WLP activities demonstrated good practices in gender program design and implementation. Many activities implemented comprehensive strategies to address interrelated dimensions of gender inequality, such as combining leadership development with civil society advocacy for peace or pairing expanded GBV services with awareness raising to let the public know of their existence. To adapt gender equality and women's leadership content to local sub-groups and locations, USAID and IPs engaged local gender specialists and worked with local trainers to tailor curricula to the context. In some cases, these locally adapted training materials were taken up by government ministries or other local organizations for their own use.

The cross-sector collaboration among WLP sub-portfolio managers in USAID/W deepened Agency guidance on gender programming and enhanced development and peacebuilding results by USAID programs globally. The WLD funds incentivized missions and other operating units to continue and expand gender programming to achieve GEFE, GBV, and Women, Peace, and Security (WPS) policy goals and outcomes. Given USAID'S decentralized management systems, most WLP sub-portfolio managers were more involved in design and planning than implementation and learning. The proactive approach by the WPS team to following up with missions during implementation was appreciated by those involved.

Gaps in WLP Programming

- Fewer WLP activities contributed to GEFE outcomes relating to access to/control of resources. However, accessing and making decisions about productive resources are critical to women's leadership.
- USAID engaged with international partners more than with local women's organizations and other institutions whose missions promote gender equality. However, these local institutions are drivers of sustained local gender equality work.
- WLP activities gave less attention to the kinds of policy and institutional changes that influence systems of gender inequality. However, institutions and policies influence the enabling environment to increase opportunities for women and protect their rights and security.

These gaps are significant areas for advancing gender equality and women's empowerment in the future. Also missing from strategic program planning is an official USAID vision statement on women's leadership in development, and overarching theories of change for transforming systemic gender inequalities across sectors. These would further enhance the focus, impact, and sustainability of WLD-funded programming.

Challenges

Several WLP management challenges are embedded in larger Agency systems, including: the time lag between decisions in Washington about awarding funds and actual activity start-up; turnover in USAID/W and mission staff associated with this time lag; and the lack of consistent follow-up from USAID/W with implementation and learning in individual activities. The practice of using WLD funds to expand existing activities was advantageous from the point of view of leveraging funds, but sufficient measures to ensure communication of programmatic goals and expectations to IPs were not always in place.

The main challenges that local partners and beneficiaries faced included insufficient time to develop women's skills in new areas or transform gender social norms. In some cases, it was difficult to mobilize additional resources to continue services or other interventions beyond the activity funding period.

Recommendations

The evaluation team recommends that USAID:

1. **Increase the impact and sustainability of WLP activities by focusing WLD resources in fewer activities with larger budgets and longer implementation periods.** Strengthen WLP program guidance with a shared vision statement and How-To Note on women's leadership in development to enhance synergy among GBV, Women's Leadership, and WPS activities. Consider systems-based theories of change to design comprehensive interventions that maximize sustainable impact. Supplement the already strong Calls for Concept Notes with more specific guidance on gender integration and sustainability.

2. **Continue and expand USAID country leadership on gender equality in development.** Proactive gender advisors, points of contact, and champions with training in gender integration; local repositories of gender analyses and research; and networks of gender specialists all strengthen local gender programming by USAID. Missions should require IPs to develop clear objectives, results, and interventions for the WLD funds, employ gender specialists, and conduct performance management to ensure reporting and learning on gender are shared widely with IPs in country and with WLP sub-portfolio managers and sector teams in Washington.

3. **Strengthen partnerships between USAID, IPs, and women's and gender practitioners and researchers globally to promote mutual learning and improve sustainability.** Expand documentation and dissemination of field-based research and lessons learned, successful program models, and evaluation results. Strengthen sustainability planning during the design phase and ensure implementation of the sustainability plan. Manage activities adaptively so partners, stakeholders, and beneficiaries can develop ownership of key gender interventions and results and mobilize the necessary resources to sustain and expand them.

INTRODUCTION

The U.S. Congress makes funds available for women's leadership every year. The United States Agency for International Development (USAID) and the U.S. Department of State each allocate a portion of these funds, which make up the Women's Leadership Directive (WLD). Since fiscal year (FY) 2009, USAID's WLD funds have been allocated by USAID/Washington offices, notably the Office of the Senior Coordinator for Gender Equality and Women's Empowerment, in coordination with the Bureau for Economic Growth, Education, and Environment's Office of Gender Equality and Women's Empowerment (E3/GenDev), and the Bureau for Democracy, Conflict, and Humanitarian Assistance's Office of Policy, Program, and Management (DCHA/PPM). For purposes of this evaluation, the USAID activities funded by the WLD are described as the Women's Leadership Portfolio (WLP).

This report presents the results of a performance evaluation that E3/GenDev commissioned. The evaluation examines WLP activities supported by WLD funds and programmed by USAID between FY2009 and FY2014. The WLD funds executed by USAID[1] during this period ranged from about $10 million to $30 million per year, totaling about $110 million over the six years. The E3 Analytics and Evaluation Project designed and conducted the evaluation over two phases between April 2016 and July 2018.[2] Annex I provides USAID's statement of work (SOW) for Phase 2 of the evaluation.

Evaluation Purpose

USAID has three main purposes for the evaluation:

- Understand the characteristics of the WLP sub-portfolios;
- Identify interventions and results achieved by the activities supported through WLD funds; and
- Inform decision-making about the programming and management of the WLP.

The evaluation assesses how USAID programmed the WLD funds and suggests options for future programming. Overall, the evaluation will assist the Agency to learn from its experience with using WLD funds to promote women's leadership and gender integration in future USAID programming.[3]

Evaluation Audiences

The primary audiences for this evaluation are the USAID staff and offices that manage and distribute the WLD funds, notably, E3/GenDev, and DCHA/PPM. This report refers to this group as the WLP managers. Other important audiences include USAID missions and operating units (OUs), implementing partners (IPs), and beneficiaries and stakeholders who implement and are affected by the WLD-funded activities. Evaluation findings and recommendations are also relevant to USAID offices that support WLD work, such as the Bureau for Policy, Planning, and Learning (PPL) and the Bureau for Legislative and Public Affairs, as well as other USAID bureaus engaged in gender equality and women's empowerment programming, such as the Bureau for Global Health and the Bureau for Food Security. This evaluation will also enable the development community to better understand USAID's gender integration efforts and programming experience.

[1] USAID's Office of Budget and Resource Management provided planning-level figures.
[2] Management Systems International (MSI, A Tetra Tech Company) implements the E3 Analytics and Evaluation Project in partnership with Development and Training Services, a Palladium company; and NORC at the University of Chicago.
[3] See USAID's SOW in Annex I.

Evaluation Questions

The evaluation addresses the five evaluation questions (EQs) and sub-questions listed below from USAID's SOW. USAID did not expect the evaluation team to report separately on the sub-questions, but to incorporate relevant information into a discussion of major findings for each EQ. The conclusions and recommendations presented in the final section of the report synthesize findings from the five EQs.

EQ 1: How did the WLP contribute toward implementing USAID's GEFE Policy?

- What approaches and strategies were used by USAID to program the WLD funds?
- What are the strengths and weaknesses of USAID's approaches and strategies to program the WLD funds?
- What are recommendations for programming the Women's Leadership Directive funds in the future?

EQ 2: How did partners support funding, designing, and implementing WLP activities?

- Broadly categorize the types of partnerships established through WLP activities.
- Assess the strengths and weaknesses of WLP partnerships.
- What are the recommendations for strengthening WLP partnerships?

EQ 3: What are the characteristics, strengths, and weaknesses of WLP interventions?

- Areas of interest to USAID include methods used to assess gender equality and women's empowerment needs, methods used to reduce gender gaps, and evidence on results.
- What are the strengths and weaknesses of WLP interventions discussed above?
- What are the recommendations for designing and implementing future WLP interventions?

EQ 4: What results were achieved by the WLP activities?

- What are the output-level and outcome-level achievements by WLP sub-portfolio and sectors?
- Are there important differences and implications relating to the overarching outcomes of the GEWE Policy and WLD funding guidance?
- What are the implications of results relating to current Agency gender equality and women's empowerment priorities, such as women's economic empowerment, closing the gender digital gap, reducing early and forced marriage, engaging male champions, and intersections between gender and other aspects of vulnerability, such as disability and being LGBTI, and gender and countering violent extremism (CVE).

EQ 5: To what extent are the WLP projects and activities sustainable?

- Have WLP projects and activities led to adaptation, replication, scale-up, and/or institutionalization of gender equality and female empowerment activities within beneficiary countries?
- What conditions make the WLP projects and activities sustainable beyond the grant-funded period?
- What are the recommendations for improving the sustainability of WLP projects and activities?

EVALUATION METHODOLOGY

Phases 1 and 2

The E3 Analytics and Evaluation Project completed the evaluation in two phases over two years.[4] In Phase 1, from April to November 2016, the team created a database[5] and document library for the 77 WLP activities funded between FY2009 and FY2014. To collect WLP documents, the team conducted three rounds of outreach, contacting staff from IPs, USAID/Washington (USAID/W), and USAID missions. During Phase 1, the team collected over 2,000 WLP and activity documents such as internal USAID concept papers, proposals from missions and other IPs, activity designs, performance monitoring plans, progress reports, and evaluations. To organize this information, the team created an Access database with profiles for each activity and consolidated the documents into a library that USAID can cross-reference with the database. The evaluation team received additional WLP documents during Phase 2 that were included in the evaluation analysis and added to the database and library.

During Phase 1, the Project team, in consultation with E3/GenDev, grouped the 77 activities into 5 sub-portfolios, which reflect the thematic priorities that guided programming of the WLD funds: Gender-Based Violence (GBV), Partnerships (PRTN), Women's Leadership (WL), Women, Peace and Security (WPS), and Other. E3/GenDev decided to exclude from this evaluation 13 of the 77 activities that were in the Other sub-portfolio. These consisted of research reports and technical toolkits.

In Phase 2, USAID finalized the EQs and the evaluation team developed the approach and methods to address them. USAID intentionally framed the EQs broadly, so the team could mine the data to identify relevant and useful findings for the overall portfolio. Key steps in the Phase 2 evaluation methodology are outlined below.

Selecting a Sample of WLP Activities

In consultation with USAID, the team selected a purposive sample of 45 of the 77 WLP activities identified in Phase 1 (58 percent). Annex V lists these 45 activities by sub-portfolio and funding FY. Activities were selected if the available documentation for the activity included minimally adequate information to address the EQs and/or if the activity helped balance the number of activities in each of the four sub-portfolios. The team decided against selecting a random sample due to the relatively small number of activities in each sub-portfolio and the diversity of activities across the six years.

Developing the Data Collection Plan and Tools

The evaluation's data collection plan included a comprehensive "Getting to Answers" matrix that mapped the EQs and sub-questions to data sources and data analysis methods. Data sources included the Phase 1 database, original documents such as activity reports, evaluations, USAID/W planning memos and Calls for Concept Notes ("Calls" hereafter), and interview transcripts. Data analysis methods included descriptive statistics and content analysis. Once the plan was developed, the team used a desk review instrument to guide data collection from the database and documents along with interview guides and protocols for conducting the telephone and field-based interviews. Figure 1 shows the data collection process and the numbers of interviews the team completed. Annex II provides the

[4] Members of the evaluation team changed over the two years with the different phases and sub-tasks.
[5] The Access database includes profiles on each of the 77 WLP activities, with information on activity background (e.g., name, estimated funding amount, sector, and start and end dates) as well as the activity overview, objectives, theory of change, interventions, and results reported.

detailed Phase 2 methodology and Annex III provides the data collection instruments and protocols the team used for the interviews.

Collecting and Analyzing Data

In Phase 2, the team collected data from the desk review and interviews, then analyzed it using descriptive statistics or content analysis to develop the findings to answer the EQs.

Document Review: The evaluation team reviewed over 1,000 documents to obtain relevant data to answer each EQ. Key data included USAID/W guidance and objectives for the sub-portfolios and the purpose, goals and objectives, interventions, results, and sustainability of each activity. The team entered these data into display tables, which showed selected data for each activity.

Telephone Interviews: The semi-structured telephone interviews with USAID staff and IPs gathered their perspectives and additional information about the WLP process and activities. With the permission of the respondents, the team recorded the interviews and transcribed them using a transcription firm. The team used either MAXQDA software or manual review to extract key data such as key words, quotes, or substantive information about an activity from the transcripts. The team entered these data into data summaries or display tables.

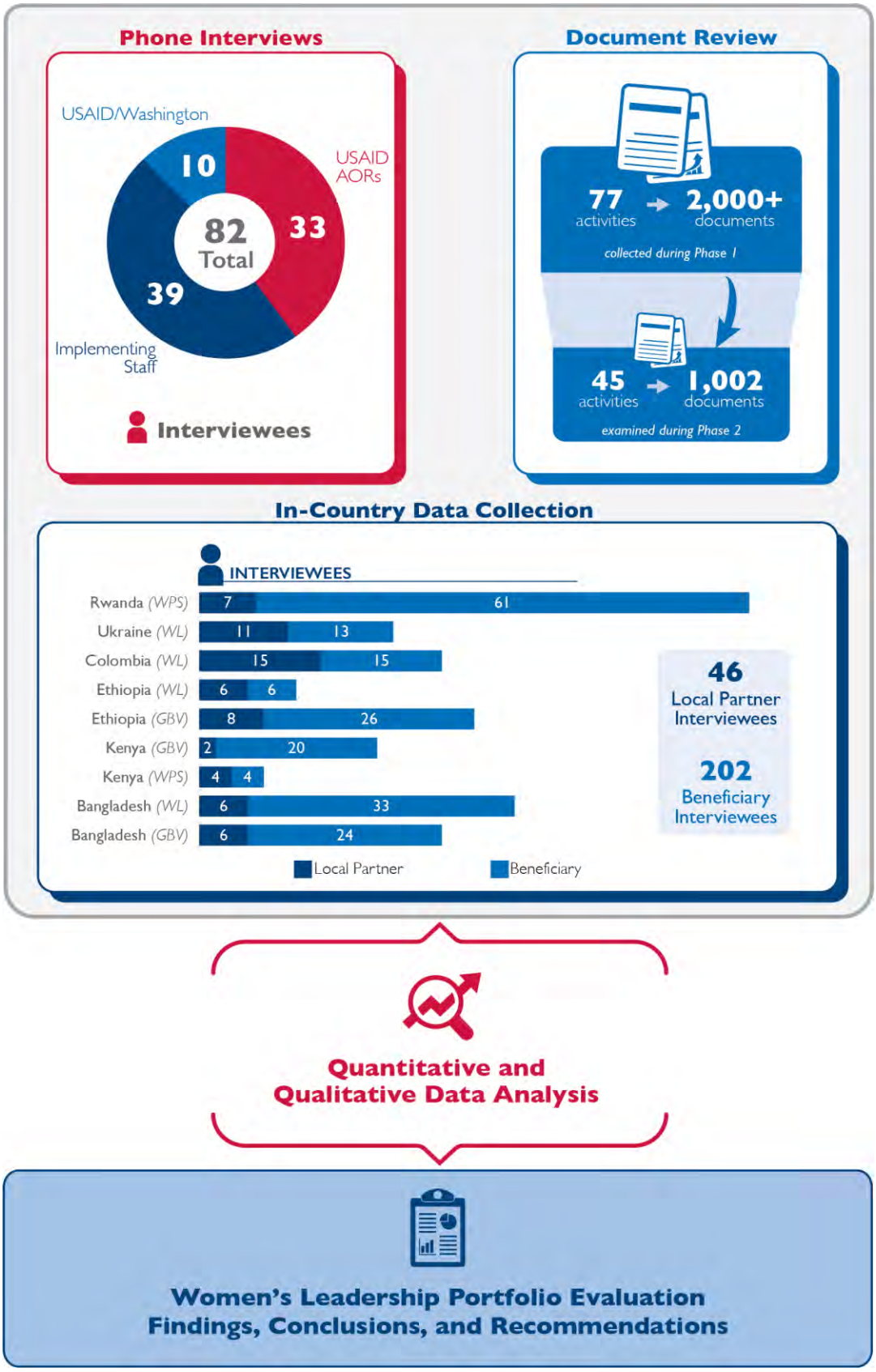
In-Country Data Collection: Using local evaluators, the team collected field-based data on local partner and beneficiary perspectives for nine WLP activities across six selected countries (Bangladesh, Colombia, Ethiopia, Kenya, Rwanda, and Ukraine). The interviews with local partners and beneficiaries were recorded, translated, and transcribed with their informed consent using translation and transcription firms. The team used either MAXQDA software or manual review to extract key data such as key words, quotes, or substantive information about an activity from the transcripts. The team entered these data into data summaries or display tables.

Data Analysis: The team used descriptive statistics to produce a quantitative overview of the WLP, including characteristics such as the number of countries, regions, and USAID sectors covered by the portfolio and each sub-portfolio. Descriptive statistics also were used to explore combinations of characteristics, such as the number of activities in each sub-portfolio that were coded as GEWE Primary (GEWE-P) or GEWE Secondary (GEWE-S).6 The team used standard qualitative analysis to review the data summaries and data display tables described above. This involved an iterative process of carefully refining and reducing the data to identify common themes and patterns across the activities.7 The team assigned a higher priority to the themes and patterns that were common across higher numbers of activities and sub-portfolios as being more illustrative of the WLP as a whole. Secondary priority was given to less common themes and patterns that illustrated key characteristics relevant to the EQs. To maximize the quality of the analysis, the team triangulated data wherever possible and used two different team members to cross-check the data before finalizing the themes that it used to draw findings and conclusions.

Findings, Conclusions, and Recommendations: Using the common themes and patterns described above, the team identified the most relevant findings to address each EQ. Since the EQs overlap to some degree, the conclusions and recommendations draw on all findings. Key conclusions and recommendations are discussed separately at the end of the report.

[6] See Key Terms for definitions of GEWE-P and GEWE-S.
[7] Huberman, A. M. and M.B Miles (1994). Data Management and Analysis Methods. Handbook of Qualitative Research. Sage Publications. Pp 428 – 444.

FIGURE 1: EVALUATION DATA COLLECTION PROCESS



Limitations and Mitigation

While the evaluation design and methodology were deemed appropriate for addressing the EQs, several aspects of the work involved potential challenges to the quality of study findings. The evaluation team took steps to mitigate them as they arose. Annex II provides additional information on these limitations and the team's measures to mitigate them.

Documentary Evidence: Although the team invested a great deal of time over the two phases to collect a large number of documents, the most relevant documents to address some of the EQs, such as evaluations or final progress reports, were not available for a number of activities. To increase the number of documents for the evaluation, the team requested additional documents from interview respondents and conducted internet searches, including on USAID's Development Experience Clearinghouse. Interviews with USAID and IP staff verified information from the documents and filled in some knowledge gaps.

Recall Bias: Some interview respondents found it difficult to recall some information about the WLP activities. This was due to factors such as the amount of time that had passed since the activity in question, the relatively small proportion of funding provided by WLP to some activities, or respondents having indirect knowledge of activities that might have been managed by someone who had since left the Agency. The team mitigated this challenge by preparing a fact check module to help respondents remember basic facts about an activity. In cases where the respondent still could not recall the information, this gap was noted in the interview transcript, and the team sought other sources of information to use in the analysis.

Response Bias: Guarding against response bias, or the possibility that interview subjects will provide answers they think interviewers want to hear, is important to maintaining data reliability. The field interviews were possibly subject to this bias since some beneficiary respondents were selected by IPs for logistical reasons and a USAID representative was present in some group interviews. The evaluation team reviewed transcripts of interviews conducted by field team members and mitigated against potential bias by disregarding comments that were simply positive about the activity without offering any specific examples. The telephone interviews mitigated possible response bias by ensuring anonymity, asking probing questions to elicit examples and reasoning for responses, and asking for challenges, gaps, and recommendations to improve future WLD-funded activities.

OVERVIEW OF THE WOMEN'S LEADERSHIP PORTFOLIO

The overall purpose of the WLP activities is to advance USAID's implementation of the GEFE Policy and related USG strategies and plans, such as the U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally (U.S. GBV Strategy) and the U.S. National Action Plan on Women, Peace, and Security (NAP).[8] Table 1 shows the approximate annual and total funding amounts that USAID executed at the planning level during the six years covered by this evaluation.

[8]USAID Gender Equality and Female Empowerment Policy, last updated 2017, https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf; United States Strategy to Prevent and Respond to Gender-Based Violence Globally, last updated 2012, https://pdf.usaid.gov/pdf_docs/PDACT888.pdf; the United States National Action Plan on Women, Peace, and Security, last updated 2016,

TABLE 1: ANNUAL WLD FUNDING (PLANNING LEVEL)

Fiscal Year	USAID
2009	$10 million
2010	$20 million
2011	$10 million
2012	$20 million
2013	$20 million
2014	$30 million
Total	**$110 million**

Source: USAID Office of Budget and Resource Management

As noted in the previous section, for the purposes of the evaluation, E3/GenDev grouped the WLP activities into sub-portfolios. A USAID/W team managed each of the four sub-portfolios, providing thematic guidance and collaborating with other WLP sub-portfolio managers to make decisions about how WLD funds would be allocated. The four sub-portfolios are:

- **Gender-Based Violence (GBV):** E3/GenDev manages this sub-portfolio of activities that contribute to USAID's efforts to implement the U.S. GBV Strategy and realize the Agency's Vision to End Child Marriage.
- **Partnerships (PRTN):** Managed by the Office of the Senior Coordinator for Gender Equality and Women's Empowerment, these activities advance women's and girls' leadership and gender equality and women's empowerment through strategic partnerships with other donors, the private sector, and non-governmental organizations (NGOs).
- **Women's Leadership (WL):** In coordination with economic growth, agriculture (E3), and democracy, rights, and governance (DCHA/PPM), E3/GenDev managed the WL sub-portfolio. These activities strengthen women's leadership capabilities and reduce constraints that prevent women and girls from leading, participating in, and influencing decisions.[9]
- **Women, Peace, and Security (WPS):** The WPS team in DCHA/PPM manages this sub-portfolio, which includes activities to empower and protect women and girls in crisis and conflict situations, consistent with the WPS agenda.

https://www.usaid.gov/sites/default/files/documents/1868/National%20Action%20Plan%20on%20Women%2C%20Peace%2C%20and%20Security.pdf; Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action, last updated 2012, https://www.usaid.gov/sites/default/files/documents/1870/USAID%20Ending%20Child%20Marriage%202012.pdf.

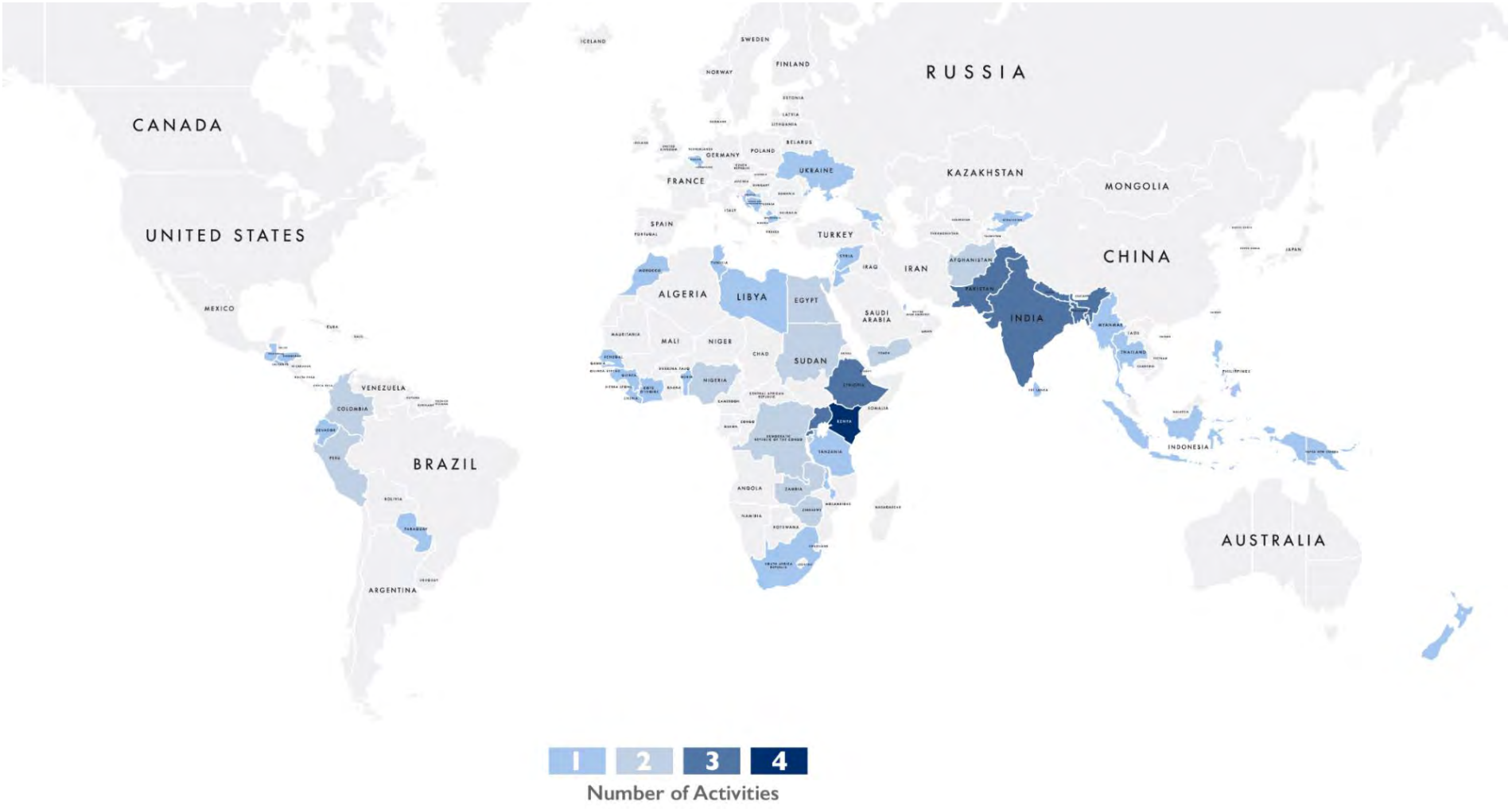
[9] GEFE Policy Outcome #3, ADS 205 revised 4.27.2017. p. 15.

TABLE 2: WLP GEOGRAPHIC AND SECTORAL DISTRIBUTION

Sub-Portfolio	Number of Activities	Regions	Countries	Sectors
GBV	12	Africa; Asia; Europe and Eurasia (3)	Bangladesh, Benin, Ethiopia, Georgia, Guinea, India, Kenya, Nepal, South Africa, Uganda, Zambia, Zimbabwe (12)	DRG; Education and Social Services; Health; Peace and Security (4)
Partnerships	11	Africa; Asia; Europe and Eurasia; Latin America and the Caribbean; Middle East (5)	Armenia, Bangladesh, Colombia, Democratic Republic of the Congo, Egypt, El Salvador, Ethiopia, Guatemala, Honduras, India, Jordan, Kenya, Liberia, Malawi, Nepal, Nigeria, Pakistan, Paraguay, Peru, Rwanda, Sudan, Tanzania, Thailand, Uganda, Yemen (25)	DRG; Economic Growth; Agriculture; Education and Social Services; Health; Peace and Security (5)
WL	13	Africa; Asia; Europe and Eurasia; Latin America and the Caribbean (4)	Afghanistan*, Bangladesh, Bangladesh*, Burundi, Colombia, Ethiopia, India, India*, Indonesia*, Kenya, Kosovo*, Kyrgyz Republic, Macedonia*, Nepal, Peru, Peru*, Rwanda, Senegal, Sri Lanka*, Uganda, Ukraine, Zambia (19)	DRG; Economic Growth; Agriculture (3)
WPS	9	Africa; Asia; Europe and Eurasia; Latin America and the Caribbean; Middle East (5)	Afghanistan, Belgium*, Bosnia & Herzegovina, Burma, Burundi*, Croatia*, Cote d'Ivoire, Democratic Republic of the Congo, Ecuador*, Egypt*, Kenya, Lebanon, Lebanon*, Libya, Maldives*, Morocco, Morocco*, New Zealand*, Nigeria*, Pakistan, Pakistan*, Palestine, Papua New Guinea, Philippines, Qatar, Rwanda, Sudan*, Syria, Tunisia, Tunisia*, West Bank and Gaza, West Bank and Gaza*, Yemen, Yemen*, Zimbabwe* (28)	DRG; Peace and Security (2)
Total	**45**	**5**	**58 +17***	**6**

** Denotes countries that sent participants to trainings and networking events but were not a site of activity implementation.*

FIGURE 2: MAP OF WOMEN'S LEADERSHIP PORTFOLIO ACTIVITIES



Portfolio Characteristics: Key characteristics of the WLP include its broad geographic reach and multi-sectoral gender programming. Table 2 provides an overview of each sub-portfolio, including the number of activities included in the evaluation, the regions and countries they served, and the sectors covered by programming. Figure 2 provides a visual map of the global reach of the WLP activities.

Broad Geographic Reach: The 45 activities the evaluation examined addressed gender gaps in every region in which USAID works, concentrating in countries in Africa, Asia, and the Middle East where gender gaps, poverty, and destabilizing conflict severely limit development prospects. These WLP activities were implemented in 58 countries and provided opportunities for women and men from an additional 17 countries to participate in training and networking events to advance women's leadership and gender equality.

Multi-Sector Gender Programming: WLP activities pursued women's leadership and gender equality in six key USAID sectors: democracy, human rights, and governance (DRG); economic growth; agriculture; education and social services; health; and peace and security. As Table 2 shows, the Partnerships sub-portfolio programmed in all six sectors, GBV in four sectors, WL in three sectors, and WPS in two sectors. The two most frequently programmed sectors were DRG and peace and security. Economic growth, agriculture, health, and education and social services were programmed by two sub-portfolios each. Other E3 sectors and programs not reflected in this sample of activities include energy, infrastructure, water and sanitation, Local Solutions, and the environment.

Funding and Duration: According to available information, the 45 WLP activities were each funded with an average of $1.65 million in WLD funds and lasted an average of 3.5 years. USAID/W sub-portfolio managers sought to leverage the relatively small funds by encouraging missions and OUs to use the funds to extend existing activities and seek co-funding from other partners. This expanded the scale and timeframe of what the WLD funds alone might have done, as reported in EQ 2 findings, Table 7.

Table 3 shows that the GBV, WL, and WPS sub-portfolios had roughly equal average and median funding levels and average duration. The average funding and duration of the Partnerships sub-portfolio appears slightly higher. However, these amounts are skewed due to relatively higher funding for two activities that each operated in at least five countries: The Women's Leadership Program with the Higher Education Development Association ($7.6 million) and the Women and Girls' Lead activity ($5.1 million).

TABLE 3: WLP ACTIVITY FUNDING AND DURATION

Sub-Portfolio		Average	Median	Minimum	Maximum
GBV	Duration	3.5 Years	3 Years	2 Years	6 Years
	Funding	$1,243,277	$1,345,662	$500,000	$2,250,000
Partnerships	Duration	4 Years	3.5 Years	2 Years	9 Years
	Funding	$2,601,241	$1,600,000	$511,615	$7,600,000
WL	Duration	3.6 Years	3.25 Years	1.5 Years	6 Years
	Funding	$1,476,923	$1,200,000	$150,000	$4,500,000
WPS	Duration	3.25 Years	3 Years	7 Months	6 Years
	Funding	$1,275,100	$1,500,000	$127,000	$2,600,000

The duration figures include six ongoing WLP activities: Child Marriage and Female Genital Mutilation (FGM)-Ethiopia, Domestic Violence-Georgia, Zero Tolerance-Nepal, SPRING, Worker Empowerment-Bangladesh, and the Mission-Wide Women, Peace, and Security Project-Bosnia and Herzegovina.

FINDINGS

This section discusses the evaluation's major findings for each of the five EQs. It provides supporting evidence in tables, figures, and quotes. Annexes V through IX include additional information relevant to each EQ. The last section of the report offers conclusions and recommendations based on these findings.

Evaluation Question 1: How did the WLP contribute toward implementing USAID's GEFE Policy?

This section examines the extent the activities furthered USAID GEFE and related gender policies and procedures and considers the extent to which the WLD-funded activities demonstrated gender integration in programming by USAID missions and OUs.

Background: Most of the 45 activities included in this evaluation were funded beginning in 2011, when USAID hired a new Senior Coordinator for Gender Equality and Women's Empowerment and began a consultative process to update Agency gender policy and operational guidance. The process culminated in the GEFE Policy, which was issued in 2012, followed by Agency operational guidance on gender integration in the USAID program cycle in Automated Directives System (ADS) 205 in 2013.[10]

The GEFE Policy builds on USAID's forty-plus years of gender programming, incorporating Agency and partner experience and learning. Its program priorities are similar to those emerging in many other international development agencies, NGOs, private firms, and think tanks at the time. The GEFE Policy directs USAID programming toward three main outcomes that target some of the most persistent and significant gender gaps globally (see Box 1).

Box 1: USAID Gender Equality and Female Empowerment (GEFE) Policy

Released in March 2012, the USAID GEFE Policy states, "Gender equality and female empowerment are core development objectives, fundamental for the realization of human rights and key to effective and sustainable development outcomes." USAID's policy goal "is to improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully in and benefit from the development of their societies." USAID investments are aimed at three overarching outcomes:

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

Senior USAID gender leaders envisioned a two-track strategy for successfully achieving these outcomes: strengthening gender integration in every USAID sector, and making strategic investments to address gender issues as needed, such as GBV and women's leadership in the public sphere.

[10] USAID updated ADS 205 in April 2017.

Management and Decision-Making: Known as "Women's Leadership Incentive Funds," USAID/W expected the WLD funds, supplemented by technical assistance, to motivate missions and OUs to implement the GEFE Policy and ADS Chapter 205 across sectors. USAID also anticipated that expanded gender integration by missions and OUs would, in turn, spur improvements in host-country partners' own gender integration into development activities.

USAID/W sub-portfolio managers took a collaborative approach to allocating the WLD funds, according to interview respondents. They encouraged the Agency to implement the GEFE and related gender policies by integrating gender programming into their portfolios. They decided to distribute a sizeable portion of the funds to missions for implementation through internal competitions. From FY2011 through FY2014, they issued annual Calls in each of three priority thematic areas (GBV, WL, and WPS).[11] The Calls provided programmatic rationales and goals for each thematic priority, and described shared WLP funding priorities such as expanding current activities to integrate gender, scaling up successful activities, and conducting pilot studies to identify evidence-based approaches.

Missions responded to these Calls by submitting Concept Notes, which proposed activities to address the relevant thematic and funding priorities. The evaluation team reviewed 32 Concept Notes. These generally included a contextual gender analysis, a rationale for the proposed activity, the theory of change, proposed interventions, a monitoring and evaluation plan or indicators, and a budget, including any amounts to be leveraged, such as the value of existing activities that would be supplemented with WLD funds. Sub-portfolio managers collaboratively decided which Concept Notes were funded.

Consistent with USAID GEFE priorities, USAID/W WLP managers ensured that Calls went to missions in countries with a high prevalence of GBV and/or conflict. They also made sure that gender champions in missions and USAID/W OUs knew about the WLD funding opportunities. Using an *"iterative joint planning [process]"* (USAID respondent), the WLD fund managers worked together as a *"community that ranked proposals and allocated funds accordingly"* (USAID/W respondent). A portion of the funds were dedicated to advancing global women's leadership and gender equality initiatives, and were managed mostly by the Office of the Senior Coordinator for Gender Equality and Women's Empowerment, often in collaboration with other USAID/W offices such as the U.S. Global Development Lab.

The WLD funds were one of several strategies USAID/W WLP managers used to promote implementation of the new GEFE Policy across the Agency. They also actively championed the importance and benefits of integrating gender in development with colleagues and invested resources in building Agency-wide capacity through new gender training courses and technical tools. USAID/W staff, including gender advisors and champions in bureaus, conducted onsite training and developed online training courses. Courses such as Gender 101, 102, and 103 were made available through USAID University. The tools addressed topics such as GBV and gender equality, and women's empowerment and participation in multiple sectors (e.g., agriculture, crisis and conflict, climate change and energy, and infrastructure).

For this evaluation, the following findings assess the extent to which the USAID/W WLP managers' expectations, as described above, were realized in the management and programming of WLD funds. Specific expectations assessed include the increased involvement in WLD-funded activities by missions and other OUs, the activities' contributions to the three main GEFE outcomes, the use by missions and other OUs of ADS 205 operational guidelines for gender integration in the program cycle at the activity level, and the extent to which WLD funds spurred the incorporation of WLP gender priorities into sector activities.

[11] In previous years, the Women in Development office issued an Annual Program Statement that covered a broad set of thematic priorities. Awards were made primarily to NGOs and managed from Washington.

Finding 1.1: USAID missions and OUs managed 30 of the 45 WLP activities (67 percent).

USAID/W WLP managers succeeded in decentralizing the management of the majority of WLD-funded activities to missions and other OUs. This met the WLP managers' goal of expanding implementation of WLD-funded activities and gender programming beyond the gender team in Washington, especially to missions and regional offices. According to USAID/W respondents, the presence of gender champions and strong leadership for gender programming in participating missions and other OUs was important to their uptake of WLD funds.

- Twenty-two missions and at least three other USAID/W offices managed the WLD-funded activities. Missions in Bangladesh, Ethiopia, Kenya, and Zambia managed more than one WLD-funded activity in different sub-portfolios. The Economic Growth team, the U.S. Global Development Lab, and the Middle East Bureau all managed one or more WLD-funded activities.
- The exceptions were activities in the Partnerships sub-portfolio, which were designed to support global initiatives coordinated by USAID/W. As Table 4 shows, the Office of the Senior Coordinator for Gender Equality and Women's Empowerment and E3/GenDev managed most of these activities.
- Sub-portfolio managers received more applications from missions than could be funded, demonstrating the successful incentive approach. Documentation from the GBV sub-portfolio awards shows that, in FY2012, only 7 of 23 applications were selected, and in FY2013/2014, only 8 of 26 applications were approved. The GBV team provided feedback on Concept Notes that were not selected. Some of those applications were approved in the next fiscal year.

TABLE 4: MANAGEMENT OF WLP ACTIVITIES BY SUB-PORTFOLIO

Sub-Portfolio	USAID/W Management Teams (# of activities)	Locations of USAID Activity Managers (# of activities)
GBV	E3/GenDev (12)	Missions (12): Bangladesh, Benin, Ethiopia, Georgia, Guinea, India, Kenya, Nepal, Southern Africa, Uganda, Zambia, Zimbabwe
Partnerships	E3/GenDev (6)* Office of the Senior Coordinator for GEFE (5)	USAID/Guatemala (1) E3/GenDev (5) U.S. Global Development Lab (5)
WL	E3/GenDev (7)* DCHA/DRG (6)	Missions (8): Bangladesh, Ethiopia, Colombia, Kenya, Peru, Senegal, Ukraine, Zambia E3/GenDev, DCHA/DRG
WPS	DCHA/PPM (9)	Missions (6): Bosnia and Herzegovina, Kenya, Philippines, Papua New Guinea, Rwanda, West Bank and Gaza DCHA/WPS, DCHA/DRG

** E3/GenDev managed some of these activities when it was named EGAT/WID.*

Many USAID/W and mission staff were positive about the contributions of the funding process to increased engagement in gender programming between missions and USAID/W:

> *"The competitive process was good because it got in different ideas from the missions." –USAID/W*
>
> *"The missions that ran with it were the ones you would expect. Mission leadership and gender champions were very important." – USAID/W*
>
> *"We were in touch with our gender advisor in Washington…when this program came up, the mission had questions like, 'Oh what's this leadership fund? Can we see some of the examples of the work they*

did?' Washington…shared resources and some samples that helped us prepare [our] application." – USAID mission

"I'm a big advocate and champion for these funds and believe they…go a long way to increasing awareness and really being useful in doing some of the groundwork in countries." – USAID mission

In sum, the advantages of decentralized activity management included broader implementation across the Agency, opportunities for missions to continue valuable activities, and opportunities inherent in country offices to build relationships with host-country governments, local IPs, and stakeholders. The WLD funds functioned as both an incentive and a reward for leadership in gender programming.

Challenges: Respondents noted that challenges occurred when communication between USAID/W and missions broke down. One main reason was the time lag between awarding the WLD funds and the actual start-up of implementation, which varied from several months to years. This allowed for staff turnover in missions and USAID/W, which contributed to some loss of understanding of the WLD thematic purposes behind the funding in both missions and IPs. Yet, challenges can be opportunities, as some gender champions went to missions in other countries and successfully applied for WLD funds.

"When mission leadership was supportive of gender integration and addressing gender-based violence, that really helped facilitate their work and the movement forward on these issues. That could be a changing dynamic in the mission [gender] office or mission director." – USAID/W

"We understood that the mission had applied for this money, but we never saw the proposal. They gave us some broad directives. Things that they wanted that became clearer over time." – IP, WPS

The WPS team overcame such challenges through a proactive approach. The WPS awards required sharing activity reports with USAID/W, and the WPS team communicated regularly with missions to encourage such sharing. Also, the WPS team visited activities to conduct midterm reviews, which were appreciated by their USAID mission counterparts.

"They were very hands-on…[with] continual follow-on. They were very encouraging with our objectives, out work plan, and in our quarterly reviews. They would have some questions and follow-on. And they also went out with us…and did the site visits. The continual follow-up and questions really kept our focus." – USAID mission, WPS

Another challenge associated with the decentralized activity management and reporting was the lack of collaborative review by WLP managers. As one USAID/W respondent noted, "*we did not capture learning well.*"

Finding 1.2: WLP activities primarily contributed to two of the three GEFE Policy outcomes: 25 contributed to Outcome #3 (women's leadership and participation in decision-making) and 17 contributed to Outcome #2 (GBV prevention and response).

This finding is based on the primary GEFE Policy outcome addressed by each activity, as assigned by the evaluation team on review of the documentation. Evaluation findings on the WLP interventions and results presented later in this report also support this finding. As one USAID/W respondent who was involved in making decisions about allocating funding reflected, *"[The WLP] absolutely has contributed to implementing the policy…[especially] women's leadership and gender-based violence."*

Table 5 shows the distribution of GEFE Policy outcomes pursued by activities in each sub-portfolio (see Annex V for details on each activity). The GEFE-3 outcomes were pursued by activities in all except the GBV sub-portfolio, whereas the GEFE-2 outcomes were pursued mostly by activities in the GBV and WPS sub-portfolios, the latter in conflict-affected countries. GEFE-1, access to productive resources and services, was pursued mostly by activities in the Partnerships and WL sub-portfolios. Eight activities

pursued both GEFE-1 and GEFE-3, combining women's leadership with increasing access to resources such as finance, skill training, land, and education. Only four activities contributed solely to GEFE-1, all in the Partnerships sub-portfolio. These included increasing access to productive agricultural resources, higher education, and digital technology.

TABLE 5: NUMBER OF WLP ACTIVITIES THAT PURSUED EACH GEFE POLICY OUTCOME BY SUB-PORTFOLIO

GEFE Policy Outcome	GBV	PRTN	WL	WPS	Total
GEFE Outcome 1: Increase access to resources and services	0	6	5	1	**12**
GEFE Outcome 2: Reduce GBV	12	1	0	4	**17**
GEFE Outcome 3: Increase capabilities to influence decision-making	0	6	13	6	**25**

GEFE-2 outcomes also address the U.S. GBV Strategy and the NAP. The GBV and WPS Calls provided the most substantive technical guidance, whereas the WL Calls drew only on the GEFE Policy and called for integrating women's leadership components into existing activities, consistent with GEFE-3. There was little documentation on how the Partnerships sub-portfolio activities were designed. Through the Partnerships sub-portfolio, USAID/W increased its visibility in the global gender and development community, expanding the Agency's reach by partnering with the private sector, other donors, international NGOs, and local organizations to jointly pursue key global gender equality issues such as the digital gender gap and adolescent girls' leadership development.

Many activity managers and implementers interviewed tended to see the three GEFE outcomes as inter-related. When asked which GEFE outcomes their activities pursued, many USAID contracting officer's representatives (CORs), agreement officer's representatives (AORs), and IPs named more than one outcome for their activity, noting direct and indirect inter-relationships among the outcomes. For example, one USAID AOR of a GBV activity (GEFE-2) said the activity found it necessary to add livelihood interventions for GBV survivors (GEFE-1). Others made more indirect linkages, noting, for instance, that the improved education or access to rights achieved through the activity would translate into economic or other benefits for participants later. A sizeable number, 16 of 38 respondents (42 percent) said that 'holistic socio-economic empowerment' was a key outcome of their activities. These comments underscore that gender inequality and GBV are complex social issues which require comprehensive and holistic approaches. A few CORs/AORs and IPs could not articulate how their activities related to GEFE Policy outcomes. They tended not to have been closely involved in implementation or were not familiar with the policy.

Cross-Cutting Foreign Assistance Gender Indicators: ADS 205 includes a list of standard cross-cutting foreign assistance gender indicators for use in Agency reporting.[12] The WLP Calls encouraged the use of these standard gender indicators as well as custom gender indicators. To assess the extent to which the activities applied these indicators, the team reviewed planning documents (Concept Notes, SOWs, awards, work plans, monitoring and evaluation plans, performance management plans, and modifications) for 24 of the 45 activities (53 percent). Documents for the other 21 activities were missing and could not be reviewed, which limited the team's ability to understand the extent to which the indicators were used. These indicators serve an important purpose in Agency reporting on gender programming and the need for consistent and comprehensive reporting on them is addressed in the recommendations.

[12] Annex IV provides these indicators.

Finding 1.3: WLP activity design and planning documents include gender analysis and integration consistent with ADS 205, except for the provision to examine how men and boys might be affected by proposed activities.

ADS 205 guidelines for activities state that: a gender analysis should be conducted if not already covered by gender analysis for the CDCS and sector plans; gender gaps should be identified and ways to close them proposed; the barriers to participation by men and women and their differential participation in the activity should be examined; and the findings regarding gender inequalities and ways to address them must be integrated into the activity design and indicators.

The evaluation team reviewed 9 WLP Calls, 32 Concept Notes, and 27 award documents to assess the extent of gender analysis and integration in the activities. Common characteristics included:

- All the Calls required gender analysis. Four Calls included more detailed guidance consistent with ADS 205. A good example is from the WPS FY2013 Call: "*provide a concise analysis of the primary problem, gap, challenge, or opportunity to be addressed, including the gender dimensions of the issue and its relationship to improving peace and security in the country or region*."
- The GBV Calls asked for analysis of gaps within country GBV prevention and response systems, rather than gender gaps, reflecting the emphasis on GBV programming.
- The Concept Notes and awards largely showed substantial gender analysis and provided indicators relevant to the proposed activities.
- Only 4 of the 32 Concept Notes (13 percent) in the GBV, WL, and WPS sub-portfolios included analysis of men's as well as women's roles in the activities (Maternal and Child Health-Guinea, Women's Agribusiness Leadership Network-Ethiopia, Beyond Quotas, and Women Peace Building-Papua New Guinea). Twenty-eight of the 32 Concept Notes (87 percent) did not fully address this element of ADS 205 guidance.

The relative lack of attention to male roles and experiences bears consideration, even in GBV and other WLP gender programming. By not including men and boys explicitly in gender analyses or discussions of key gender considerations, the relational aspects of the gender norms that shape gender gaps and barriers remain unexamined. Therefore, activity interventions to prevent GBV or empower women and girls may fail to anticipate potential opposition from men and boys. Eighty-seven percent of the Concept Notes reviewed neglected to plan proactive strategies to engage men and boys as champions of gender equality.

Finding 1.4: Thirty-three of the 45 activities are GEWE-P (73 percent) and 12 are GEWE-S (22 percent). WLD funds expanded 25 existing activities (56 percent) and supported 20 new ones (44 percent).

To assess the extent to which the WLD funds incorporated WLP gender priorities into sector activities, the evaluation team classified each activity, based on its main purpose, as either GEWE-P or GEWE-S. Following ADS 205, GEWE-P activities have a primary goal of gender equality or women's and girls' empowerment, while GEWE-S activities accord gender an important but not principal reason for the activity. GEWE-S is consistent with the incorporation of WLP gender priorities in broader sector-focused activities, such as the women's political leadership components of devolved governance or master's level gender courses developed through a higher education partnership. The team classified all 45 activities in the 4 sub-portfolios as either GEWE-P or GEWE-S.[13]

Had the WLD funds been used mostly to incorporate USAID's gender priorities into broader sector activities, one would expect to see most activities categorized as GEWE-S. Instead, 33 of 45 activities

[13] For the purposes of this evaluation, further ADS 205 guidance regarding the classification of GBV and WPS activities as Key Issues was not relevant and, therefore, not applied.

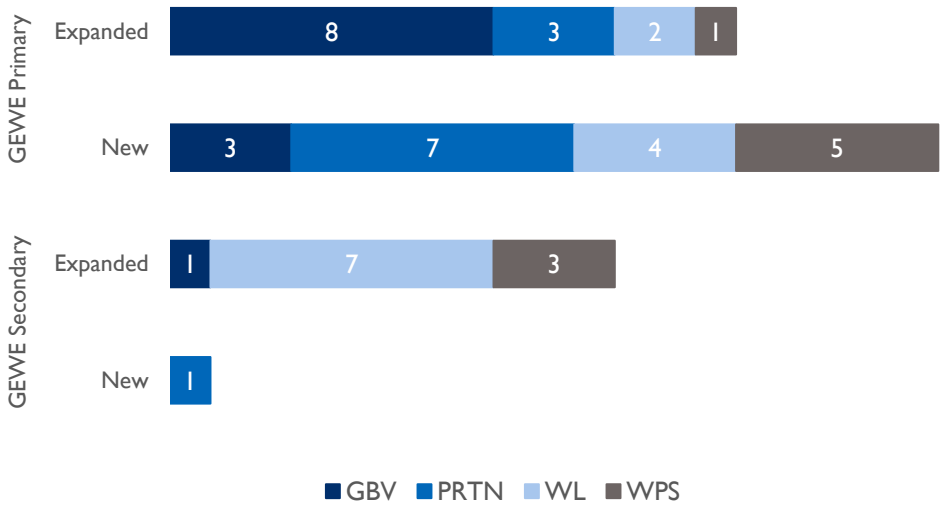
(73 percent) are GEWE-P, indicating that a high percentage of WLP activities addressed gender as their primary goal rather than integrated gender as a secondary goal in broader sector activities.

The evaluation team also reviewed Concept Notes, awards, and other documents to understand the extent to which the WLD funds were used to start new activities or expand existing activities, as encouraged by some WLP Calls. Twenty-five of the 45 WLP activities expanded existing activities (56 percent) as compared to 20 new activities (44 percent), a relatively even distribution.

Figure 3 shows the combined distribution of GEWE-P, GEWE-S, new, and expanded activities across the sub-portfolios. Key patterns include:

- Nineteen of the 33 GEWE-P activities (58 percent) were new as compared to 14 that expanded existing activities (42 percent), indicating that the WLD funds were more likely to be used for new activities.
- Eleven of 45 WLP activities (24 percent) are GEWE-S and expanded, indicating that the WLD funds were less likely to be used to expand existing sector activities.
- Sub-portfolio highlights include:
    - GBV: 11 of 12 activities (92 percent) were GEWE-P, eight of which were expanded.
    - Partnerships: 10 of 11 activities (91 percent) were GEWE-P, 7 of which were new.
    - WL: 7 of 13 activities (54 percent) were GEWE-S and expanded. Six (46 percent) were GEWE-P, two of which were expanded and four of which were new.
    - WPS: Six of nine activities (67 percent) were GEWE-P.

FIGURE 3: GEWE-P OR GEWE-S AND NEW OR EXPANDED ACTIVITIES



One reason for the greater prevalence of GEWE-P activities may be the strong gender-related programmatic or technical guidance provided in the GBV, WL, and WPS Calls. The GBV and WPS Calls were particularly strong, building on their respective U.S. Strategy or Action Plan and programming experience. The Partnerships sub-portfolio did not use Calls, but the activities were selected to further global gender equality initiatives, so most had gender equality as their primary goal.

The influence of the Calls is also suggested by analysis of the GEWE-S expanded activities – the highest number (7) was in the WL sub-portfolio. Since the WL Call reviewed was the only sub-portfolio to

prioritize integrating WL into project design,[14] it is likely an important factor in the relatively high number of GEWE-S expanded activities. In contrast, the WPS Call for FY2014 focuses on "*sound technical approaches that will contribute effectively to outcomes of peace and security*."[15]

The relatively high number of GEWE-P expanded activities (14 of 45, or 31 percent) suggests missions were already implementing gender activities and saw an opportunity to continue or expand them with the WLD funds. This is an unexpected positive effect of the funding process in that missions were able to continue funding these gender activities rather than close them.[16]

Promising Practice. The GEWE-S activities that included clear WLP objectives, intermediate results, targets, and intervention strategies were easier to evaluate and more likely to demonstrate WLP interventions and results. Examples include Women's Political Representation and Leadership, Go Women-Ukraine, and Protierra-Colombia. In contrast, activities that merged the WLD funds into existing activities without clear plans by the IPs to use them to achieve identifiable WLP results made it difficult if not impossible to identify WLP-related interventions and outcomes, if they had occurred. To illustrate a positive example, Protierra-Colombia was a land tenure activity with Afro-Colombian communities that identified the need for gender-sensitive interventions. WLD funds helped the activity add a component to integrate women's leadership. This led to increased women's participation in local councils and in land-use planning using GPS and other tools.

Women in a workshop on the use of GPS for the Protierra-Colombia activity. Credit: Mercy Corps

The split between GEWE-P and GEWE-S activities reflects a classic gender programming trade-off. Development agencies are moving away from widespread use of women-only activities that are not linked to mainstream development and are often marginalized. Yet gender-integrated activities often lack a clear focus, contributing to diminished gender equality and women's empowerment impacts. The WLP programming experience suggests there is still need for good practices in both types of designs, and good examples can be disseminated in technical tools and future Calls.

Similarly, the relatively small number of GEWE-S activities is not a weakness of the WLP, given the overall strong gender-related WLP programming across both GEWE-P and GEWE-S activities. The GEWE-P activities may represent increased gender integration in missions' and sectors' portfolios.

[14] "*USAID Operating Units are invited to apply for a package of funds and technical assistance to integrate an explicit focus on women's leadership into project designs.*" (Funding Opportunity: Request for Mission Concept Papers, The Women's Leadership Incentive Fund, March 2014, 1).

[15] Funding Opportunity: Request for Short Concept Notes, WPS Incentive Fund, February 2015, 2.

[16] Early termination or short-time frame is a common challenge that partners and beneficiaries interviewed about WLD-funded activities cited.

EQ 1 Findings Summary

The WLP activities made a substantial contribution to GEFE Policy implementation, especially in enhancing women's leadership and decision-making and countering GBV in impoverished and conflict-affected countries. Increased access to resources was mostly addressed in combination with women's leadership and decision-making. Gender analysis and integration was largely consistent with ADS 205, even as only a few activities planned to engage men and boys as champions of gender equality. A surprising number of activities pursued gender as their primary objective as compared to integrating gender as a secondary objective in broader sector activities, which was probably due to the strong gender guidance in the WLP Calls, especially in the GBV and WPS sub-portfolios. Both GEWE-P and GEWE-S activities made important contributions to GEFE Policy outcomes. In decentralizing the management of WLP activities, USAID/W sub-portfolio managers had more influence in the design and planning stage of the WLP activities than during implementation or in capturing and disseminating learning.

Evaluation Question 2: How did partners support the design, funding, and implementation of WLP activities?

This section discusses the contributions of WLP partners to the funding, design, and implementation of the 45 activities, including strengths and challenges. It first examines the identities of the WLP partners and the types of partnerships USAID used to implement the activities.

Finding 2.1: WLP activities engaged a broad range of partners in five partnership models, consistent with Agency-wide partnering practices.

WLP gender programming was not limited to one type of institutional partner or partnership model. Similar to broader Agency practices, WLP IPs included government agencies, NGOs (both non-profit and civil society organizations [CSOs]), private for-profit contractors, universities, intergovernmental organizations, private firms, other foundations, and donors. The evaluation grouped the WLP partnership arrangements into five models, based on the identity of the main IP. Table 6 shows the types and number of each partner model by sub-portfolio.

TABLE 6: NUMBER OF ACTIVITIES BY PARTNERSHIP MODEL AND SUB-PORTFOLIO

Type of Primary IP	GBV	PRTN	WL	WPS	Total
U.S. IP NGO or Contractor	5	5	9	6	**25**
Host Government	3	0	1	1	**5**
Local NGO	3	0	1	1	**5**
Multi-Party Partnership	0	5	0	0	**5**
Private Sector	0	1	0	0	**1**
Public International Organization[17]	1	0	2	1	**4**

[17] A public international organization is an international organization composed principally of countries or other such organizations (ADS 308).

In most activities, USAID worked with U.S.-based international NGOs or private contractors. These IPs implemented 25 of the 45 activities (56 percent) across the sub-portfolios, often engaging local partners from civil society or the private sector.

The Partnerships sub-portfolio engaged the private sector through innovative arrangements in five activities. Corporate foundations, along with other donors, international NGOs, and/or local organizations implemented three activities (SPRING, Girl Rising, and Women and the Web). An industry trade association for mobile phones implemented one activity (GSMA Women Global Development Alliance), while a limited liability company and other partners implemented another (Half the Sky).

Through the GBV, WL, and WPS sub-portfolios, USAID missions and OUs partnered with local organizations in five activities, with host government agencies in five activities, and with international organizations in four activities.

Finding 2.2: Less than 25 percent of the activities selected institutions that work on gender equality and women's empowerment as IPs or local partners.

Only 11 of the 45 activities (24 percent) engaged organizations or institutions whose primary purpose or mission is to promote gender equality and women's empowerment as partners. Diverse institutions with gender mandates exist in most countries and are potential key actors in long-term progress towards gender equality, so this relative gap leads to the question of whether WLP activities missed opportunities to tap local gender expertise and strengthen existing gender institutions and their initiatives.

Of the 11 activities, 6 engaged host-government gender institutions in government-to-government partnerships or as the primary beneficiary of an activity (3 GBV, 1 WL, 2 WPS). One engaged a U.S. gender NGO (GBV), two engaged public gender international organizations (1 GBV, 1 WPS), and one multiparty partnership included gender institution partners. Only one local gender NGO was engaged as an IP (WPS). Another 10 activities gave grants or subcontracts to local gender NGOs (5 GBV, 2 WL, 3 WPS). This suggests that local gender CSOs are valuable partners but may face a kind of 'glass ceiling' in being selected as IPs. This has been a common experience of local NGOs in USAID programming. USAID Forward addressed this gap by encouraging direct partnering with local organizations, but there was no evidence that this was a consideration in making decisions about WLP IPs. Actual partnering with gender institutions in the WLP brought both contributions and challenges, which are discussed below.

Finding 2.3: Partners made significant contributions to the funding, design, and implementation of WLP activities, much enlarging the scope of what the WLD funds alone could have supported.

WLP partners' significant contributions underscore the wisdom of the USAID/W sub-portfolio managers in encouraging the relatively small funds to leverage other funding and partner initiatives. The main contributions and challenges in each stage that emerged from the interviews with USAID CORs/AORs and IPs are summarized below.

Co-Funding: Based on available documentation and interviews,[18] 23 WLD-funded activities were augmented by at least an additional $88.3 million from missions and external partners. Missions contributed at least $4.6 million to the value of existing activities, which were extended or expanded with WLD funds. Most of these funds were concentrated in FY2012 or FY2014 and in a few large activities such as the Increasing Services to Sexual Assault Survivors in South Africa activity supported by

[18] The data on co-funding is taken from the Phase 1 database field "total co-funding," which extracted information from award documents, Concept Notes, and applications for WLD funding. The evaluation team verified these amounts to the extent possible using interview data from AORs/CORs and IPs.

PEPFAR ($10 million), and Protection of Palestinian Women and Girls from GBV activity ($26.4 million). Table 7 shows the approximate recorded co-funding amounts for each sub-portfolio, including mission and external partner contributions.

TABLE 7: WLP CO-FUNDING BY SUB-PORTFOLIO

Sub-Portfolio		Average	Minimum	Maximum
GBV	Missions	$1,275,833	$300,000	$10,000,000
	External Partners	$252,563	$300,000	$1,000,000
Partnerships	Missions	$134,551	$1,480,062	$1,480,062
	External Partners	$2,946,304	$39,529	$18,219,820
WL	Missions	$227,813	$2,961,564	$2,961,564
	External Partners	$374,922	$1,373,981	$3,500,000
WPS	Missions	$3,098,333	$485,000	$26,400,000
	External Partners	$42,320	$143,122	$237,760

External partners contributed at least $40.7 million of additional funds to these activities. The Partnerships sub-portfolio, with its relatively high levels of private sector engagement, had some of the largest external partner contributions, with an average of about $2.9 million.

> *"The contributions we received from USAID we…matched 4/1 or 5/1. The one being the funding that we received from USAID and we managed to mobilize five times that amount from other donors, from private donors." – IP, PRTN*

Activities that received greater amounts of funding from external partners include GSMA Women Global Development Alliance ($18 million), Girl Rising ($9.7 million), the World Bank Women's Leadership in Small and Medium Enterprises (WLSME) Trust Fund ($4.9 million) and the Power to Lead Alliance ($3.7 million).

Co-Design Pre- and Post-Award: Missions often collaborated with partners to prepare Concept Notes. Some IPs worked closely with USAID in drafting the proposals. In some government-to-government partnerships, missions negotiated activity designs with host-government counterparts.

> *"I worked with the mission and with the partners…on the Concept Note…we had to do some field research…about the current status of GBV." – USAID mission, WPS*

Two missions implementing WPS activities focused on strengthening government institutions appreciated the flexibility of the WLD funding mechanism, which they felt enhanced the ownership of their counterparts in these activities.

One Partnerships activity noted that design quality was less than optimal due to the quick action taken to secure country leadership support:

> *"The project was put together in about four days…when [a] First Ladies Summit was being held. The First Ladies talked about their desire to see girls and women become more empowered through technology… [so we] very quickly agreed with the Gender Office and with the Global Development Lab that they would put together a program."– IP, PRTN*

Another valuable contribution was the post-award design work by partners in the Philippines, Bangladesh, and other countries to conduct targeted local gender analyses to tailor interventions to local groups and contexts.

Implementation: WLP partners made three main types of contributions during activity implementation: (1) gender program capabilities, including commitment and passion to gender equality; (2) local knowledge and relationships with other partners and stakeholders; and (3) in-kind resources, including staff time from non-WLP activities, intra-organizational sharing of technical resources, and funding local venues or transportation.

Gender Program Capabilities: Partners contributed their local and/or international track records of gender programming and technical expertise in GBV, women-led participation and peacebuilding, and other fields relevant to the activities. Examples of women-led partners and partners with strong gender programs included:

- The Women and Gender Institute of a local university in the Philippines along with two other women's organizations implemented the Women's Peace Tables activity in six localities in Mindanao. They brought considerable knowledge of the context, which informed their design of the gender assessment in targeted localities, and facilitated a comprehensive set of interventions, including training, community dialogues, and advocacy. At the end of the activity, the Women and Gender Institute published lessons learned and built on their successes to attract new funding for ongoing work.
- In Kenya, the Federation of Women Lawyers published a gender audit, analyzing best practices and impediments to women's participation in electoral processes.
- UNICEF Nepal provided entry to schools, teachers, communities, and youth clubs through its existing partnership with the host-government education ministry.

> *"To…focus on gender-based violence free schools and to ensure that cases of violence are effectively responded through our child protection service providers, we have worked really closely with minister of education and minster of women, children, and social welfare. With (the) police, capacitating them on how to provide gender sensitive policing. On judiciary, we have capacitated them on how to provide effective case management of gender-based violence by children. We've worked with department of women and children to mainstream their committee groups and capacitating them on linking to the school." – IP, GBV*

USAID support to partners varied among the activities. Some partners said they enjoyed the feeling of shared commitment with their USAID counterparts. Others said they did not receive gender technical support from USAID, but it was not needed because they had their own internal gender policies, priorities, and programs

> *"The assistance that USAID gave us more than just the funds, it's the human resources as well as the [funds] that is very important in the success of any projects." – IP, WPS*

> *"[Our staff had] a sheer commitment to wanting to realize some change, in terms of gender equality… just sheer passion…and willingness to think creatively about how to achieve that change." – IP, WPS*

Local Knowledge and Relationships: In many cases, partners enhanced implementation with their knowledge of the local context and existing networks or relationships with local partners. In addition, government partners carried the authority to set policies, exercise oversight, and coordinate services. Many respondents discussed the value of working with local partners or government officials, such as:

> *"…What we're doing now in all of these places, is trying to target those local NGO's because I think it is, to work with partners who have the trust of the community, have been there a long time, when you*

are trying to tackle the sensitive issue of gender inequality, then it is not just being able to target girls that we all need to be working towards, right? If you're going to target the gatekeepers to girls, you really need some buy-in from the community." – IP, PRTN

"[Local NGOs] … specifically worked with us on gender and land rights type of training, and they had a lot of experience, so we did work hand in hand on a lot of implementing, training. As well as being the receivers of training, they also engaged with us also, on…a lot of the implementation, and the provision of the training." – IP, WPS

"When looking for host organizations and mentors…we reached out to our colleagues in other offices [and to] … a few of our implementing partners [who] took on interns. We also have other private sector companies…that took interns or provided mentors for the activity." – USAID mission, WL

"What we do is we look at local expertise, so sometimes some panelists or some trainers are local, or we call on members of [the government] from other countries to be part of the group of trainers or panelists during these seminars." – IP, WL

In-Kind Resources: More than half (24 of 45) of the WLP activities received in-kind resources from IPs and their local partners. Several activities, including Maternal and Child Health-Guinea and Women's Leadership and Civic Journalism-Senegal, reported receiving in-kind materials from local governments.

"The local government…contribute in terms of providing logistic and equipment to the women's organization. That's something very important in the (local) context." – USAID, WL

A less common but important type of contribution observed in a few cases was the research and higher education expertise of education institutions. Educational institution partners enhanced WLP learning and knowledge generation goals through pilot studies like the REAL Fathers-Uganda and Mobile Tech-India activities, built gender capability in tertiary institutions in the Women's Leadership Program Higher Education activity, and documented and disseminated learning about women-led peacebuilding in the Women's Peace Tables-Philippines activity.

All local partners bring the potential to enhance sustainability and self-reliance, whether the WLP interventions and results are new policies, regulations, protocols, advocacy campaigns, or other elements of gender equality work. This topic is discussed further in the findings for EQ 5.

Finding 2.4: Partners that were new to USAID or lacked the capacity to manage a USAID-funded activity faced challenges.

The main challenges associated with partners that USAID and IP respondents noted were linked to cases in which they lacked familiarity with USAID or had insufficient capacity to manage USAID activities. These partners including government, international, and local CSOs. USAID responded with additional support in some but not all cases.

"[A challenge was] …the combination of being newbies to a USAID grant, having proposed something so massively ambitious for such little amount of money. At the time when we began we…didn't know the process to go through. I felt like for the first year plus, we were kind of shooting in the dark and guessing at how we were supposed to create, how we were supposed to align and how we were supposed to map the vision of what we were trying to do with these objectives…" – IP, PRTN

In two activities, the gender institution partners did not have the systems to manage a USAID activity, a common experience with local partners that have not previously implemented USAID activities. One activity involved local CSOs; the U.S. NGO IP invested significant resources in CSO capacity development to support implementation.

"The only tough thing I would say at the beginning was really getting…it started. For many organizations, the local CSOs, it was the first grant ever." – USAID mission, WPS

In the other activity, a USAID mission had to terminate a partnership with a host-government ministry due to challenges with implementation, such as a very slow pace due to its mandate to involve multiple other government offices and the limited availability and capacity of the staff. Further, the host government viewed the activity as external rather than one of its own programs, limiting its sense of ownership and willingness to allocate its own resources.

EQ 2 Findings Summary

The diverse range of partners and partnership models enriched WLP activities through numerous contributions beyond the WLD funding itself. The WLP incentive funding process allowed USAID missions to collaborate with in-country partners to strengthen all phases of the program cycle. This included conducting gender analyses to inform design, raising additional funds from other sources, and drawing on their networks and internal staff capabilities. Local gender institutions were important but under-represented partners, considering their expertise, networks, and potential for sustainability. Incorporating capacity assessments and support for gender and other local institutions would strengthen future WLP activities.

Evaluation Question 3: What are the characteristics, strengths, and weaknesses of WLP interventions?

This section examines the interventions USAID and its partners used to implement the WLP activities.[19] The activities aimed at reducing targeted gender gaps by providing opportunities for women to develop leadership as entrepreneurs, politicians, or peacebuilders. The activities also aimed at improving access to services and transforming unequal gender norms in the social and institutional contexts in which women and girls live. The activities were not expected to reduce national- or local-level gender gaps. They were also not designed or funded to produce the scale of overall changes in the status of women and men that would be captured in most global or national gender inequality indices. Instead, the desired improvements were usually described in intermediate-level changes outlined in activity goals, objectives, interventions, and results.

Finding 3.1: There were five main types of WLP gender interventions: training and capacity development of individuals; awareness-raising campaigns and media; institutional strengthening; policy, legal, and regulatory change and implementation; and facilitating women's access to productive assets (land, finance, agricultural tools) or participation in political or peacebuilding processes.

An inductive analysis of the interventions described in activity documents and interviews with USAID, IPs, local partners, and beneficiaries revealed five key types of intervention strategies. Most activities used more than one strategy to target different but interrelated elements of the gendered social systems where gender gaps persist. About half of the activities had theories of change in their Concept Notes, which made it difficult to use the theories of change as frameworks for analysis of the interventions. The five key intervention strategies WLP activities used, from most to least common, were:

[19] Two other sub-elements that USAID originally highlighted for this question are addressed in the findings for EQ 1, which addresses gender analysis, and for EQ 4, which addresses activity results.

1. **Training and capacity development of individuals:** Training content included leadership development for women, girls, and boys; technical knowledge, skills, and attitudes to strengthen women's leadership in business, politics, or peacebuilding; and gender equality knowledge, skills, and attitudes for families, communities, government officials, and other stakeholders.
2. **Awareness-raising campaigns and media** to promote positive gender norms in communities.
3. **Institutional strengthening** among civil society, the private sector, or the public sector to improve GBV services; enhance gender equality voice, agency, and influence; and increase opportunities for women and girls to lead and participate substantively.
4. **Policy, legal, and regulatory change and implementation** to establish gender equality and strengthen implementation of such laws in the justice sector and government institutions.
5. **Facilitating women's access to productive assets or participation** in political or peacebuilding processes.

Table 8 shows the frequency of intervention types in each sub-portfolio. The following discussion of key findings describes the characteristics of these interventions, identifies promising practices, and notes common challenges or gaps.

TABLE 8: FREQUENCY OF WLP INTERVENTIONS BY SUB-PORTFOLIO

Sub-Portfolio	Training and Capacity Development	Awareness Raising and Media	Institutional Strengthening	Policy, Legal, and Regulatory Change	Access to Economic and/or Political Resources
GBV	11	10	9	4	0
Partnerships	9	9	3	0	4
WL	13	3	11	4	8
WPS	8	6	8	6	4
Total	**41**	**28**	**31**	**14**	**16**

Finding 3.2: Forty of 45 activities (89 percent) implemented training and capacity development. Twenty-eight of these (62 percent of the 45 activities) developed the leadership capacity of women or girls. Twenty-one activities (47 percent of the 45 activities) trained families, communities, or officials in gender equality.

Training and capacity development was the most common type of intervention across the WLP activities. Forty of the 45 activities (89 percent; 11 GBV, 9 PRTN, 12 WL, and 8 WPS) implemented such interventions. There were two main types of training and capacity development: (1) those that provided leadership development for women, girls, and sometimes boys; and (2) those that engaged families, communities, government officials, and other groups to influence gender norms and behaviors or to provide technical skills such as GBV social work or gender-responsive budgeting. They were often combined in the same activities – like 'two sides of the same coin' of gender equality and women's empowerment.

> *"The training significantly empowered us to believe in ourselves and to develop a 'can do mentality' in many aspects including business…The benefits went to our families and…our communities… My family [is] supportive and I encourage my sister and other close family friends to be creative and become business minded." – Beneficiaries, WL*

Leadership Development of Women and Girls: Twenty-eight of the 45 activities (62 percent) included training and capacity development interventions that enable women and girls to develop

leadership skills. Although none of the GBV activities included leadership development, 8 Partnerships, 13 WL, and 8 WPS activities did.

Training topics included economic, political, or peacebuilding leadership; technical expertise; and basic knowledge such as literacy and numeracy. Most of the leadership training may be considered good practice since it was delivered through 'blended learning' methods that combine classroom or workshop-based input with opportunities for participants to practice skills, apply knowledge, expand personal networks, and increase engagement in their fields, whether business growth, political representation, or peacebuilding. These included participatory 'hands-on' activities during workshops, mentoring or internships, conferences or exchange visits and dialogues, and participation in community forums, politics, and peacebuilding.

Participants in the Women's Peace Table-Philippines activity. Credit: Miriam College Foundation

Gender Equality Knowledge, Skills, and Attitudes for Families, Communities, and Officials: Twenty-one activities (47 percent) implemented training in gender equality, GBV awareness and response, or other skills to be more gender responsive (11 GBV, 5 PRTN, 1 WL, 4 WPS). The reports of these activities did not note the use of opportunities to enable participants to apply new knowledge and skills, but they did directly or indirectly engage men and boys to change their own gendered attitudes and behavior or to provide gender-responsive services in GBV or local governance. Examples include training in GBV awareness and response in hospitals or schools (Mobile Tech-India, Maternal and Child Health-Guinea, Vana Bantwana-Zimbabwe, Protecting Human Rights-Bangladesh, and ADVOCAT-Benin), and training county officials, citizens, and women's groups in gender-responsive budgeting (Beyond Quotas-Kenya).

Promising Practices: Training alone is insufficient to enable women and girls to build skills and take on leadership roles in development. They require opportunities to practice skills and build networks in their chosen fields. Two economic empowerment activities demonstrated innovative approaches to developing women's entrepreneurial leadership:

- Women's Agribusiness Leadership Network-Ethiopia addressed the need for women entrepreneurs to practice new skills: *"A lot of people have been over-trained but they haven't been*

able to deliver on the new skill sets and usually that's because they have gaps in their network, gaps in their confidence, and also gaps in their ability to have models for the new behaviors or businesses or activities…We did things like writing business plans and having a business plan competition where people would actually get feedback on their business plans." – IP, WL

- Go Women-Ukraine emphasized the value of building relationships among women entrepreneurs: *"The central component…was the social capital building. If you ask the women beneficiaries…they will remember not the training, but…the social capital component. We had interesting events…speed business dating, business cafes, and speaker events with experts." – IP, WL*

Other good practices for gender training were reported by women's political empowerment, peacebuilding, and GBV activities:

- Beyond Quotas-Kenya developed male allies for women's political leadership by including them in training and follow-up activities.
- ADVOCAT-Benin and Peace Initiative Kenya taught the complex issue of preventing and responding to GBV by inviting experts from medical, legal, and social work professions to speak to participants.
- Maternal and Child Health-Guinea used the training-of-trainer model to reach more participants and build institutional capacity. *"The Ministry of Health, they have national trainers, we developed the capacity of the national trainers to train the regional local trainers…Our partner, the Ministry of Health developed capacity to do that themselves." – IP, GBV*
- Zero Tolerance-Nepal trained youth to reach other youth*: "We have mobilized youth volunteers from the community. We capacitate them in providing leadership training and training on gender-based violence prevention and response. They in turn, go and capacitate [20,000] school students." – IP, GBV*

Challenges and Gaps: Challenges with training and capacity development mostly concerned issues with the selection of a target group or a perceived lack of follow-up by trainers to ensure that new skills were applied or transmitted to others in communities that had not participated in the training. For example, some beneficiaries of one activity felt their communities already knew about the issue they were trained on prior to training. This was confirmed by an evaluation of that activity. In another activity, the selection of elite women for participation in economic leadership development was questioned. In several activities, respondents noted the lack of follow-up as a challenge for developing skills and for promoting more wide-scale change in gender norms among communities.

> *"The only weakness is that the people [who] trained did not… follow up to encourage us on what [to do] after the training." – Beneficiary, WPS*

"The feeling is it has to be things like knowledge and teaching then practice…Some practice was initiated… but due to social norms and…pressure, they couldn't implement properly. Practice level was not done properly." – IP, GBV

Finding 3.3: Twenty-nine of the 45 activities (62 percent) pursued awareness-raising and media interventions. GBV and WPS activities used communications campaigns to complement other interventions to improve GBV services or enhance women's leadership. In contrast, several Partnerships activities used them as the main strategy for changing attitudes and behaviors.

Awareness-raising and media interventions was the second most common type of intervention that WLP activities pursued. Twenty-nine of the 45 WLP activities (62 percent; 10 GBV, 9 PRTN, 4 WL, and 6 WPS) implemented communications campaigns with gender messages to raise awareness and educate populations. Message content included GBV awareness and services for survivors, women's and girls'

leadership and gender equality in schools and youth clubs, promoting the local WPS NAP, gender-equal rights to land, and gender-responsive budgeting.

Activities targeted audiences at multiple levels, from communities to national-level policymakers, with radio, television, films, and social media. Girl Rising, Half the Sky, Women and Girls Lead, and Increasing Services to Sexual Assault Survivors in South Africa used social media to reach youth, and the latter linked television series to Facebook and Twitter. Activities in rural Africa used radio, such as the Women's Leadership and Civic Journalism-Senegal, Vana Bantwana-Zimbabwe, Beyond Quotas-Kenya, and the LAND Project-Rwanda. Television was the primary media used in the Madame President-Middle East activity.

Sexual assault media campaign poster from South Africa, 2014 (Increasing Services to Sexual Assault Survivors in South Africa activity).
Credit: Foundation for Professional Development

Community-level engagement strategies were participatory, engaging males, families, traditional and official leaders, and elders (e.g., Through Our Eyes, Peace Initiative Kenya). The interactive community-level engagement in rural Africa and South Asia reached and involved people in reflecting on gender issues through their social relationships. However, these strategies were more limited in the number of people who could be reached. Women and Girls Lead used a "peer-to-peer" model in Jordan to address social taboos in communitiy settings, such as through the *I Have A Story* campaign focused on violence against women, sparking conversations and action online and through film club activities in private homes.

A unique and impressive set of interventions evolved in the Women's Leadership and Civic Journalism-Senegal activity. The activity began by training rural African women to be radio journalists who wrote and disseminated stories with gender messages and formed listener groups to facilitate attitude and behavior change. Over six years, the activity expanded its interventions into increasing women's access to healthcare, finance, and community governance.

> *"As a teacher, I knew that women were equal to men, but that was not integrated in my practice. When I traveled, I entrusted the family expenses to the neighborhood shopkeeper, who would charge my wife to get the day-to-day provisions. With the broadcasts I listen to, which influence me as well as the observed changes in terms of my wife, she now has full responsibility over managing the family budget…I no longer give [it] to the shopkeeper, but to her directly. And she manages it well." – Beneficiary, WL*

Challenges and Gaps: Media campaigns that do not include interactive outreach activities have less potential for impacting deeply held gender norms than those that engage people in discussion of television shows, films, etc.

Finding 3.4: Thirty-one of the 45 activities (69 percent) included methods to strengthen civil society, private sector, and/or government institutions. These interventions complemented women's leadership development, GBV service improvement, or policy advocacy.

Although rarely the main focus of WLP activities, a common intervention was institutional strengthening of CSOs, businesses, and/or government to design and implement gender equality programs. Thirty-one of 45 activities (69 percent) included methods to strengthen civil society, private sector, and/or government institutions (9 GBV, 3 PRTN, 11 WL, 8 WPS). In addition to training service providers to improve service delivery, methods for institutional strengthening included:

- Technical assistance (e.g., advice and consultation) to organizations in key areas such as business plans, women's caucus development, and campaign strategies;
- Sub-grants to CSOs for service delivery or advocacy;
- Institutional development for CSOs; and
- University-to-university exchanges and capacity development.

Eight activities spanning GBV, WL, and WPS strengthened women's CSOs and businesses, in turn enhancing women's voice, agency, and influence. WL activities in agriculture and economic growth encouraged women entrepreneurs to form associations in Ethiopia and Bangladesh. WL-DRG and WPS activities engaged and strengthened women's CSOs to conduct community dialogues on peace and advocate for women's political representation and gender-equitable laws.

Ten activities employed interventions to improve GBV service delivery by CSOs, hospitals, schools, and youth clubs. These interventions included partnering with ministries of education or health to integrate new services, training service providers in new skills (as described in Finding 3.2), supporting institutional partners to develop and disseminate new protocols for GBV service delivery, and helping partners improve national referral systems for GBV survivors. Three of these activities partnered with or engaged the national GBV oversight agency in these tasks, thereby strengthening its authority and capacity. In addition, at least two activities addressed judicial systems' capacity to respond to GBV cases (Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence and Ethiopia Child Marriage and FGM).

> *"The specific aim was to support government offices and the community in their efforts to reduce child marriage and FGM. To that end the project facilitated trainings to participants that represent various government offices and community representatives." – Beneficiary, GBV*

Four activities engaged gender ministries as partners or supported governmental gender equality initiatives (Boys to Men-Zambia, Women at Work-Zambia, Pro-Decentralization-Peru, Beyond Quotas-Kenya). While few, these activities have the potential to enhance country ownership, implementation, and sustainability of gender policies and programs.

"The other part that was really very successful and [we are] really proud of, is that [we worked with] the Ministry of Woman Affairs…we managed to bring all the stakeholders …focusing on woman and gender empowerment. We managed for the first time ever to help the Ministry of Woman Affairs to develop an action plan."– USAID mission, WPS

One mission respondent noted an important challenge with the type of capacity development provided to CSOs, proposing that organizational development for women's CSOs in peacebuilding should focus more on the technical aspects of peacebuilding and not be too bureaucratic.

Finding 3.5: Fourteen of the 45 activities (31 percent) supported the development of gender policies, laws, and procedures.

Gender-focused policies, laws, and procedures are critical because they establish women's equal rights to resources and opportunities for security and economic and political development. Implementation of national gender policies and gender mainstreaming is a huge gap in many international development programs. Fourteen of the 45 WLP activities (31 percent) supported issues that contributed to gender-focused policies, laws, and procedures (4 GBV, 4 WL, 6 WPS). Examples included:

- Gender policy advocacy to address violence in advance of general elections and rising violent extremist trends in communities, and to improve women's representation in political leadership roles (Peace Initiative-Kenya, Women's Peace Tables-Philippines, Women's Political Representation and Leadership);
- GBV regulatory/systems reform that improves access to, and quality of, response services (Domestic Violence-Georgia, Mission-Wide Women, Peace, and Security Project-Bosnia and Herzegovina);
- Implementation of gender equality laws such as promoting laws to increase women's political participation or women's equal access to land tenure (Beyond Quotas-Kenya, LAND Project-Rwanda); and
- Supporting CSO-led advocacy (Peace Initiative Kenya, Protecting Human Rights-Bangladesh, Women's Peace Tables-Philippines, Women Peace Building-Papua New Guinea, LAND Project-Rwanda).

Kenyan Women Parliamentarians Association at a press conference at Parliament, where they announced their resolve to push for implementation of the gender rule (Beyond Quotas-Kenya). Credit: Evan Habil, Uraia Trust

Finding 3.6: Seventeen of the 45 activities (38 percent) facilitated opportunities for women to access economic resources or political power. Although small, these formal and informal interventions created new linkages through which women could obtain finance for their small businesses or participate in political or peacebuilding processes or institutions.

This finding focuses on important linkages that some activities made between women's leadership and skill building and actual participation in economic development, political processes and institutions, or peacebuilding. Seventeen of the 45 activities (38 percent) increased women's access to land, finance, or political processes and institutions.

Three activities promoted women's rights to land and employed comprehensive sets of interventions such as training, awareness-raising, policy research, and advocacy to promote holistic change among communities and governance systems. This transformed attitudes and official decision-making, enabling

women to claim their rights to land (LAND Project-Rwanda, Protierra-Colombia, Women's Leadership and Civic Journalism-Senegal).

In five other activities, IPs informally facilitated linkages for women participants in leadership development interventions to access established institutions or political processes that control economic resources and political power:

- IPs in Go Women-Ukraine and Women's Agribusiness Leadership Network- Ethiopia created opportunities for women entrepreneurs who had participated in training, networking, and business consultation to approach banks and markets.
- IPs helped build relationships between women politicians, established male politicians, and political parties in the Women's Political Representation and Leadership activity in East Africa and in Women's Leadership and Voice in Devolved Governance-Kenya.
- The Global Women's Leadership Fund activity allowed some participants in eight conflict-affected countries to participate in official peace negotiations (Tracks One and Two).

Finally, two innovative WLP activities engaged private businesses in increasing their reach to girls and women with beneficial products and services (SPRING and GSMA Women Global Development Alliance).

A wife and husband with their family discuss their perceptions of joint land ownership during the gender and land assessment in Rwanda (LAND Project-Rwanda). Credit: Chemonics.

"The good thing is that everyone's knowledge about land access [has improved]. [They] know their rights and people will continue to demand their rights, especially women and girls…With project interventions, family conflicts have been reduced and the mindset of people [has] changed… both female and male children have equal access to land, successions rights, and equal opportunities." – Beneficiary, WPS

EQ 3 Findings Summary

WLP activity interventions demonstrated key methods through which USAID pursues closing gender gaps, increasing gender equality, and reducing GBV. Activities reported several promising practices. However, considering the overall portfolio, interventions were more likely to build skills or strive for attitude change than to foster pivotal changes in systems, such as strategic institutional strengthening other than some GBV and WPS activities or policy, legal, and procedural change. Empowering individual women and girls is essential, but only part of the systemic transformations needed for progress in gender equality. Interventions have greater potential for impact when employed in comprehensive approaches that foster system-level changes that reach greater scale, have more influence, and are potentially more sustainable. Promising WLP examples included complementing leadership development with strengthening women's CSOs, coalitions, and networks for advocacy or filling service delivery gaps, and complementing the improvement and expansion of GBV services with awareness-raising and information about how to access services.

Evaluation Question 4: What results were achieved by WLP activities?

The WLP activities reported a diverse range of country and sector output and outcome results consistent with the GEWE Policy and WLP priorities for 41 of the 45 activities (91 percent).[20] This section discusses the five most frequently reported results and the most frequently reported challenges and gaps limiting performance.

Sources of data include activity evaluations, IP reports, and interviews.[21] WLP IP reports, like most USAID IP reports, contained more output than outcome data. This meant that more information was available about completed interventions than changes resulting from those interventions. Since the activities generally used different indicators, it was not possible to aggregate or 'roll up' results across the activities, even when the same types of results were achieved. The interviews provided useful perspectives on how these results were achieved as well as some challenges, gaps, lessons learned, and recommendations for future programming.

Finding 4.1: The five most frequently reported WLP results were:

1. **Women's and girls' leadership and empowerment enhanced.**
2. **GBV prevented and services strengthened.**
3. **Civil society and public and private sector institutions' gender capabilities strengthened.**
4. **Gender norms changed to support gender equality and women's empowerment.**
5. **Laws, policies, and procedures adopted or implemented to promote gender equality and women's empowerment.**

The first two results reflect two main types of WLP programming: women's and girls' leadership development and empowerment (GEFE-3 and GEFE-1), and GBV prevention and response (GEFE-2). The other results are found across both types of programming and were primarily achieved through

[20] One activity was terminated (Zambia Boys to Men), while another began relatively recently (Bosnia and Herzegovina Mission Wide Women, Peace, and Security Project). The latter had not reported at the time of the evaluation. Evaluations of two activities addressing Ethiopia Child Marriage and FGM indicated a lack of progress.

[21] The team prioritized quantitative data from evaluations and final reports, which were available for 23 activities. To round out results reporting on the portfolio, the team also drew from semi-annual and quarterly reports and selected interviews.

comprehensive strategies to develop women's and girls' capabilities and transform the gender norms and rules of the social, institutional, and policy contexts in which they live and pursue development opportunities.

Table 9 shows the frequency of results reported within and across the sub-portfolios. The WL sub-portfolio reported the highest number of leadership and empowerment results (13 of 22 activities overall), while the Partnerships and WPS sub-portfolios accounted for the remaining 9 activities. The WL and GBV sub-portfolio results were mutually exclusive in that no GBV activities contributed to WL results and no WL activities contributed to GBV. The GBV sub-portfolio had the highest number of GBV results (9 of 13 overall), followed by WPS (3 activities), and 1 Partnerships activity.

TABLE 9: FREQUENCY OF WLP RESULTS BY SUB-PORTFOLIO

Sub-portfolio	Women's and girls' leadership and empowerment enhanced	GBV prevented and services strengthened	Institutional gender capabilities strengthened	Gender norms changed	Laws, policies, and procedures promoted gender equality and women's empowerment
GBV	0	9	4	4	3
Partnerships	4	1	5	7	0
WL	13	0	9	2	3
WPS	5	3	6	5	3
Total	**22**	**13**	**24**	**18**	**9**

A relatively high number of activities (24), somewhat evenly spread across the sub-portfolios (with WL reporting the most results), strengthened institutional gender capabilities. This reflects the broad reach of the activities, which engaged civil society, government, and private sector groups and institutions in strengthening their gender programs, institutional procedures, and advocacy. Eighteen activities – primarily in Partnerships, WPS, and GBV – saw some degree of change in social and familial attitudes and/or behaviors that supported gender equality and women's empowerment. Finally, nine activities in all but the Partnerships sub-portfolio contributed to the adoption or implementation of new laws, policies, or procedures that improved the enabling environment for gender equality. Examples of these results are presented below and in Annex VIII.

Finding 4.2: Twenty-two of the 45 WLP activities (49 percent) enhanced women's and girls' leadership and empowerment (WL, WPS, and PRTN).

Leadership and empowerment results include: (1) the development of women's and girls' leadership and professional skills via training and capacity development, and (2) women's and girl's participation in economic, political, peacebuilding, or social development processes. Women and girls not only improved their skills, but also applied these skills in economic, political, or social settings to improve their access to productive resources or influence in political and social processes.

Economic Empowerment: Common women's economic empowerment results included increased knowledge and skills in business leadership and management and expanded social capital with other women entrepreneurs. Women participants in some activities were reported to have grown their businesses or created new businesses or business associations. Table 10 provides illustrative results of WLP activities that fostered women's leadership and economic empowerment. Annex VIII provides more detailed information.

TABLE 10: ILLUSTRATIVE RESULTS IN ECONOMIC EMPOWERMENT

Activity	Illustrative Results
WLSME pilot-Kyrgyzstan	Nearly two-thirds of 960 women entrepreneurs trained expanded their workforce because of the growth of their businesses, thereby expanding the impact of the activity within their community (Final Report).
Women's Agribusiness Leadership Network (WALN)- Ethiopia	350 of 1,000 women entrepreneurs trained expanded their business networks and knowledge by attending the WALN National Conference in Addis Ababa (Annual Report).
Go Women-Ukraine	Of 5,700 women who received financial and legal literacy and personal efficacy training, 4,300 were considered vulnerable (Quarterly Report, final year of activity).

Lessons Learned: Two key findings from two WLSME activities that implemented pilot studies or impact evaluations are worth noting:

1. Improved women's entrepreneurial leadership does not correlate with sustained business growth (USAID/W interview). This suggests a need for more access to finance and other factors associated with business growth.
2. Cultural and household gender norms are powerful influences on women's business decision-making and practices. The impact evaluations found that, in India, women's managerial roles in cashew-nut processing supported their ability to enhance their decision-making, whereas, in Kyrgyzstan, household gender norms worked against women's ability to sustain the new practices they had developed through training (Impact Evaluation of the WLSME Activity in the Kyrgyz Republic).

> *"This…practical training was not merely a theory of some sort that you sit and listen to. It was communication with people, communication among equal people. Everyone can speak on their behalf without saying that someone is a stranger. And everyone was equal…If you can imagine that a person came to Lviv, and 2½ years later, opened her own theater…We begin to talk, and we can see that there are some other people like us, that are also active. They are also women entrepreneurs and they are not afraid of being something else…[i.e., what] society imagines women to be. This strengthened us through communication with each other." – Beneficiary, WL*

Participants learning about garment design during a technical assistance session. (WLSME-Kyrgyzstan). Credit: ACDI/VOCA.

Political Empowerment: WLP activities enabled women to run for and win elected offices at national and local levels. Increased numbers of women were appointed to executive and management positions in local institutions. Women members of parliament enhanced their networks with other women leaders and male allies in national and international events. Table 11 shows select leadership outcomes for the Women's Leadership and Civic Journalism project and others. Annex VIII provides more details.

TABLE 11: ILLUSTRATIVE ACTIVITY RESULTS IN POLITICAL EMPOWERMENT

Activity	Illustrative Results
Women's Leadership and Civic Journalism-Senegal	In the 2014 elections, 81 women became members of 77 municipal and 4 departmental councils. Four were also deputy mayors in their towns (Final Performance Evaluation Report).
Protierra-Colombia	By the end of the activity, 137 women took up executive and managerial positions in Afro-Colombian community councils (Final Report).
Women's Leadership and Voice in Devolved Governance-Kenya	Local officials and citizens improved their knowledge of gender responsive budgeting through more than 100 meetings, workshops, and forums in 8 counties. SMS messages and radio talk shows raised awareness of more than 12,500 citizens in 17 counties (Final Report).

Peacebuilding: The WLP conflict mediation and peacebuilding activities primarily demonstrated results in developing women's knowledge and skills and increasing their participation in community- or national-level negotiations and advocacy. Key examples are included below. Table 12 shows the most notable results of women's participation in peacebuilding efforts. Annex VIII provides additional details.

"Mentorship programs… for women are still ongoing. Two women with whom the group started have been elected as members of parliament…We…[brought] together women league leaders of different political parties and they formed cross party women networks…A number of women who were incorporated into the technical working committee were trained for leadership and many of them have since been elected to various positions at national and county assemblies….We also managed to develop a blueprint for [realizing the] 2/3 gender rule in the county." – Beneficiary, WPS

TABLE 12: ILLUSTRATIVE RESULTS IN PEACEBUILDING

Activity	Illustrative Results
Global Women's Leadership Fund	In Syria, women trained established a Peace Circle in Damascus that increased women's participation and leadership in the administration of local refugee centers, supporting hundreds of families. Two women became directors of housing centers for displaced persons inside Syria (Final Report).
Empowering Women's Leadership in Conflict Mediation (EMA)-Guatemala	Women and men participants resolved 20 land dispute cases which benefitted 927 families (6,392 individuals) on 543.92 hectares of land (Final Report).
Women's Peace Tables-Philippines	Women community leaders created eight Peace Tables, which convened numerous local community dialogues and participated in a national consultation to build greater commitment to peace among many stakeholders (End of Project Report).

Social Leadership: Some WLP activities in the Partnerships sub-portfolio promoted broad-based social leadership of girls and women in their communities. The Power to Lead Alliance demonstrated the most comprehensive results among the Partnerships activities fostering girls' and women's

leadership. By providing opportunities for girls in six countries to practice leadership skills in their schools and communities:[22]

- All countries met (or nearly met) the 70 percent target of girls possessing leadership skills and competencies;
- All met or nearly met the 50 percent target regarding girl's self-confidence; and
- Girls in all countries except Honduras met the 70 percent target of taking leadership action.

The major challenge to lasting change was the activity's timeframe. As the evaluation stated, *"In each of the countries the team found strong potential for Power to Lead Alliance to impact girls' leadership development and influence shifts in community attitudes. However, just as change was starting to occur in each community, program funding came to an end. Desire to continue this work is high among support personnel, youth, families, and community leaders."*

Finding 4.3: Thirteen of the 45 activities (29 percent) prevented and strengthened services in GBV (GBV, WPS, and PRTN).

The GBV prevention and response results reported by WLP activities ranged from increased provision and quality of services for survivors such as hotlines and counseling, to strengthened coordination of GBV services at the national level, to heightened social awareness of GBV and changes in parents' behavior to stop the practice of GBV. GBV sub-portfolio activities were more likely to address improving services by integrating new GBV programs or tools into existing education or health systems and by raising awareness among populations of the problem of GBV and how to access services. In contrast, the WPS sub-portfolio was more likely to engage and strengthen regional or national agencies' oversight, coordination, or prosecution functions. These are not absolute differences. One GBV activity in Georgia worked with the national oversight agency and one WPS activity in Papua New Guinea worked with local groups to improve CSO GBV service delivery. Table 13 presents selected GBV results of WLP activities. Annex VIII provides more details.

TABLE 13: ILLUSTRATIVE RESULTS IN GBV

Activity	Illustrative Results
Vana Bantwana-Zimbabwe	Operationalized the national *Protocol on the Multi-Sectoral Management of Sexual Abuse and Violence* through increased decentralized access to GBV care services: 98,634 children and 37,784 adults received critical GBV information, with a focus on early marriage and sexual abuse of children and disability. The Ministry of Primary and Secondary Education integrated GBV prevention into its Life Skills Curriculum (End of Project Report).
REAL Fathers-Uganda	Trained fathers as community mentors in positive parenting practices. Evidence from a rigorous study showed a significant decline in parents' physical violence toward their children and significant improvements in positive parenting (Endline Survey Report). *"When you create these groups of young fathers, and you see your neighbor also bathing their child or helping their wife wash their clothes, they're kind of holding each other accountable…you're also supporting positive behavior and role-modeling." – IP, GBV*

[22] Girls practiced these skills in sports, health, arts and drama, debate, music, youth council and boards, life skills groups, academic clubs, scouts, awareness campaigns, environmental work, and classroom support (Final Evaluation Report).

Activity	Illustrative Results
Protection of Palestinian Women and Girls from GBV-West Bank and Gaza	The national GBV referral system was improved by bringing Counseling Units in Family Courts into the system and training 256 service providers by Palestinian trainers. NGOs boosted citizen awareness and engagement (Final Report). *"When we started…there was no…system for the women, victims or survivors from GBV. Now…all the stakeholders [have come] into one table [and produce] a unified procedure for the national records system… For the first time ever, the Ministry of Women Affairs has developed an Action Plan for the protection of women and GBV survivors. It was one of the priorities of the Palestinian Authority and the Minister for Women Affairs." – USAID Mission, GBV*

Challenges and Gaps: The most common weakness that respondents voiced was the relatively short timeframe of activities, which they considered insufficient to transform GBV and violence against children in their communities and countries. GBV is rooted in deep-seated societal gender norms that condone and perpetuate it. To the extent possible, WLD funds should support longer-term comprehensive programming that supports local institutions and actors to improve services and transform norms and behaviors, like the Vana Bantwana activity in Zimbabwe.

In addition to this well-known challenge, evaluations for two violence against children activities in Ethiopia and Bangladesh pointed out other weaknesses such as insufficient understanding of the attitudes and behaviors among target participants, inadequate coordination with other donor programs on these topics, and a lack of follow-up with training participants and their communities. Both used WLD funds to add prevention of child marriage and FGM/C interventions into existing GBV activities.

"Stop the Bus" Campaign in Zimbabwe, providing GBV information and services to community members (Zimbabwe Vana Bantwana). Credit: World Education Inc.

Finding 4.4: Twenty-four of the 45 WLP activities (53 percent) across the sub-portfolios strengthened gender capabilities of civil society and public- and private-sector institutions.

The first of the three cross-cutting types of results was strengthening institutions' gender capabilities through social and policy advocacy, training, mentoring and education, media campaigns, and marketing beneficial products and services to women and girls. This goal acknowledged the importance of local institutions in maximizing and sustaining interventions and results in gender equality and women's empowerment in development. Providing GBV services and strengthening national coordination and oversight (discussed in the previous section) are also counted under this result.

WLP interventions in this area included providing grants, management, and technical assistance to businesses and CSOs; providing technical assistance and consultation to government counterparts; and supporting business accelerators to assist local businesses. Table 14 provides examples of results in private-sector support (SPRING and GSMA Women Global Development Alliance activities). Annex VIII provides more detailed information.

TABLE 14: ILLUSTRATIVE RESULTS IN STRENGTHENED INSTITUTIONAL GENDER CAPABILITIES

Activity	Illustrative Results
SPRING	36 businesses provided beneficial products and services to girls and women (e.g. financial services, access to water, hygiene products, education and information technology) in 9 countries in Africa and Asia. SPRING business partners reached 23,422 girls as end users of products and services, incorporated 1,553 girls in value chains, and trained 4,921 girls (2018 End of Cohort II Report).
GSMA Women Global Development Alliance	By the end of the activity, four million women in Asia and Africa had mobile phones and accessed digital services. The activity influenced the global mobile phone industry by hosting 15 global events and 11 webinars, and publishing 30 reports, case studies, and tools. The latter products have been downloaded 64,000 times, about three times as many downloads as targeted (Final Report).
Women's Leadership Program of the Higher Education Development	Three universities in two countries added new post-graduate degree programs in gender studies or gender-sensitive curricula (Armenia, Rwanda Education and Rwanda Agriculture). Through the WLP partnerships, the universities developed the programs, enrolled new women and men students in them, and trained key faculty members in teaching gender-sensitive curricula and facilitating student peer coaching (Final Report).

Challenges and Gaps: One U.S. NGO underscored the importance of engaging women's organizations: *"It's very important to work closely with… local, regional, and national government. But, complementary effort could be carried out working also with women's organizations. They are good, they are strong in advocacy…. Provide … funds to women's organizations, NGOs that work in advocacy for promoting women's equality in women's political participation, violence against women, and women's reproductive rights. Very important, these issues." – IP, WL*

A key challenge of engaging local institutions as partners is assessing their capacity to implement USAID activities. Local groups and institutions have significant knowledge of local cultural gender norms and may be well-positioned to lead gender initiatives and reforms in-country. However, they may not have implemented USAID activities before and, therefore, lack the knowledge and systems to manage implementation and reporting responsibilities. Activity designs that allow for capacity development prior to or along with implementation would be beneficial. Similarly, partnering procedures that allow local institutions to develop ownership of activities, as in the WPS GBV activities in Bosnia and Herzegovina and West Bank and Gaza, would also foster local capacity development and sustainability.

Finding 4.5: 18 of the 45 activities (40) changed gender norms to reflect gender equality and women's empowerment.

Social gender norms that restrict women's and girls' rights and opportunities are one of the main barriers to gender equality everywhere. Gender norms are reflected in attitudes and behaviors in households, communities, and national institutions and laws that shape women's and girls' lives. WLP interventions to change gender norms toward equality and women's empowerment included large-scale campaigns to reach national or mass audiences and smaller-scale interactive programs to reach and engage communities and households. The interventions used a range of media, from social media and digital platforms to television, radio, and community interaction including training and popular theater.

Table 15 provides illustrative results achieved by Partnerships activities whose primary aim was to transform social gender norms to be supportive of gender equality. Several GBV (Georgia, Kenya, and Zimbabwe), WPS (Philippines, Papua New Guinea, and Rwanda), and WL (Colombia) activities also reported successful use of awareness-raising or educational campaigns to achieve their primary results of increasing access to GBV services or support for women's leadership causes. Annex VIII provides further details.

TABLE 15: ILLUSTRATIVE RESULTS IN GENDER NORM CHANGE

Activity	Illustrative Results
Women and Girls Lead Global (WGLG)	Produced five locally adapted campaign models in five countries and trained local facilitators. • The recruitment model in Kenya increased the visibility of women political leaders. Called "*Women in the Red," the* campaign worked in eight counties to increase women's voices in the media by profiling women leaders (politicians, educators, NGO founders, and technology innovators) on a weekly radio show that reached over 2.3 million listeners by the end of the series (Annual Report FY14). • The community model in India enlisted boys and men as gender champions. In the second year of implementation, the Hero campaign reached 14,780 people through 446 screenings, trained 180 facilitators, and sparked 140 communities to generate local solutions (Annual Report FY14).
Through Our Eyes (TOE) activity	Local teams in Southern Sudan, Uganda, Thailand, Liberia, and Rwanda produced culturally appropriate videos that were screened in participatory spaces. • Over 25,000 community members participated in playback sessions of 153 videos. • Post-video surveys showed that male and female participants demonstrated better knowledge of where to access GBV services and changed attitudes about child marriage than those who had not seen a film. o Individuals with the highest level of participation were more than seven times more likely to feel confident asking at least one type of individual (e.g., doctor, family, police) for help. o 87 percent of male participants and 76 percent of women participants could name at least two places where someone could access GBV-related services, compared to only 70 percent of men and 62 percent of women who had not participated (Project Evaluation Report September 2007-March 2011).
Girl Rising (ENGAGE) activity	• Used private sector and civil society resources (globally and locally) to augment public support for increasing girls' access to gender equitable quality education through film, strategic communications, social mobilization, and advocacy in India, Nigeria and the Democratic Republic of Congo. • In India, 12,388 people visited the Girl Rising India website, and the campaign counted 504,782 digital engagement footprints on social media content on Facebook, Twitter, and Instagram. In two socially conservative regions, Bihar and Rajasthan, more than 3,000 girls and boys joined sports events, breaking away from traditional segregated gender roles (Quarterly Report Year 3 Q1).

Challenges and Gaps: Several challenges were associated with activities that used only media strategies. It is costly and complex to measure large-scale changes in targeted social gender attitudes and beliefs. None of the activities used public opinion surveys or other methods besides tracking participation on the internet or in film screenings. It is difficult to know whether the reported changes led to substantive changes in closing gender gaps or increasing opportunities for women and girls in the longer term.

Gender norm change is a long-term proposition. Another challenge is the short length of the activities for making the kinds of changes sought. Three IPs acknowledged that their designs, indicators, and expected results had been unrealistic, even though they were proud of what they had accomplished.

> *"While we did see very positive results and self-reporting from the girls, the promise of being able to shift gender norms and attitudes, that's a longer-term initiative and a two-year project is not enough to see changes. It ideally should be a longer-term program where you make an investment over the next ten years." – USAID/W, PRTN*

The smaller-scale and interactive activities that included facilitated discussions appeared to impact participants more. One activity that aired a television film about women's leadership in seven countries only demonstrated results in the two countries where outreach discussions had been conducted. However, a USAID/W AOR suggested that a more effective strategy would have been to integrate these campaigns into sector programs:

"These types of [awareness raising] projects need to be integrated into education programs, agricultural programs, health programs...I'm not sure that as standalones they are as effective as they could be. Again, you have a transmedia platform, an innovative way of reaching a population to target them for behavior change using different communications modalities. So yes, I would suggest that integrating these methodologies and communications modalities into education and behavior change programs, economic growth behavior change programs would be potentially more effective." – USAID/W, PRTN

Finding 4.6: Nine of the 45 activities (20 percent) helped secure laws, policies, and procedures to better promote gender equality and women's empowerment GBV, WL, and WPS).

Laws, policies, and procedures establish women's and girls' human rights, increase their opportunities to pursue development, and provide protection for their safety, well-being, and dignity. Although relatively few activities reported results in this area, they are important from the perspective of the GEFE Policy and WLP sub-portfolio priorities. Nine activities – three each in the GBV, WL, and WPS sub-portfolios – reported results in adopting new gender equitable laws, implementing those already adopted, and/or adopting new protocols and procedures. Table 16 provides examples of WLP-supported laws and procedures that governments put in place to promote gender equality and women's empowerment. Annex VIII provides further details.

TABLE 16: ILLUSTRATIVE RESULTS IN GENDER LAWS, POLICIES, AND PROCEDURES

Activity	Illustrative Results
Pro-Decentralization-Peru	Contributed to the drafting, discussion, and/or passing of 25 gender equality laws, policies, or procedures by the Executive or Congress (Annual Performance Indicator Report, 2017). One such law was a local ordinance to eradicate sexual abuse of adolescents within the Rio Santiago district in Amazonas (Municipal Ordinance 023-2015-MDRS/A 2015).
Domestic Violence-Georgia and Protection of Palestinian Women and Girls from Gender Based Violence-West Bank Gaza	Protocols to improve standards and better coordinate GBV services were adopted or strengthened in Georgia and West Bank Gaza.
Women's Peace Table-Philippines	Successfully advocated for new gender equality in laws in Bangsamoro locality (Annual Performance Indicator Report 2017).

EQ 4 Findings Summary

The range and depth of these results illustrate the achievements of WLP activities in gender equality and women's empowerment. In general, activities report more data on outputs than outcomes, even in evaluations and final reports. Further gains by USAID and IPs in using relevant standard gender indicators and more consistent reporting and dissemination of activity performance would strengthen future attempts to evaluate overall WLP results.

Evaluation Question 5: To what extent are the WLP activities sustainable?

ADS 201 defines sustainability as, "the ability of a local system to produce desired outcomes over time. Activities contribute to sustainability when they strengthen the system's ability to produce valued results and to be both resilient and adaptive in the face of changing circumstances." Further, the *USAID Local*

Systems Framework for Supporting Sustained Development establishes the Agency's approach to sustainability as rooted in the reality that achieving and sustaining any development outcome depends on the contributions of multiple and interconnected actors: "building the capacity of a single actor or strengthening a single relationship is insufficient." This systems perspective is especially relevant for WLP activities, which seek to engage multiple stakeholders to sustainably close gender gaps, prevent and respond to GBV, and empower women, girls, and other socially disadvantaged people. For the purposes of this evaluation, the team assessed the extent to which interventions and results of the 39 completed WLP activities had been sustained beyond the end of the activity. The team collected data from evaluations, final reports, and interviews.[23]

The team attempted to use USAID's suggested sustainability typology of institutionalization, replication, and scale-up. Institutionalization refers to host-country institution having incorporated and carrying forward some or all interventions or results of the interventions. Replication refers to stakeholders who reproduce a positive model or approach after the end of the activity. Scale-up refers to interventions or results which have been expanded by stakeholders from one location to an entire region or country.

The team found examples of institutionalization, but none of replication or scale-up beyond the end of the WLP activities. During implementation, one activity could be considered replication (Real Fathers in Uganda) and another as aiming for scale (Vana Bantwana in Zimbabwe), but there was no evidence of further replication or scaling up beyond the end of the activity. However, the team did identify another type of sustainability, described as 'continuation' for the purposes of this evaluation. Continuation refers beneficiaries and other stakeholders carrying forward new skills, attitudes, social networks, campaigns, etc. which they gained through an activity's interventions. Further, the analysis identified evidence of 'non-sustainability,' or information about interventions or results that had not been sustained and why.

To understand the conditions associated with sustainability, the evaluation team reviewed the evidence to see if any commonly accepted factors were present. These five factors included:

1. Country ownership (local government, civil society, and/or private sector actors took responsibility for continuing interventions or results, including providing leadership and securing new resources);
2. Stakeholder commitment (local groups or organizations involved in the activity demonstrated ongoing involvement after the end of the activity);
3. New resources (financial, material, or human resources);
4. Capability (gender and related expertise); and
5. Social behavioral gender norm or attitudinal change (presumed necessary for gender equality results to last).

The team also assessed whether planning for sustainability was reflected in the evidence of sustainability. This section begins with the activities that demonstrated evidence of the different types of sustainability, both positive and negative (non-sustainability). Then, it discusses the presence or absence of the conditions for sustainability, including the factors defined above and other conditions that emerged from the analysis. Finally, the section assesses evidence from the ongoing activities to see which conditions are present at the time of the evaluation.

[23] For future evaluations of the sustainability of WLP activities, USAID may consider undertaking a post-project assessment of activities that have been completed for two or more years. Recent syntheses and impact evaluations have found that even substantial results documented at the end of an activity may not be sustained over time. See B.L. Rogers and J. Coates, *Sustaining Development: A Synthesis of Results from a Four-Country Study of Sustainability and Exit Strategies among Development Food Assistance Projects* (Washington, DC: FHI 360/Food and Nutrition Technical Assistance III [FANTA] Project, 2015); L. Zivetz, J Cekan, and K. Robbins, *Building the evidence base for post-project evaluation* (Valuing Voices, Washington, DC, May 2017).

Finding 5.1: Twenty-one of the 39 completed WLP activities (54 percent) showed positive evidence of sustainability. Fifteen had only positive evidence, and six had both positive and negative evidence associated with different elements of the activities.

There was no evidence, either positive or negative, for 14 activities. This means the team did not find any information in the available documents or interviews, hence, could not assess sustainability in these cases. Annex IX and Table 17 summarize the evidence observed for each activity.

TABLE 17: EVIDENCE OF SUSTAINABILITY IN COMPLETED AND ONGOING ACTIVITIES

Sub-Portfolio	Completed Activities				Ongoing Activities
	Positive Evidence	Negative Evidence	Both Positive and Negative Evidence	No Evidence	
GBV	2	1	1	5	3
Partnerships	6	1	1	2	1
WL	5	1	3	3	1
WPS	2	1	1	4	1
Total	**15**	**4**	**6**	**14**	**6**

Finding 5.2: Of the 21 activities with positive evidence of sustainability, 13 led to the continuation of interventions or results by local beneficiaries or stakeholders and 8 institutionalized elements of their activities in local organizations.

The evidence of sustainability for the WLP activities typically refers to elements of the activity interventions and results, rather than the whole activity *per se*.

TABLE 18: TYPE OF SUSTAINABILITY

Sub-Portfolio	Continuation	Institutionalization
GBV	2	1
PRTN	4	3
WL	4	4
WPS	3	0
Total	**13**	**8**

The following examples illustrate the types of sustainability found among the activities:

- **Continuation:**
  - In the Women's Leadership and Voice in Devolved Governance-Kenya activity, women participants trained in political leadership reportedly continued their political engagement, as well as groups trained in conducting social audits. They used their skills to engage in community dialogue, write petitions, and present at official budget hearings.
- **Institutionalization:**
  - In Vana Bantwana-Zimbabwe, the Ministry of Education reportedly continued implementing the GBV prevention curriculum, and community volunteers and traditional and religious leaders continued GBV prevention and response activities.
  - Universities in Armenia, Paraguay, and Rwanda continued their new gender curricula and outreach programs after the close of the Women's Leadership Program Higher Education activity, despite challenging gender biases in Armenia and Paraguay.

Finding 5.3: The most common conditions or factors associated with sustainability were stakeholder commitment (13), capability (12), resources (11), and country ownership (8). Only three examples demonstrated gender norm change.

Many activities demonstrated more than one of these factors, suggesting they are often interrelated in practice. The following examples illustrate these factors and discuss how the factors enabled the sustainability of different activity components.

Stakeholder Commitment: Committed stakeholders enable an activity to gain traction during implementation to reach intended beneficiaries. They continue elements they see as successful as funding ends. WLP examples include local stakeholders in REAL Fathers-Uganda, where community-based mentors demonstrated their commitment to positive parenting by continuing to mentor fathers after the close of the activity (Endline Follow Up Survey Report). Internationally, the IP (GSMA of the Women Global Development Alliance) continued the women's digital access program model with new donors, according to the USAID AOR. USAID also noted that the research produced under this activity is influencing the sector by producing many lessons learned for Agency programming.

Capability: Sustained results depend on key actors and beneficiaries having the necessary knowledge, skills, or institutional capacity to continue the work. This capacity is often developed through an activity and is more likely to be sustained when participants have had opportunities to integrate new skills and apply them in new ways. Examples include the strengthened local grassroots NGO partners of the Half the Sky activity, where the final evaluation found that they could carry out the projects themselves and adapt projects as needed by their community or by other funders. In Kenya, women participants in the Women and the Web digital literacy training were reported to have started new online businesses with their increased skills (IP, PRTN).

Resources: Sustaining successful activities requires more than committed and capable stakeholders; financial, in-kind, and voluntary resources usually are needed to continue the work. Examples of WLP activities that reported mobilizing additional resources include the IP in the Philippines, the Women and Gender Institute, which was able to obtain funding from new donors to build on the gains of its Women's Peace Tables activity. Another approach, partnering with government institutions that integrate programs into their ongoing budgets, was demonstrated by several activities that reported the integration of their GBV or women's leadership interventions by ministries in Peru and Zimbabwe (Peru Final Report and Zimbabwe End of Project Report).

Country Ownership: The Vana Bantwana-Zimbabwe activity represents a good example of country ownership where the government continued the program activities, a crucial element of institutionalization.

> *"The government will now be putting resources…and there are also some community systems playing a part, like community-based case management systems for abused children. A system which has already been set up, and is based on volunteers, and it's continuing even after the end of the project. So, in terms of sustainability, I think the design, from the design, the component of sustainability was there. And targeting of some of the government ministries as well as community structures." – IP, GBV*

Similarly, in the Empowering Women's Leadership in Conflict Resolution-Guatemala activity, the municipal government reportedly continued to convene the gender-integrated Peace Tables the activity had supported.

Country ownership is also evident in the WLP portfolio in instances where political change was fomented through new political bodies or legislation. For example, the Women's Political Representation and Leadership gender program with parliaments in Rwanda, Burundi, and Uganda

assisted female and male parliamentarians in establishing women's caucuses and developing or passing legislation to address GBV and other gender equality issues.

> *"There's a big focus [in our programming] on institutionalization. All of the activities…have the buy-in of the institution of parliament. We will always provide support that has been approved by the institution of parliament. It's very important for sustainability." – IP, WL*

Gender Social Norm Change: Creating durable gender and social norm change requires successful engagement strategies and sufficient time and social will to produce and sustain those changes. Successful change is evidenced by continued efforts to embed new perspectives, beliefs, behaviors, and norms into social, economic, and political institutions as well as daily life. One example of successful gender and social norm change is illustrated by participants in the Half the Sky pilot, where the behavior change communications activity continued spreading women's empowerment messages to others. A post-activity evaluation showed that attitudinal changes remained after three months.

Two women in India playing a game on women's issues as part of the awareness-raising campaign to change gender social norms (Half the Sky). Credit: Show of Forces.

At the same time, the USAID AOR noted that these types of interventions would be more effective and sustainable if they were integrated into education, health, or agricultural programs.

The value of integrating these interventions into other programs is in the practical linkages formed by addressing norms in activities that structure daily life and have deeper resonance.

Finding 5.4: The main factors associated with 'non-sustainability' in 10 activities include the lack of time and/or follow-up support to ensure new services would continue or achieve gender change, the lack of resources, and weak ownership or commitment to continue elements of an activity.

Lack of Time or Follow-up Support to Ensure New Services Continue: In one activity, an IP of a GBV activity described the community's let-down when funding for the GBV helpline was cut and a period of about six months elapsed before new donor funding could be found: *"We created so much demand and when the communities were beginning to see the value of reporting GBV cases, the value of raising an early warning, then kind of we went out."*

This example illustrates the theme that synchronizing the transition of funding to new donors or local stakeholders often affects activity participants and beneficiaries who depend on services or who are committed to seeing the change made through the activity continue in their communities. Sustainability planning, including plans for the continuation of funding, are an important lesson learned for ensuring the durability of positive change.

Lack of Time or Follow-Up Support to Fully Achieve Gender Change: Many of the WLP activities sought to change gender norms that restrict women's roles and status. Yet, supporting norm change is a lengthy process, as novel ideas are adopted and norms shift.

An impact evaluation conducted several years after the close of WLSME-Kyrgyzstan found that several key outcomes observed at the close of the activity – including the networks among women entrepreneurs, their increased decision-making, and their use of business knowledge and practices like

business planning – were not sustained over time. Evaluators attributed this erosion to the pressure of cultural gender-related intra-household dynamics and other contextual realities.

In Power to Lead, USAID/W stated: *"While we did see very positive results and self-reporting from the girls, the promise of being able to shift gender norms and attitudes, that's a longer-term initiative. A two-year project is not enough."* Similarly, in Protierra-Colombia, an evaluation found that attitudes changed ahead of behaviors: *"Community members of both sexes agree that women's participation is valuable and important. However, beyond discourse, actual behaviors were slower to change, particularly among the male community leaders…Although initial results are promising, more time is needed."*

Finding 5.5: Of 26 completed activities with sustainability plans, 16 showed positive evidence of sustainability, including 10 that showed only positive evidence and 6 that showed both positive and negative evidence.

Twenty-six of 39 completed activities (67 percent) included some sort of sustainability plans in their design and planning documents. This is a relatively high proportion, suggesting that the majority of WLP activities are thinking about how to ensure sustainability. A closer look indicates that sustainability plans bore fruit for 7 of the 10 activities with only positive evidence of sustainability. The factors that had been planned for (e.g., country ownership, stakeholder commitment, capability) were observed in the reported sustainability outcomes. This suggests that these plans were sound and well-implemented, and/or that positive conditions prevailed among their stakeholders and in their environments.

Other patterns show more tenuous linkages between sustainability planning and evidence of sustainability, including:

- Three activities with sustainability plans yielded sustainability outcomes that were different than those envisioned in the plans.
- Four activities that had no sustainability plans showed positive evidence of sustainability. Stakeholder commitment, capability, resources, country ownership, and social norm change were all factors in these cases. This suggests good adaptive management on the part of USAID and implementers to foster sustainability despite the lack of a plan.
- Two activities did not have a sustainability plan and were not sustained because there was not enough time to change social gender norms.

Finding 5.6: Among the six ongoing activities, there is evidence of sustainability in one and plans or positive expectations in two others.

All three GBV activities engaged host-government partners, but the only positive evidence is from an interview for the Domestic Violence-Georgia activity. That interviewee reported that social workers who had been trained are working, their salaries are being paid by the government rather than USAID, and they pass tests. As government social workers, they serve hundreds of people with all kinds of needs, not just domestic violence. *"Still they manage to do the domestic violence intervention, all of them." – USAID mission*

A USAID interviewee for the Worker's Empowerment-Bangladesh activity reported that the mission was directing its partner to implement the sustainability plan for one of two components. *"It is crucial for them that they have a good exit plan and share it with the community and also the federations…we are asking [the IP] to come up with tangible graduation plans for the federations."* The other component [strengthening labor unions] faces a more difficult environment, due to current anti-union sentiment.

The SPRING activity expects the market for the businesses it supports to grow: *"As in any market, as long as there are customers who want it and can afford the price, we expect it not only to sustain, which is a flat line, but to grow with an upward curving parabolic line." – USAID/W, PRTN*

EQ 5 Findings Summary

The value of key WLP interventions and results for local stakeholders' efforts in gender equality and women's empowerment was evident in the stakeholders' reported efforts to continue, expand, or institutionalize them. Planning for sustainability was useful but additional steps taken by USAID and IPs during implementation, such as creating a handover plan at the end of an activity, also contributed to sustainability. The findings for this question on sustainability drew on sources that dated from several years after an activity ended (evaluations, interviews) to sources concurrent with the end of an activity (final reports, interviews), to sources from ongoing implementation. Thus, these findings provide insight into sustainability but warrant further consideration as additional data become available. An important caution is suggested by the impact evaluation three years after the end of the WLSME-Kyrgyzstan activity, which found little evidence that the previously impressive results in women's entrepreneurship had been sustained due to prevailing gender norms. Continual learning and more consistent attention to sustainability during design, planning, and implementation would enhance the potential for future WLP activities to be sustained.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The performance of the WLP reflects the proactive and innovative efforts by USAID/W to catalyze and expand gender programming with missions and partners towards USAID and USG gender policy goals. It is not the only gender programming portfolio in the Agency, but much can be learned from its achievements and its challenges to inform future WLP decision-making and management. Particularly valuable is the cross-sector collaboration among WLP managers in E3/GenDev, DCHA, and other offices, which deepens Agency guidance on gender programming and facilitates more comprehensive approaches in the countries where USAID works to transform the social, economic, and political dimensions of gender inequality and improve overall development results. This is especially important in countries experiencing crisis and conflict.

Senior USAID/W gender programming managers were largely successful in incentivizing missions and OUs, especially those with strong leadership in gender and gender advisers, to continue or expand gender programming to achieve GEFE, GBV, and WPS policy goals and outcomes. Partners appreciated the local country support for gender initiatives by U.S. ambassadors and USAID mission directors when it was forthcoming. When CORs and AORs communicated a sense of shared commitment to fostering real change in gender equality, partners noted and appreciated it. The technical contributions of USAID gender staff in missions and in Washington during implementation were also appreciated, even as most partners brought in-house gender capabilities to implement the activities.

The WLP demonstrated less gender integration in broader sector activities than may have been hoped, since both GEWE-P and GEWE-S activities contributed to strong WLP outcomes. Challenges of GEWE-S activities included a lack of clear planning for and management of WLD-funded components and early termination when the larger activity of which it was a part was closed for other reasons. Viewed from a higher institutional level of programming, the GEWE-P activities served to integrate gender in sector and mission portfolios.

Major strengths of the WLP gender programming strategies included the comprehensive approaches of many activities that addressed multiple aspects of changing gendered social systems, from individual skills, knowledge, and attitudes to household and community norms to the institutional and policy environments. Highlights include the active women's leadership development approaches involving peer exchange, mentoring, and internships, linked with participation in local economic, political, or peacebuilding processes and institutions. Also noteworthy are the GBV integration strategies that engage host-country governments and community groups in increasing access to GBV services. The relatively fewer but significant efforts to influence gender equality laws and institutional policies and procedures are important contributions since they improve the enabling environment in which women and girls pursue development opportunities.

From the perspective of the GEFE Policy, a key gap in WLP programming was the relatively fewer number of activities that contributed to GEFE-1 (access to/control of resources), as compared to GEFE-2 (GBV) and GEFE-3 (women's leadership and decision-making).[24] Women's leadership will mean little if women remain disadvantaged in accessing and making decisions about productive resources. Similarly, USAID engaged in less direct partnering with and/or capacity development of local gender institutions that drive and sustain local gender equality work, than with international partners. This parallels typical USAID partnering and is understandable because international partners tend to bring global technical resources and understand USAID systems. However, local gender institutions can bring knowledge of local gender dynamics and are often pursuing gender initiatives that align with Agency gender policies. They are well-positioned to sustain interventions and results. Finally, WLP activities gave less attention to the policy and institutional changes that influence systems of gender inequality than to developing women's and girls' leadership and technical knowledge, skills, and social networks.

These gaps may or may not be intentional choices about ways to allocate scarce resources, but they are significant areas for advancing gender equality and women's empowerment that warrant further consideration. The WLP lacks an official USAID vision statement on women's leadership in development, similar to those on GBV and WPS, which could provide stronger guidance linking women's leadership to improved development results. Similarly, there were no common overarching theories of change for transforming systemic gender inequalities to help select key drivers of change that could be adapted to particular sectors or contexts. Further investment in these types of resources would enhance the focus, impact, and sustainability of WLD-funded programming.

Several WLP management challenges are embedded in larger Agency systems, including the time lag between decisions in Washington about awarding funds and the actual start-up of implementation; the associated turnover in USAID/W and mission staff; and the challenge of following up with implementation and learning by sub-portfolio managers. The practice of using WLD funds to expand existing activities was advantageous from the point of view of gender integration and leveraging funds. However, sufficient measures were not always in place to ensure communication of the programmatic goals and expectations to IPs along with the funds.

The most common difficulties that local partners and beneficiaries reported were the short timeframes and/or insufficient follow-up for changes in gender norms and behavior to take hold and spread further in communities. In several cases, respondents would have valued additional support to mobilize new resources to continue gender services or other interventions. These are common challenges for development activities in general, but evaluation respondents noted the intensive work and longer timeframe needed for transformative gender change.

[24] This relative gap in GEFE-1 programming may not reflect broader trends in USAID but may be a characteristic of the sample WLP activities evaluated.

The WLP provides strong foundations from which the Agency is positioned to continue progressing toward gender equality and women's empowerment by preventing GBV, enhancing economic opportunities, closing digital gender gaps, and empowering women as leaders and active participants in development of their societies. USAID's gender investments are positioned to continue employing a holistic approach to engaging a diverse range of stakeholders, including government, the private sector, and civil society in GBV prevention and response services, policies, and procedures. This approach not only broadens stakeholder buy-in across institutions and key influencers, but also strengthens local institutionalization and sustainability.

By building on advances made by these activities to promote women as leaders who participate in economic growth and agriculture, politics, and conflict resolution, USAID WLP activities build more stable, productive, and peaceful societies. And by engaging men and boys as champions and stakeholders, gender equality evolves from a "women's issue" to a social process with recognized benefits for all members of society.

Recommendations

The following recommendations suggest ways that USAID and its partners may build on the strengths of the WLP and address challenges and gaps to strengthen the management and programming of future WLD funds. Recommendations address ways to strengthen the management, programming, and implementation of WLP activities. Recommendations are directed primarily to USAID/W WLP managers, but in recognition of the important roles played by USAID missions and partners in the gender community, several recommendations are offered as well to these two stakeholder groups.

Managing the Women's Leadership Portfolio

Allocate WLD funds to fewer countries for longer-term activities with larger budgets. This would increase their impact and potential for sustainability.

The WLD funds are relatively modest and total amounts vary each year. The average annual amount of $18 million is less than the Agency allocates for many single activities in one sector in one country. Combining WLD funds with other funds is necessary if they are to support multi-year activities that impact the significant gender gaps limiting development opportunities for women and girls. This context makes it challenging to set strategic goals, yet a more focused allocation of WLD funds in fewer, larger, and longer activities would enhance their potential to impact gender equality and women's empowerment in the selected countries and regions. Having succeeded in decentralizing the management of WLD funds beyond USAID/W gender offices, the WLP managers should now reduce the spread of scarce funds across the Agency and prioritize increasing impact and sustainability.

The WLD funds have been used to support country, regional, and global activities, pilot studies, impact evaluations, training, technical tools, and even staffing. These are all worthwhile expenditures, but further spread the relatively small funding amounts across many different uses, making it difficult to achieve measurable impact. Since the WLP activities serve a key role in USAID's implementation of gender programming, the Agency should continue to strengthen the incentive fund model, prioritizing activities that reduce strategic gender gaps, empower women and girls, and promote gender equality in development and resilience. Recognizing the longer-term timeframes needed to transform gender inequality and prevent GBV, future WLP activity goals and objectives should be achievable within their periods of performance and mobilize local actors and resources to continue, institutionalize, and scale-up key interventions.

If desired, a portion of the funds could be set aside for "small but strategic" uses like short-term rapid response opportunities. The WPS UN Sexual and Gender-Based Violence training in the Middle East or the integration of the GBV Mobile App in India are examples. The WLP sub-portfolio managers could publicize the availability of such funds through the network of gender champions across the Agency to solicit applications to complement other USAID programming.

To the extent possible, USAID/W WLP managers should work with internal USAID systems to reduce the time lag between decisions about awards and the obligation of funds.

The internal competitions for WLD funds generated substantial interest across USAID and allowed for the submission of field-driven proposals. The constructive feedback from USAID/W WLP managers to internal applicants enabled them to strengthen proposals and reapply for funds. The consultation and collaboration by USAID/W WLP managers with other OUs and potential influential external partners in Washington led to some meaningful partnerships. Yet, the evaluation found that the time lag between awarding funds and starting up activities, often several years, contributed at times to a lack of shared understanding of activity goals, reduced relevance to the context, and diminished ownership by OUs due to turnover. It is beyond the scope of this evaluation to assess which other internal USAID stakeholders and systems would be involved, but USAID/W WLP managers should explore possibilities for ensuring more streamlined award processes.

Sustain technical involvement by the WLP sub-portfolio teams with the USAID WLP activity managers and gender advisors in missions and OUs. Expand the practice of conducting midterm reviews and providing ongoing technical guidance. When turnover in Washington or the OUs is unavoidable, strengthen continuity by preparing handover plans and communicating changes to all stakeholders.

The proactive approach demonstrated by the WPS team to maintaining communication and technical support once the WLP activities are implemented should be adopted by the other sub-portfolio management teams. Respondents within USAID appreciated the support, which strengthened implementation in the field. USAID/W sub-portfolio teams are well-placed to share current USAID and USG policy guidance, best practices, and research evidence in their respective priority areas. This information enhances the efforts of field-based actors who, in turn, generate insights, adaptations, and new best practices to inform the field. Staff turnover, whether in Washington or missions, can undermine the shared goals and understanding built among USAID and IPs unless steps are taken to ensure continuity.

Program Design and Planning of WLP Activities

Strengthen the WLP gender program guidance for design and planning to highlight drivers of impact and sustainability in priority areas.

Current program leadership by the GBV, WL, and WPS sub-portfolio teams should be enhanced to provide more technical guidance for selecting gender change objectives and intervention strategies. Although this recommendation is directed at strengthening the WLP itself, the evaluation team observed that the Calls, especially by GBV and WPS, are among the best solicitations for gender programming in the Agency. A corollary recommendation is offered in the Institutional Learning category below for USAID/W WLP managers to share these documents internally, perhaps in coordination with the Bureau for Management's Office of Acquisition and Assistance, as examples of gender-integrated solicitations.

The following suggestions to strengthen WLP program guidance would address several challenges identified by the evaluation, including the relative under-investments in increasing access to productive

resources and in strengthening gender equality laws, policies. and procedures.[25] It would also address the often-cited lack of time and resources to achieve and sustain desired changes in women's leadership, gender norms, and access to GBV, education, and other needed services.

- Consider drawing on systems theories to develop more powerful theories of change that highlight key drivers of women's leadership, empowerment, and gender equality in development.[26] Now being used in many sectors, systems theory helps map the multiple dimensions, actors, and dynamics that create and transform gender gaps. It also could help plan and sequence interventions to reach both short-term and longer-term change outcomes. Sustainability considerations need to be factored into the design stage.
- Consider collaboratively developing a USAID vision statement and How-To Note on women's leadership and empowerment in development for the WLP incentive funds. This policy or vision statement would articulate the rationale for investing in women's leadership and link it to women's empowerment in major development sectors such as economic growth, agriculture, peacebuilding and resilience, or DRG. It would lay out the strategic priorities or pillars of USAID's approach, encouraging missions and OUs to invest in productive approaches. Such a common vision would further enhance synergy between GEFE, WL, WPS, and GBV programming.

These programming measures would strengthen the WLP's ability to leverage its incentive funding and technical assistance strategically to support more penetrating systemic changes that would increase a country's commitment and capacity to achieve gender equality and women's empowerment. This would help USAID and the country make greater progress towards self-reliance.

Incorporate relevant findings on results, sustainability, and promising practices from this evaluation in future WLP program guidance.

Recognizing that this evaluation has reviewed a partial selection of USAID gender programming, USAID/W WLP managers are encouraged to integrate relevant findings into their technical toolkits and training materials. Suggested highlights include:

- Expand assistance to women entrepreneurs in agriculture and other economic sectors to include access to finance and technical support for business growth. Improve sustainability by strengthening the enabling environment of households and societies (gender norms, policies, and laws) for women to advance in the economy.
- Maximize WLP resources for GBV by co-funding activities across GBV and WPS, recognizing that WPS funds activities in transitional or conflict countries. Since PEPFAR funding is available for strengthening GBV services, the WLP could increase its focus on strengthening oversight agencies, national policies, and the justice sector in key countries.
- Increase partnering with institutions whose mandates are to work toward gender equality and women's empowerment. Invest in their capacity strengthening as needed. Plan for them to institutionalize interventions, results, or follow-on activities from the start. Of course, decisions about partner selection depend on the situational analysis of any given activity.

[25] Although at the Agency level other OUs may invest more in these types of outcomes, the evaluation recommends that the WLP also increase its program guidance to encourage more attention to these outcomes within activities, due to their potential to increase gender equality and women's empowerment in most sectors.

[26] In the health sector, see C. Underwood and H. Schwandt, *Go Girls! Initiative Vulnerable Girls' Indices Guide: Data from the 2009 Baseline Survey and 2010 Endline Survey in Botswana, Malawi and Mozambique* (Baltimore, Maryland: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs. 2011). In DRG, see the USAID *Women in Power Summary Report* (2016).

- Integrate work to change gender norms with sectoral institutional strengthening initiatives in education, health, economic growth and agriculture, and democratic governance. Recognizing the long-term and holistic nature of this important work reinforces norm change with tangible gains. Link media campaigns with initiatives and investments to improve access to education, health care, and other public services and opportunities.

Strengthen internal and external WLP solicitations to communicate USAID and WLP expectations for gender programming.

Clear and substantive guidance in the WLP solicitations is reflected in better activity proposals, as the evaluation found for aspects of the WL, WPS, and GBV Calls. Future WLP solicitations should build on the already strong WLP gender guidance to include provisions that would assist OUs and IPs to integrate key lessons learned. The following elements could be framed as either requirements or encouragement, depending on the perspectives of the WLP managers and other information that needs to be included in the solicitations. Providing examples of good-quality gender integration and other elements in solicitations or in Agency toolkits available on the web also would help. Suggested additions include:

- Gender analyses should go beyond the minimum standards of ADS 205 to consider roles of men and boys and recommend strategies to engage them as allies in transformative change, even in GEWE-P activities.
- Gender analyses should consider how gender intersects with other types of vulnerability and recommend inclusive strategies to increase development opportunities for all.
- Activity program descriptions and monitoring and evaluation plans should include clear WLP objectives, results, indicators, and interventions, especially when WLD funds are added to existing or new broader sectoral activities (GEWE-S).
- Sustainability plans should take known factors associated with sustainability into account, such as those used in this evaluation (country ownership, stakeholder commitment, resources, capability and social behavioral gender norms). They should include the steps to be taken throughout the life of the activity to strengthen the likelihood of sustaining relevant results and interventions.
- All activities should use relevant standard foreign assistance cross-cutting gender indicators and custom gender indicators to track progress. Progress reports of GEWE-P and GEWE-S activities should discuss implementation progress, learning, and adaptive management.
- USAID OUs should share WLP progress reports with WLP managers in Washington.

Foster institutional learning on WLP gender priorities.

Situated in USAID/W, WLP managers should strengthen their role in facilitating institutional learning about WLP programming, which would help increase the uptake of the WLD funds and the quality of activities within and beyond the WLP. Specific steps would include:

- Create a community of practice, perhaps similar to the USAID Conflict or Youth Communities of Practice, which provide a platform for USAID staff and partners to share technical tools and dialogue.
- Share solicitations to strengthen Agency practices in gender integration, in coordination with the PPL and other OUs.
- Organize regular learning events to cross-fertilize learning on WLP-related priorities among various sectors, countries, missions, and implementers. Invite mission-based gender officers to Washington for joint learning opportunities. Include researchers and academics.

Country-based Leadership of WLP Implementation

Based in the countries and regions where most WLP activities take place, USAID missions are key to successful implementation of the WLP activities. Recommendations for mission directors, CORs/AORs, sector teams, and/or gender advisors include:

- Mission directors and senior staff should continue and expand diplomatic and executive leadership of gender in development programming. According to evaluation respondents, this increases the positive perception of WLP activities by governments and other key stakeholders. Specific steps include promoting WLP activities in speeches, newsletters, and other public communications and attending WLP activity events. Trained gender advisors/points of contact/champions, local repositories of gender analyses and research, and networks of gender specialists all strengthen local gender programming. Mission directors also should encourage sector teams and gender advisors to apply for WLD funds.
- Mission staff play crucial roles in linking USAID/W with field-based implementation. They should ensure that the proposals awarded by WLP are incorporated in the contracts and awards to IPs. Key elements include the program descriptions or SOWs, performance and operational management plans, and budgets. Mission staff should ensure that IPs understand the purpose of the WLD funds and plan clear objectives, results, interventions, and indicators, even when supplementing existing activities with WLP gender-focused goals. Finally, mission staff are key to ensuring follow-through in implementation and reporting, which is then shared with USAID/W WLP managers.

USAID Partners in the Global Gender Community

Successful implementation of the WLP relies on the contributions of IPs throughout the program cycle. IPs, researchers, policymakers, government officials, civil society advocates, and practitioners constitute a community of gender practitioners who should continue to be engaged toward achieving USAID's gender equality goals globally. Recommendations for WLP partners and practitioners include:

- Adopt relevant findings from this and other evaluations. Continue and expand documentation and dissemination of field-based research and lessons learned, including local gender analyses and research on gender issues, successful program models, and evaluation results.
- Strengthen sustainability planning and implement plans from the beginning of activities so partners, stakeholders, and beneficiaries develop ownership of key gender interventions or results and can mobilize the necessary resources to continue and expand them.
- Increase partnering by U.S.-based groups with women's and gender institutions in countries to leverage their expertise, local leadership, and networks. As needed, support relevant capacity development so partners can sustain the gains made with international assistance in their long-term struggles for inclusive gender equality and women's empowerment.

ANNEXES

Annex I: Evaluation Statement of Work

E3/Office of Gender Equality and Women's Empowerment (GenDev)
Women's Leadership Portfolio Evaluation Phase 2
Revised Statement of Work
Updated April 9, 2018

USAID approved the Phase 2 statement of work (SOW) for a performance evaluation of the Women's Leadership Portfolio on March 14, 2017. Following the completion of data collection, analysis, and the preparation of the first draft of the final evaluation report, USAID requested incorporation of an additional evaluation question and reordering of the original evaluation questions. The additional evaluation question is evaluation question 4: What results were achieved by the WLP activities? Evaluation question 4 will be answered primarily by using previously collected data for the evaluation. This revised document reflects changes made to the original SOW to address the new evaluation question and complete the final evaluation report.

1. EVALUATION PURPOSE, AUDIENCE, AND INTENDED USES

PURPOSE

USAID's Office of Gender Equality and Women's Empowerment (E3/GenDev) is carrying out an evaluation of the Women's Leadership Portfolio (WLP) in coordination with the Office of the Senior Coordinator for Gender. This evaluation will help USAID understand the characteristics of the WLP sub-portfolios, identify achievements made through Women's Leadership (WL) Directive funds, assess the sustainability of WLP activities, and help the Agency learn how the Women's Leadership (WL) Directive funds were used to advance gender equality and female empowerment (GEFE) programming.

The WLP evaluation has three phases. During Phase 1 of the WLP evaluation (April to November 2016), the E3 Analytics and Evaluation Project collected WLP documents and prepared profiles of the projects, activities, and resources (PARs) in a Microsoft Access database. In Phase 2, the information compiled during Phase 1 and additional data gathered from February to December 2017 will be used to complete the evaluation. In Phase 3, the findings and recommendations of the WLP performance evaluation and other activities will be used to hold a Gender Evidence Summit. Drawing upon multiple data sources, the Gender Evidence Summit will be a catalyst for learning, culling the promising practices and results of USAID-wide gender equality and women's empowerment programming. This updated SOW adds new tasks to data analysis and reporting for Phase 2 in response to the new evaluation question.

AUDIENCE AND INTENDED USES

The primary audiences for this evaluation comprise USAID offices making decisions to distribute and administer the Women's Leadership (WL) Directive funds, such as the Office of the Senior Coordinator for Gender, E3/GenDev and the Bureau for Democracy, Conflict and Humanitarian (DCHA) offices coordinating Women, Peace and Security (WPS) programming. Evaluation products, such as the WLP database and document collection are new resources for USAID staff to track and monitor WLP activities. The evaluation findings and recommendations will inform decisions related to the management and programming of WL Directive funds in the future.

The recipients of WL Directive funds comprise other important audiences, such as USAID Missions and implementing partners (IPs) including non-governmental organizations and private development firms. The evaluation will enable these entities to get an overview of the WLP portfolio and increase their knowledge of USAID's gender integration processes and outcomes, such as gender-informed project designs, interventions, partners, and results.

Other audiences likely to use the evaluation findings and recommendations include the Bureau for Policy, Planning and Learning, the Bureau for Legislative and Public Affairs, the E3 offices directly supported by E3/GenDev and other USAID bureaus engaged in gender equality and women's empowerment programming, such as the Bureau for Global Health and the Bureau for Food Security. Also, this evaluation opens a window for the larger development community to understand USAID's gender integration efforts and programming experience.

2. BACKGROUND

Since 2009, the U.S. Congress has directed that a portion of appropriated foreign assistance funding be used to increase women's leadership capacities and opportunities in countries where women and girls suffer discrimination caused by laws, policies, and practices. USAID uses the WL Directive funds to advance implementation of the Agency's Gender Equality and Female Empowerment (GEFE) Policy (March, 2012). The GEFE Policy addresses three overarching outcomes: *1) reduce gender disparities in access to, control over and benefit from economic, social, political and cultural resources, wealth, opportunities and services; 2) reduce gender-based violence and mitigate its harmful effects on individuals; and 3) increase the capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in their households, communities and societies*.

Historically, a portion of the WL Directive funds has been centrally distributed to incentivize gender equality and women's empowerment programming in Missions, USAID offices, and partner organizations. These resources advance distinctive aspects of the GEFE Policy, namely, reduce gender-based violence (GBV), increase women's participation in peace and political processes, and empower women and girls. The funds also advance the goals of the U.S. Strategy to Prevent and Respond to Gender-Based Violence (GBV Strategy) and support implementing the U.S. National Action Plan on Women, Peace, and Security (NAP). USAID's Office of the Senior Coordinator for Gender collaborates with E3/GenDev and the WPS team in DCHA to make funding decisions.

For purposes of this evaluation, the WLP is divided into the following sub-portfolios:

- The Women's Leadership Grants[27] sub-portfolio;
- The GBV Grants sub-portfolio;
- The WPS sub-portfolio;
- The Partnerships sub-portfolio; and
- Other Activities sub-portfolio.

3. THE WOMEN'S LEADERSHIP PORTFOLIO[28]

The WLP comprises PARs supported by the WL Directive funds appropriated by the U.S. Congress. Internal competitive processes feature prominently among the methods used to channel funds to Missions/Offices and external partners. The PARs supported by these funds are located in different

[27] In the context of the projects/activities funded by the Incentive Funds, the term "grant" refers to the provision of funds to Missions/Offices that participated in internal competitions.
[28] The Microsoft Access database established during Phase I of the WLP evaluation contains updated summary information on the WLP PARs (distributed in fiscal year 2009-2014).

countries and integrated into multiple sectors. Each sub-portfolio has a distinctive focus and agenda shaped by particular U.S. government and USAID policies, strategies, and plans. These PARs do, however, share common goals in their aspirations to close gender gaps, reduce GBV, and empower women and girls. Common programmatic themes have been woven into project designs as these PARs seek to integrate gender into program cycle activities and diverse sectors; demonstrate the results of gender-sensitive programming; and replicate, scale-up, and institutionalize effective activities.

THE WOMEN'S LEADERSHIP GRANTS SUB-PORTFOLIO

In FY 2011, FY 2012, FY 2013, and FY 2014, E3/GenDev used WL Directive funds to channel approximately $14,850,000 in grants to Missions/offices advancing women's leadership development in support of GEFE Policy *Outcome 3: Increase the capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities, and societies*. Starting in 2012, E3/GenDev manages internal competitions to select OU proposals promoting women's leadership and empowerment. Funded activities also contributed to build a body of evidence on women's leadership interventions and results. USAID is interested in either new or continuing activities leveraging women's expertise, leadership skills and ability to influence decisions. It is anticipated that these activities will complement the priorities and initiatives of host country governments and civil society actors to foster human rights protection and inclusion through for example, national or sector-specific plans, legislation, and follow-up actions to international commitments, such as the *UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)*. Proposals focusing on benefits for adolescent girls, and engaging men, boys, traditional or religious leaders, and other change agents were welcomed.

From FY 2012 to FY 2014, 11 Women's Leadership grants were distributed benefiting 12 countries: Bangladesh, Colombia, Ethiopia, Guatemala, India, Kenya, Kyrgyzstan, Peru, Senegal, Ukraine, Zambia, and Zimbabwe. Grants ranged from $500,000 to $2,000,000. Common approaches and themes included mentoring and coaching, economic empowerment, decentralization, mapping/use of GIS technologies, agriculture, land and livelihoods, and host country collaboration.

THE GBV GRANTS SUB-PORTFOLIO

E3/GenDev's GBV grants portfolio is an important part of USAID's efforts to implement the U.S. government's GBV Strategy and to realize the Agency's vision to end child marriage. On August 10, 2012 the U.S. launched the *U.S. Strategy to Prevent and Respond to Gender-based Violence Globally*. President Obama signed an accompanying *Executive Order 13623*, which directs all relevant agencies to implement the Strategy, and created an interagency working group to be co-chaired by the Secretary of State and the Administrator of USAID. The issue of this Strategy reflects the Administration's commitment to advancing gender equality and preventing and responding to GBV, including child marriage.

Following the *U.S. Strategy to Prevent and Respond to GBV Globally*, USAID issued *Ending Child Marriage and Meeting the Needs of Married Children: USAID's Vision for Action,* in October 2012. The vision informs USAID efforts to end gender-based violence while strengthening the Agency's commitment to children in adversity, gender equality, female empowerment, and youth development. Additionally, it reaffirms USAID's commitment to ending child marriage and provides guidance to Agency staff on how to best combat child marriage and address the needs of the more than 50 million children already married.

The GBV sub-portfolio reflects USAID's efforts to implement the *U.S. Strategy to Prevent and Respond to GBV Globally*. Missions and Bureaus were encouraged to submit proposals to E3/GenDev and the GBV Working Group on integrating GBV prevention and response activities into multi-sector activities within their portfolios. E3/GenDev sought to build on existing efforts by funding the scale-up of innovative and effective GBV prevention and response interventions and to help Missions integrate GBV and women's empowerment objectives in country strategies.

Funding preferences emphasized the following:

a. As stated in the GBV Strategy, Missions should address the most prevalent form(s) of GBV in their country.
b. Consistent with the GBV Strategy, priority considerations include:
    - Support for activities with the potential for broadly transformative impact, including: the scale-up of activities with a proven record of success; and safe and ethical operational research;
    - Efforts that address child marriage and intimate partner violence (IPV);
    - Political will, capacity, and commitment of the host country to address GBV, including the strength of local civil society;
    - Partnership opportunities; and
    - Expanding inclusive and collaborative efforts (women as leaders and change agents, engaging men and boys, addressing the needs of underserved populations such as women with disabilities).

The GBV Grants sub-portfolio internal competitions in FY 2012, FY 2013 and FY 2014 led to 14 grants amounting to approximately $15,274,911. The sectors addressed by the GBV activities funded include health, democracy and governance, education, and agriculture with sub-concentrations in HIV-AIDS, family planning and Orphans and Vulnerable Children activities. Different types of GBV are being addressed including: sexual abuse, intimate partner violence, domestic violence, early marriage, female genital mutilation, and violence against women and boys.

THE WOMEN, PEACE AND SECURITY GRANTS SUB-PORTFOLIO

The UN Security Council adopted Resolution 1325 (SCR 1325) on Women, Peace, and Security in 2000. This landmark resolution addressed the distinct, disproportionate impact of armed conflict on women and girls and recognized their under-valued contributions to conflict prevention, peacebuilding, and reconstruction. SCR 1325 and supporting resolutions call for an end to conflict-related sexual violence and the full participation of women as active agents in efforts to promote peace and security. More than 50 countries, as well as the UN and regional bodies such as NATO, have adopted specific action plans to advance implementation of the women, peace, and security agenda.

The U.S. National Action Plan on Women, Peace, and Security (NAP) released in 2011 and updated in 2016, per Executive Order 13595, builds on the recognition that countries are more peaceful and prosperous when women and girls are accorded full and equal rights and opportunity. The NAP is aligned with USAID's overall approach to gender integration, which recognizes gender equality and female empowerment as fundamental for the realization of human rights and key to achieving effective and sustainable development outcomes. The NAP and corresponding USAID Implementation Plan (released in 2012) are integral parts of the Agency's architecture for advancing gender equality and female empowerment, serving as USAID's roadmap for promoting the empowerment and protection of women and girls in crisis and conflict situations.
Incentive Funds have been applied by DCHA to support innovative WPS activities. These activities catalyze NAP implementation by USAID Missions/Offices and promote learning applicable to future programming. Supported WPS activities are designed to advance one or more of the five objectives outlined in the NAP:

- Institutionalize a gender-responsive approach to peace and security;
- Promote women's participation in peace processes and decision-making;
- Protect women and girls from violence, exploitation and abuse;
- Engage women in conflict and crisis prevention; and

- Ensure safe, equitable access to relief and recovery.

Over $16 million in incentive funding has been provided to-date for innovative WPS activities in 14 countries and the Middle East and North Africa region and regional institutions like the African Union. This programming is designed to improve prospects for peace and security by enhancing women and girls' participation, leadership and protection in countries affected by crisis, conflict, insecurity and political transition. In addition to discrete program activities, the fund supports training and technical assistance to increase the capacity of USAID staff and partners to integrate WPS objectives within their work.

THE PARTNERSHIPS SUB-PORTFOLIO

The Partnerships Sub-Portfolio includes a number of awards advancing the outcomes of the GEFE Policy through strategic partnerships with other donors, non-governmental organizations and the private sector. Broadly, Incentive Funds have been used to partner with two categories of organizations doing innovative women's empowerment work: grantees engaged in Private-Public Partnerships (PPP) affiliated with USAID's Global Development Alliance; and non-PPP grantees. As a result of these partnerships from FY 2010 to FY 2014, USAID investments of $19 million have leveraged over $62 million from 17 public and private partners to implement programs in 32 countries. These investments have launched creative and prominent partnerships that demonstrate and elevate USAID's pledge to women and girls around the world. The partners are working to decrease gender gaps in the use of technology, enable leadership and decision-making by women, and expand opportunities for education and economic empowerment for girls.

OTHER ACTIVITIES SUB-PORTFOLIO

The WLP also includes the investment of WL Directive funds in miscellaneous resources and services involving for example, E3/GenDev staff positions, training events, toolkits, research, communication, and outreach activities.

4. EXISTING INFORMATION SOURCES

During Phase I, the E3 Analytics and Evaluation Project collected information from several thousand documents to create a reference library and associated database. The resulting document library and database will be used to assist with necessary background research on the WLP sub-portfolios and/or PARs. In addition to these sources of information, E3/GenDev will provide the evaluation team with WLP documentation and administrative data prior to the start of field work. Additional information may include:

- Available funding information (e.g., funds obligated by fiscal year, fund authorized by fiscal year) from the Phoenix database;
- Documents received from IPs who worked or are working on WLP-funded PARs;
- Names and contact information for individuals who can inform the evaluation.

5. EVALUATION QUESTIONS

The final evaluation report should include in the program background section a summary of the salient characteristics of the WLP relating for example to, sub-portfolio activities, funded amounts, funding modalities, activity locations, activity start and end years, sectors, types of interventions, types of partnerships.

The evaluation will answer the following five questions, and should address – but not be limited to – the corresponding sub-questions/topics listed in bullets under each question:

1. How did the WLP contribute toward implementing USAID's GEFE Policy?
    - What approaches and strategies were used by USAID to program the Women's Leadership Directive funds?
    - What are the strengths and weaknesses of USAID's approaches and strategies to program the Women's Leadership Directive funds?
    - What are recommendations for programming Women's Leadership Directive funds in the future?
2. How did partners support funding, designing and implementing WLP activities?
    - Broadly categorize the types of partnerships established through WLP activities.
    - Assess the strengths and weaknesses of WLP partnerships.
    - What are the recommendations for strengthening WLP partnerships?
3. What are the characteristics, strengths and weaknesses of WLP interventions?
    - Areas of interest to USAID include methods used to assess gender equality and women's empowerment needs, methods used to reduce gender gaps and evidence on results.
    - What are the strengths and weaknesses of the WLP interventions discussed above?
    - What are the recommendations for designing and implementing future WLP interventions?
4. What results were achieved by the WLP activities?
    - What are the output-level and outcome-level achievements by WLP sub-portfolio and sectors?
    - Are there important differences and implications relating to the overarching outcomes of the GEWE Policy, and WLD funding guidance?
    - What are the implications of results relating to current Agency gender equality and women's empowerment priorities, such as:
        - Women's economic empowerment
        - Closing the gender digital gap
        - Reducing early and forced marriage
        - Engaging male champions
        - Intersections between gender and other aspects of vulnerability, such as, disability and being LGBTI
        - Gender and countering violent extremism (CVE)
5. To what extent are the WLP projects and activities sustainable?
    - Have WLP projects and activities led to adaptation, replication, scale-up, and/or institutionalization of gender equality and female empowerment activities within beneficiary countries?
    - What conditions make the WLP projects and activities sustainable beyond the grant-funded period?
    - What are the recommendations for improving the sustainability of WLP projects and activities?

6. WOMEN'S LEADERSHIP PORTFOLIO EVALUATION PHASE 2 APPROACH

OVERALL EVALUATION APPROACH

The WLP performance evaluation[29] will cover the PARs funded by the WL Directive funds. In this sense, the WLP evaluation is similar to a whole-of-project evaluation (WOPE).[30] A WOPE looks across the multiple activities that comprise a single project and seeks to identify the degree to which the activities, taken in the aggregate, have contributed towards the project's purpose. Similar to a WOPE, the WLP evaluation will investigate the degree to which the WLP portfolio, as a whole, made progress in advancing the GEFE policy and examine the challenges and opportunities associated with programming WL Directive funds.

The performance evaluation will meet the following criteria:

- Optimize use of the WLP database and information on WLP PARs gathered during Phase 1 of the evaluation;
- Conduct a set of field studies on select projects/activities;
- Triangulate quantitative and qualitative data, as relevant;
- Where feasible, optimize cost-efficiencies and leverage local knowledge, for example, using (1) U.S. based data collection methods applying communication technologies, and (2) host-country evaluators;
- Disaggregate data as relevant by WLP sub-portfolios, USAID regions, and countries;
- Gather information, as relevant, from male and female beneficiaries and stakeholders and disaggregate data by sex, age and other variables, as relevant;
- Respond to all the evaluation questions with appropriate charts, graphs and appendices to summarize information; and
- Present findings, conclusions, and recommendations relating to all the evaluation questions in the evaluation report, evaluation debriefing session, and any subsequent presentations.

EVALUATION PRINCIPLES

The contractor will apply the following principles when designing and conducting the evaluation:

- **Inclusion**: Information will be gathered from USAID Missions and offices as well as partner organizations that received WL Directive funds for activities supporting the implementation of the GEFE Policy.
- **Participation**: Representatives of stakeholders, such as USAID project/activity management staff and M&E personnel, IPs, and beneficiaries will actively participate in the evaluation providing information on partnerships, interventions and results. WLP stakeholders will also share and use the evaluation findings, conclusions, and recommendations.
- **Respect and Safety**: Steps will be taken to obtain respondents' consent, ensure confidentiality, and protect respondents.
- **Utility**: The evaluation's findings, conclusions and recommendations will be used to improve the designs, interventions, results and sustainability of current and future projects/activities advancing women's leadership in the context of implementing the GEFE Policy. Information generated by the evaluation will be used in the Gender Evidence Summit.

[29] "Performance evaluations focus on descriptive and normative questions: what a particular project or program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management and operational decision making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual" (USAID Evaluation Policy, January 2011, Washington D.C., p. 8).
[30] USAID's Automated Directives System (ADS) states that "whole-of-project performance evaluations examine an entire project, including all its constituent activities and progress toward the achievement of the Project Purpose." (ADS 201 Additional Help, Whole-of-Project Evaluation. September 2016, Washington D.C., p.2).

EVALUATION STRENGTHS AND LIMITATIONS

The contractor will produce an Evaluation Design Proposal (described in more detail in the next section) that will propose specific data collection and analysis methods to answer the set of evaluation questions and will identify the strengths and limitations of the proposed methods as well as mitigation strategies for those limitations. Anticipated strengths and limitations of the general evaluation design are described below.

Strengths

A strength of the evaluation design lies in the fact that it will examine the progress of a broad range of projects and activities that support the GEFE policy across the entire WLP and diverse sectors. The evaluation will also employ a participatory approach in which key USAID and external stakeholders will provide input on various components including the evaluation design, findings, and recommendations. Such a participatory approach will promote utilization across the Agency as well as with external audiences and ensure areas of investigation are relevant and will inform decision-making needs.

Limitations

There is limited information on WLP-funded projects and activities the further back they occurred, i.e. 2009 and 2010. This could pose a significant challenge to collecting robust and verifiable data. Recall bias with key informants and focus group participants, if relevant, could limit the accuracy and amount of information collected; many of the WLP projects and activities took place several years ago. Purposive sampling is anticipated be used to select particular field studies to examine based on criteria proposed by the evaluation team. Sampling bias may be a limitation due to the fact that sampling frame that will be used to select cases is limited to the database created during Phase I.

GENDER CONSIDERATIONS

The WLP specifically targets women's empowerment programs and, by extension, focuses primarily on a particular gender group. The evaluation team will make every effort to look at issues around gender as relevant to answering each evaluation question. Data collected will be gender-disaggregated to the extent possible in order to identify differences in experience with the WLP Directive funds and funded projects and activities.

USAID PARTICIPATION

The evaluation team will collaborate closely with E3/GenDev during all stages of the evaluation. E3/GenDev will provide guidance and oversight. Also, E3/GenDev and recipient Mission/Office staff may participate in the field studies and other information collection sessions. USAID Missions will provide critical assistance by liaising with IPs, serving as key informants, and providing project-related documents.

7. EVALUATION STAGES

The contractor will conduct Phase 2 of the WLP evaluation in three stages, adhering to the requirements of USAID's Evaluation Policy, *ADS Chapter 201: Program Cycle Operational Policy (10/12/2016)* and *ADS Chapter 579: USAID Development Data*:

- Stage 1: The Phase 2 evaluation design will include:
  - Evaluation design proposal and appendices
- Stage 2.1: Phase 2 evaluation implementation will include:
  - Training/orientation of evaluation team members
  - Informed consent by respondents

    - Data collection, quality assurance, and secure storage
    - Data analysis
- Stage 2.2: Additionally, in response to this updated WLP Phase 2 evaluation SOW, the analysis of data collected during Phase 1 and Phase 2 should address the new evaluation question 4: What results were achieved by the WLP activities? An agreed upon portion of the additional funds provided in March 2018 should be used by the contractor to analyze relevant data, and prepare and incorporate the new section/chapter answering the new evaluation question in the final WLP evaluation report.
- Stage 3: Phase 2 reporting and debriefing will include:
    - Draft and finalize evaluation report(s) with required (see ADS 201) and agreed-upon appendices
    - Updated WLP database and document collection
    - WLP evaluation report presentation(s) to USAID and other stakeholders
    - WLP evaluation de-briefing session(s)

STAGE 1: PHASE 2 EVALUATION DESIGN AND METHODOLOGY

The contractor is encouraged to analyze relevant WLP documents and use a mix of complementary methods for collecting quantitative and qualitative data, such as document analysis, key informant interviews, online surveys, and focus group discussions. Respondents should include Mission/office points of contact, IP leads, and beneficiaries. Communication technologies should be leveraged where possible to enable key informant interviews, especially interviews with USAID staff and IP leads to be done from the U.S. The contractor should propose data analysis methods that are appropriate based on the type of data to be collected, including the appropriate mix of methods necessary to answer the evaluation questions. The evaluation design proposal should also include steps to update the WLP database and document collection.

A set of field-based studies relating to a set of discrete WLP projects or activities will be conducted as part of the evaluation's methodology. These studies are not intended to draw generalizations about the larger population of WLP-funded project/activities. The evaluation team will develop criteria for selecting the activities to be studies, such as availability of data, the capacity of the Mission to engage with the evaluation team, and degree of interest in the activity design, interventions and results.

In consultation with USAID stakeholders, a draft Evaluation Design Proposal will be prepared by the contractor and submitted to E3/GenDev. The final Evaluation Design Proposal should describe how the Phase 2 evaluation design will address and integrate the following elements:

- The proposed approach to answer the evaluation questions;
- Proposed sampling criteria for in-depth examination of specific sub-portfolios and PARs and proposed list of activities to be studied;
- Criteria for selecting respondents and proposed sample sizes;
- Plan to conduct field-based studies;
- Data collection tools, such as questionnaires;
- The plan to make optimal use of the database and information on WLP projects/activities gathered during Phase 1;
- Data sources and methods to collect, analyze, and triangulate quantitative and qualitative data;
- Plan to optimize cost-efficiency and leverage local knowledge where feasible, including possible use of (1) U.S.-based data collection methods applying communication technologies, and (2) host-country evaluators;
- Plan to disaggregate data by WLP sub-portfolios, USAID regions, and countries, as relevant;

- Methods for gathering information from males and females, disaggregate data by sex, and discuss gender-differentiated access and benefits, as relevant;
- Organization of evaluation report;
- Plan to prepare the evaluation report, present the findings, conclusions, and recommendations to USAID and hold an evaluation debriefing session; and
- The proposed evaluation implementation plan: evaluation team members, timeline, and budget.

STAGE 2: PHASE 2 EVALUATION IMPLEMENTATION

The contractor will implement the evaluation according to the evaluation implementation plan in the approved Evaluation Design Proposal. Evaluation implementation procedures will demonstrate the application of Phase 2 Criteria and Evaluation Principles (see Section 6.0). Data meeting USAID's data quality standards will be collected and analyzed using the instruments developed during Stage 1. The use of the data collected should confirm with the requirements in *ADS Chapter 579: USAID Development Data.*

STAGE 3: REPORTING AND DEBRIEFING

The contractor will prepare the final Phase 2 evaluation report with feedback from USAID in keeping with the specifications in the approved Evaluation Design Proposal and the Evaluation Criteria and Evaluation Principles (see Section 6.0). The contractor will share evaluation report draft(s) with E3/GenDev and incorporate feedback by USAID stakeholders.

At least two weeks before submitting the final report, in coordination with E3/GenDev, the contractor will organize an evaluation debriefing meeting for USAID stakeholders. After the final evaluation report is prepared, the contractor will make a presentation to USAID staff in Washington DC and also deliver virtual presentation(s) for Mission staff and IPs as agreed with the E3/GenDev Activity Manager (AM).

The Phase 2 evaluation report will meet the evaluation quality criteria described in the USAID Evaluation Policy (Appendix 1, page 11), as shown in the text box below.

USAID EVALUATION POLICY, APPENDIX 1
CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

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

REPORTING GUIDELINES

The evaluation team will deliver the draft and final evaluation report to the AM. The format for the evaluation report is expected to be as follows:

- Executive Summary
- Table of Contents
- Introduction (including evaluation purpose, audience, anticipated uses, and questions)
- Program Background (overview of the WLP and WL Directive funds)
- Methodology (overview of data collection and analysis methods, including limitations and challenges encountered and solutions applied)
- Findings/Conclusions/Recommendations (for each evaluation question)
- Annexes (including evaluation SOW, references, list of respondents, data collection instruments, and statement of differences, if applicable).

8. DELIVERABLES AND EVALUATION SCHEDULE

In the original SOW, USAID expected the Phase 2 evaluation work to commence in February 2017 and be completed by December 2017. However, owing to delays caused by data collection challenges and the addition of a new evaluation question in April 2018, the schedule for completing this evaluation will be extended (see amended table below). In addition to the deliverables below, the contractor will schedule and hold regular meetings with the AM to provide updates on Phase 2 evaluation activities and will provide agenda points prior to each discussion.

SCHEDULE OF DELIVERABLES

The contractor will be responsible for the following deliverables:

Deliverables and Tasks	Due Date	Illustrative Timeline[31]
1. Submit draft Evaluation Design Proposal to AM	20 business days following receipt of USAID approval of the evaluation Statement of Work	April 11, 2017
2. Presentation on Evaluation Design Proposal to AM and other USAID reviewers	Within 10 business days following AM's feedback on the draft Evaluation Design Proposal	April 28, 2017
3. Submit Final Evaluation Design Proposal, incorporating USAID's feedback on the draft	10 business days after receiving written feedback from all USAID stakeholders on the draft Evaluation Design Proposal	May 19, 2017
4. Implement evaluation: complete desk review, data collection, data analysis, and begin drafting report answering the four evaluation questions presented in the original evaluation SOW	13 business weeks upon receipt of USAID approval of final Evaluation Design Proposal	May 26 – August 18, 2017

[31] The illustrative dates are included to provide an example of a potential timeline for the delivery of products. The sequenced dates assume receipt of USAID approval of the evaluation Statement of Work on March 15, 2017 and includes one week for USAID to formulate and submit comments from all stakeholders on the respective deliverable after presentation or report is presented.

Deliverables and Tasks	Due Date	Illustrative Timeline[31]
5. Submit Draft Evaluation Report to AM answering the four evaluation questions presented in the original evaluation SOW	30 business days following completion of data collection activities	September 29, 2017
6. Submit results analysis approach for Stage 2.2 and revised report outline	10 business days following the receipt of USAID approval of the revised evaluation Statement of Work	April 20, 2018
7. Implement Stage 2.2 analysis activities based on approved approach	5 business weeks upon receipt of USAID approval of Stage 2.2 analysis approach	April 27 – June 1, 2018
8. Draft and submit the next version of the revised WLP evaluation report to USAID AM.	4 business weeks after completion of Stage 2.2 analysis activities	June 29, 2018
9. Presentation on revised WLP evaluation report to USAID	Within two weeks of submitting revised WLP evaluation report to USAID AM	July 12, 2018
10. Submit Final Evaluation Report, updated WLP database, and updated WLP document collection to AM	Within 21 business days following receipt of final feedback from all stakeholders.	August 16, 2018
11. Provide evaluation debriefing to AM and deliver dissemination events as agreed with the AM	Within 25 business days following submission of the Final Evaluation Report	September 21, 2018

The evaluation team will be responsible for all logistics for field work, including coordinating all travel throughout the region, lodging, printing, office space, equipment, and car rentals.

All documents and reports will be provided electronically to USAID. All qualitative and quantitative data will be provided in electronic format to USAID in a format consistent with Automated Directives System (ADS) 579 requirements. Debriefs will include a formal presentation with slides delivered both electronically and in hard copy for all attendees, as relevant.

9. WLP EVALUATION PHASE 2 TEAM COMPOSITION

The work described in this SOW should be carried out by an evaluation team comprised of 3-4 core team members. All evaluation team members involved in interviewing, conducting focus group discussions, data analysis, and report writing, including any field researchers, should have substantial gender equality and women's empowerment programming, research, and/or evaluation experience, preferably eight years of relevant experience. In the Evaluation Design Proposal, the contractor will propose a staffing plan for this evaluation including specific positions and CVs for proposed individuals to serve in those positions. Each evaluation team member will sign USAID's conflict of interest statement before conducting any field research. For in-country data collection activities, the contractor is encouraged to use host-country evaluation specialists with extensive experience in social science research and/or evaluation, international development, gender equality and female empowerment.

(1) The **Team Leader/Senior Evaluation Specialist** will oversee and coordinate the Phase 2 evaluation design, implementation, and reporting activities, including supervising and assisting other core team members. S/he will serve as principal liaison in communicating with USAID. The Team Leader will also be responsible for carrying out specific research tasks.

Qualifications:

- A graduate degree in the social sciences;
- A minimum of 10 years' experience in research, performance monitoring and evaluation;
- A minimum of 10 years' experience in doing international development work;
- Demonstrated experience, preferably eight years, in gender equality and women's empowerment programming, research, or evaluation;
- Extensive experience in serving as evaluation team leader or in an equivalent position;
- Experience in managing projects/activities funded by USAID;
- Knowledge and experience in applying USAID's program cycle guidance;
- Proven communication skills;
- Specialist expertise in working with databases, electronic communication methods and software to collect and analyze data; and
- Outstanding team leadership skills and experience.

(2) **Evaluation Specialist (s)** will support implementation of the work plan. The Evaluation Specialist(s) will help the Team Leader to design and test the data collection tools, conduct key informant interviews, update the WLP database and document collection, and prepare the Evaluation Design Proposal and evaluation report.

Qualifications:

- A graduate degree in the social sciences;
- A minimum of 5 years' experience in research, performance monitoring and evaluation;
- Demonstrated experience in doing research, evaluation, or project management work on gender equality and women's empowerment;
- Specialist knowledge and strong track record in working with databases, communication methods technologies, online surveys (if proposed in the Evaluation Design Proposal) and software for gathering and analyzing data;
- Experience in managing projects/activities funded by USAID;
- Knowledge and experience in applying USAID's program cycle guidance;
- Proven communication skills; and
- Excellent team player.

10. BUDGET

The contractor will provide a detailed estimated budget in its Evaluation Design Proposal, for USAID's review and approval prior to commencing implementation of the evaluation. Following USAID's approval of the updated SOW in April 2018, the contractor will provide a separate budget for the additional work to answer the new evaluation question.

Annex II: Evaluation Methodology

This annex expands the description of the methodology in the body of the report to provide more detail about the methods used to conduct the performance evaluation of the WLP. The E3 Analytics and Evaluation Project completed the evaluation in two phases between April 2016 and October 2018. The annex presents how the methods outlined in the Project's Evaluation Design Proposal and the subsequent revised Approach statement were implemented.

Phase 1: From April to November 2016, the team created a database[32] and document library for the 77 WLP activities funded between FY2009 and FY2014. The team reviewed and coded documents to identify patterns in the WLP. The team also conducted three rounds of outreach to staff from IPs, USAID/W, and USAID missions. During Phase 1, the team collected over 2,000 WLP activity documents such as internal USAID Concept Notes, proposals from missions and other IPs, activity designs, performance monitoring plans, progress reports, and evaluations. The team organized this information in an Access database with profiles for each activity and consolidated the documents into a library for USAID to cross-reference the database. The evaluation team received additional WLP documents during Phase 2 of the evaluation, which it added to the database and library and included in the evaluation analysis.

During Phase 1, the Project team, in consultation with E3/GenDev, grouped the 77 activities into 5 sub-portfolios, reflecting the thematic priorities that guided the programming of the WLD funds: Gender-Based Violence (GBV), Partnerships (PRTN), Women's Leadership (WL), Women, Peace and Security (WPS), and Other. E3/GenDev decided to exclude from this evaluation 13 of the 77 activities in the Other sub-portfolio. These consisted of research reports and technical toolkits.

Phase 2: In Phase 2, USAID finalized the EQs and the evaluation team developed the approach and methods to address them. USAID intentionally framed the EQs broadly, so the team could mine the data to identify relevant and useful findings for the overall portfolio. This involved an iterative process of reviewing the data, identifying potential findings, testing those findings with USAID, and returning to the data to verify and refine selected findings. Key steps in the Phase 2 evaluation methodology are outlined below.

Data Collection Methods: The data collection plan included a comprehensive "Getting to Answers" matrix that mapped the EQs and sub-questions to data sources and data methods. Data sources included the database, original documents such as activity reports, evaluations**,** USAID/W planning memos*,* and Calls. Documents were provided by USAID, IPs, or obtained by searching the web. The team also developed interview protocols for key informant interviews with USAID/W WLP managers, USAID activity AORs and CORs, and IP staff, as well as in-country group and individual interviews with local partners and beneficiaries involved in the activities. Data analysis methods included refining the descriptive statistics and content analysis. Figure 2 in the main body of the report shows the data collection process and number of interviews the team completed. Annex III presents the data collection protocols.

Document Review: The evaluation team developed and tested a document review instrument to guide data extraction from the database and activity documents. Key variables included USAID/W guidance and objectives for the sub-portfolios and the purpose, goals and objectives, interventions, results, and sustainability of each activity. The team entered this information into Excel files to serve as display tables for analysis. The document review was revised as preliminary findings were identified and

[32] The Access database includes profiles on each of the 77 WLP activities, with information on activity background (e.g., name, estimated funding amount, sector, start and end dates), activity overview, objectives, theory of change, interventions, and results reported.

the team focused on specific topics relevant to USAID. In all, the evaluation team reviewed over 1,000 USAID and IP documents during Phase 2 in an iterative process of data analysis and writing.

Telephone Interviews: Team members conducted semi-structured telephone interviews with USAID staff and IPs to understand their perspectives on the EQs and gain additional information about the WLP process and activities. With respondents' permission, the team recorded and transcribed the interviews using a transcription firm.

In-Country Data Collection: Using local evaluators, the team conducted field-based interviews of local partners and beneficiaries. The interview protocols contained questions on their perspectives and experiences around nine WLP activities. The field countries included Bangladesh, Colombia, Ethiopia, Kenya, Rwanda, and Ukraine. The interviews with local partners and beneficiaries were recorded, translated, and transcribed with their informed consent using translation and transcription firms. The team used either MaxQDA software or manual review to extract key data such as key words, quotes, or substantive information about an activity from the transcripts. The team entered these data into data summaries by EQ.

Sampling: In consultation with USAID, the team selected a purposive sample of 45 of the 77 WLP activities identified in Phase 1 (58 percent). Activities were selected if the document library submissions for the activity included minimally adequate information to address the EQs and/or if the activity helped balance the number of activities in each of the four sub-portfolios and had the potential to provide additional documentation during Phase 2. The team decided not to select a random sample due to the relatively small number of activities in each sub-portfolio and the diversity of activities across the six years.

TABLE 1: WLP ACTIVITIES EVALUATED IN PHASE 2

Sub-Portfolio	Number of WLP Activities
GBV	13
WL	11
PRTN	13
WPS	9
Total	**45**

Activity Selection for In-Country Data Collection: The evaluation team selected a sample of WLP activities for in-country data collection. A purposive sampling approach was used to select 9 activities from the 45 activities included in evaluation. The sampling criteria for the nine activities included:

- Available documentation,
- All sub-portfolios represented (excluding PRTN),
- Regional representation,
- A mix of completed and ongoing activities/favor of recent implementation, and
- Adequacy of security conditions.

In consultation with USAID, the evaluation team excluded activities from the Partnerships sub-portfolio due to their regional and global nature, making it difficult to locate respondents. Based on the selection criteria above, the evaluation team created a list of six countries with nine activities for in-country data collection. Table 2 shows the activities included in the in-country data collection.

TABLE 2: WLP ACTIVITIES SELECTED FOR IN-COUNTRY DATA COLLECTION

Activity Name	Sub-Portfolio	Location
Protecting Human Rights	GBV	Bangladesh
Worker's Empowerment Program	WL	Bangladesh
Protierra	WL	Colombia
Child Marriage and FGM	GBV	Ethiopia
Women's Agribusiness Leadership Network (WALN)	WL	Ethiopia
Peace Initiative Kenya	GBV	Kenya
Women's Leadership and Voice in Devolved Governance	WPS	Kenya
LAND Project	WPS	Rwanda
Go Women	WL	Ukraine

The evaluation team identified three additional activities as alternatives in case data collection was not possible in one of locations listed in Table 2. These activities were Domestic Violence-Georgia, Zero Tolerance-Nepal, and Women's Peace Table-Philippines. Ultimately, these alternative activities were not part of the field data collection.

Selection of Respondents: The Evaluation Design Proposal anticipated interviewing three types of respondents. First, the team targeted 12 USAID/W WLP managers, completing interviews with 10 of the 12 (83 percent). The final two respondents were contacted three times, but the team was unable to schedule interviews with them.

The Evaluation Design Proposal also envisioned interviews with USAID activity AORs and CORs for each of the 45 WLP activities included in Phase 2, as well as half of the IPs for these activities. The team was unable to locate and interview AORs and CORs for every WLP activity. Accordingly, with USAID's agreement, unclaimed USAID interview slots were reallocated to increase the number of IP interviews, with the team's revised target including at least one USAID activity AOR/COR or IP staff member (Table 3).

TABLE 3: WLP ACTIVITY RESPONDENTS BY TYPE

Sub-Portfolio	USAID AOR/COR	IP Staff	Total
GBV	8	7	15
PRTN	5	7	12
WL	8	10	18
WPS	8	4	12
Total	**27**	**28**	**57**

In collaboration with USAID, the evaluation team selected nine activities in six countries for in-country data collection. The purpose of this data collection was to gain a sense of beneficiary and local partner perspectives on WLP activities. The team recruited, interviewed, and trained local evaluators remotely to conduct interviews in these countries. In two countries (Bangladesh and Ethiopia), USAID's activity manager for this evaluation joined the local evaluators.

The Evaluation Design Proposal assumed that local evaluators could obtain the contact information from the IPs and local partners on a timely basis; in turn, the IPs and local partners would provide participant/beneficiary lists and beneficiary locations. The underlying assumption was that the local evaluators would have the necessary information and time to schedule interviews with the respondents.

In practice, the evaluation team encountered several obstacles in reaching the target participants:

- Challenges in identifying and contacting local partners;
- Obstacles to accessing lists of names and contact information from IPs and/or local partners, which affected the evaluation team's ability to obtain beneficiary lists in time to consider them in the selection of respondents; and
- Ethical considerations where direct access to some beneficiaries (e.g., those affected by GBV) was prohibited.

Due to differing constraints in each country, the local evaluators employed different respondent selection criteria (i.e., random selection, purposive, and convenience sampling). In cases where random selection was not possible, the local evaluator used a purposive or convenience sampling approach. Some of the reasons for limited use of a random sampling included constraints on travel due to flooding or budgetary constraints limiting in-country travel. Additionally, for three activities IP staff assisted with the selection of respondents because of ethical restrictions to the team obtaining contact information. In the cases of GBV activities, the local evaluator worked with the IP to select beneficiaries. The evaluation team requested that the IP select beneficiaries randomly whenever possible. The evaluation team overcame the challenges and collected data from numerous sources including 202 beneficiaries and 46 local partners.

Data Analysis

Data analysis was conducted in two stages. In the first stage, documentary data was coded by the team using the protocol described above. This protocol was applied to each document from which the team would code the information, placing the key text into an Excel sheet. The evaluation team lead trained document review team members on the protocol and instrument, and the team tested the instrument. The entire team reviewed the data to determine if additional variables were needed. The resulting coded data was clustered by category across key variables including by sub-portfolio. Further analysis of the documentation data looked at relationships between activity characteristics and WLP outcomes. Team members recorded, transcribed, and translated interviewee responses from USAID and IP staff and the six countries where interviews with local partners and beneficiaries were conducted. The transcription data was uploaded into MAXQDA. Using this text analysis software, the team coded interview responses to address key variables established in the protocol.

In the second stage, following consultation with USAID to ensure the evaluation results were well aligned with USAID objectives, new team members outlined the key topics to be addressed in the final report and developed a strategy for identifying relevant data. This included reviewing and reanalyzing information in the database, USAID and IP progress documents on file, interview transcripts, and previously coded data summaries and tables.

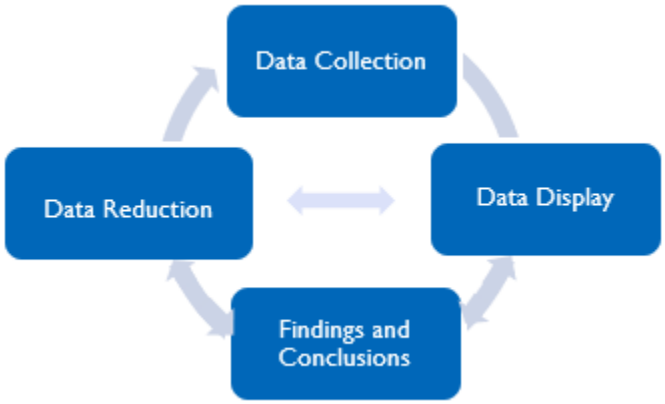
To develop the findings, conclusions, and recommendations presented in the final report, the team used quantitative and qualitative methods. Descriptive statistics helped the team produce a quantitative overview of the WLP (including the number of activities in each sub-portfolio, country, and region, USAID sector, amount of funding, and activity duration).

To address the specific questions and topics most relevant to USAID, the team conducted extensive qualitative data analysis in an iterative process, as shown in Figure 1.[33] The key steps in the process involved displaying the data collected in data summaries and tables, reducing the data to focus on key information relevant to the evaluation topics, re-displaying the data, and developing findings and

[33] Source: A.M. Huberman and M.B. Miles (1994). Data Management and Analysis Methods, Handbook of Qualitative Research, Sage Publications, pp 428-444.

conclusions based on the data. Findings are based on common themes, patterns, and less common but important themes. When possible, the team triangulated data from multiple sources to improve the strength of findings.

FIGURE 1 DATA ANALYSIS PROCESS



Thus, the WLP characteristics, strengths, and lessons learned presented in this report reflect common patterns among activities within and across the sub-portfolios. In drafting the report, the team made every effort to include all relevant WLP activities to illustrate the findings. However, some activities are reported more frequently because they were more complex, or were implemented over more years, allowing for a greater number of interventions and more outcomes. In other cases, comparable documents for all activities were not available, thus biasing the representation of activities toward those with a greater number of reports, evaluations, and other key documents on file. Finally, the team developed the conclusions and recommendations based on the evaluation findings, and suggested actionable ways USAID/W WLP managers, USAID missions, and external partners in the gender community can strengthen future WLP programming.

Limitations

While the design and methodology for this evaluation were deemed appropriate for addressing USAID's EQs, several aspects of the work involved potential challenges to the quality of the study's findings. The evaluation team took steps to mitigate them as they arose.

Documentary Evidence: For some activities, some documents were unavailable to the evaluation team. To increase the number of relevant documents, the team requested additional documents from interview respondents and conducted internet searches, including on USAID's Development Experience Clearinghouse. Interviews with USAID and IPs verified information from the documents and filled in some knowledge gaps.

Recall Bias: Some interview respondents found it difficult to recall some information about WLP activities. This was due to factors such as the amount of time that had passed since the activity in question, the relatively small funds provided by WLP to larger activities, or to having indirect knowledge of activities that may have been managed by someone who had since left the Agency. The team mitigated this challenge by preparing a fact check module to help respondents remember basic facts about an activity. In cases where the respondent could still not recall the information, the gap was noted in the interview transcript, and the team sought other sources of information to use in the analysis.

Selection Bias: Selection bias can distort findings and provide inaccurate pictures of the actual outcome/impact of a project/activity. For this evaluation, two possible issues may have contributed to selection bias. First, the documents selected and used in the evaluation are easily accessible. The team had some difficulty locating documents for a set of activities (see Documentary Evidence above). The team mitigated this through repeated outreach to request documents and searched the internet to obtain additional documents. Second, in some countries, IPs were involved in the selection of beneficiaries – since they have contact information and close connections to the community. IPs may potentially select people who are easily accessible or who are likely to provide more positive views of the activity. These views may not reflect those of the group or be generalizable. It is possible the individuals selected are outliers, reflective of only a small percentage of the sample. The team mitigated this challenge by considering both positive and critical comments in developing the findings.

Response Bias: Response bias can often happen when a participant desires to provide the socially correct answer (i.e., social desirability bias), or when poorly constructed questions/instruments produce response errors. Data obtained from the field are likely to have some response bias. USAID was present at several interviews, which may have skewed responses (i.e., toward a more positive view of activity outcomes). Respondents may not have wanted to give negative feedback for fear of losing future funding. The evaluation team reviewed transcripts of interviews conducted by field team members and mitigated against potential bias by disregarding comments that were simply positive about the activity without offering any specific examples. The telephone interviews mitigated possible response bias by ensuring anonymity, asking probing questions to elicit examples and reasoning for responses, and asking for challenges, gaps, and recommendations to improve future WLD-funded activities.

Annex III: Data Collection Protocols

This annex contains five interview instruments and associated protocols that were used in this evaluation for:

- Interviews with USAID/Washington;
- Interviews with USAID AORs/CORs
- Interviews with implementing partner staff
- Interviews conducted with local partners of USAID implementing partners during field work in six selected countries; and
- Interviews with beneficiaries of WLP projects/activities during field work in six selected countries.

All of the interviews had the same introductory prompt including an introduction, participant rights, and consent to interview and record.

Start of interview

Hello, _____. My name is _____and I'm working with Management Systems International (MSI) to conduct an evaluation of USAID's Women's Leadership program – at the request of USAID Washington.

Are there others with you on the call today who will be participating? (If so, ask for them to introduce themselves)

Just to reiterate some of the information we shared with you by email, the purpose of this evaluation is to help you and other USAID Women's Leadership program managers gain a better understanding of how the program has worked over the last several years, what results have been achieved to date, and how it might be improved going forward. We are also interviewing staff at USAID missions who have been involved in PARs, their implementing partners, and in a select number of countries the direct beneficiaries of WLP-funded activities.

If asked which countries, they are listed below.[34]

I anticipate that the interview will take about one hour to complete.

- Participant Rights and Consent to the Interview and Recording

Before starting our interview, I want to inform you of your rights as an interview respondent. First, we acknowledge that your participation is voluntary. If there are any questions I ask that you prefer not to answer, just let me know and I'll move on to the next question. If you would like clarification on any question or aspect of the interview, stop me and let me know. We can end the interview at any time if you are not comfortable. With regard to your responses to my questions, only the evaluation team will have access your answers. In our analysis and in the report your answers will be combined with those of others and will not be associated with you in a way that would personally identify you.

Before we proceed, I would like to obtain your verbal consent (and that of others on the call) for this interview: Do I have your consent to proceed with the interview (and the consent of each of you)? Y/N
I would also like to obtain your consent to audio record the interview. We are doing this only to ensure we have accurate documentation of our conversation, as we said in an email sent to you before this call. We will not share the recording or transcript with anyone outside the evaluation team. Those materials will be stored securely at the MSI office, consistent with USAID guidelines.

Do I have permission to audio record the interview (and the consent of each of you)? Y/N

[34] Fieldwork countries were Bangladesh, Ethiopia, Kenya, Ukraine, Columbia and Rwanda.

Thank you. Let's get started.

Interview with USAID/Washington

The Women's Leadership Portfolio (WLP) has been funded by the U.S. Congress since 2009. This evaluation is designed to strengthen USAID's understanding the various programming approaches, interventions and results of WLP activities.

1. How are/were you personally involved in supporting the Women's Leadership program – your role?
2. Under the Women's Leadership Program, or the sub-portfolio you managed, what processes or mechanisms were used to allocate WLP funds to USAID Missions or other program partners?

USAID's Gender Equality and Female Empowerment (GEFE) Policy defines three overarching outcomes to be achieved by Operating Units (OUs): 1) reduce gender gaps; 2) reduce Gender Based Violence, and 3) empower women and girls.

3. In your opinion, how has the WL program, or the specific sub portfolio you managed, contributed to implementing USAID's Gender Policy?
4. In what sectors, if any, has the WL program, or the specific sub portfolio you managed, encouraged WL recipients to design and implement WL project or activities?
5. How have Washington-based WL program managers, like you, encouraged WL funds recipients to integrate gender into various stages in the program cycle for the PARs on which they worked?

USAID is aware of the importance of gender expertise and training on gender issues for developing and implementing effective WL projects.

6. Have you directed WL funds towards investments in building gender expertise in USAID or partner organizations, e.g., hiring gender specialists, providing training, furthering the work of gender working groups, etc? If so, in your view, what results or benefits have emerged from that investment?
7. What approaches have you and other Washington-based WLP managers used to help WL program funds recipients understand and implement USAID's Gender Policy?
8. What actions has the WLP, or the sub portfolio you manage, taken to ensure that WL funds recipients use Standard Foreign Assistance gender indicators, as well as gender sensitive context or custom indicators, to monitor WL funded projects and activities they undertake?
9. To your knowledge, how well have WL projects/activities funded through your Office done in terms of setting and achieving their intended results?
10. What actions has the WLP, or the sub portfolio you manage, taken to encourage WL funds recipients to initiate gender sensitive evaluations of WL projects and activities they initiate.

WLP interventions are the sets of activities or actions taken under WLP funded projects/activities to achieve results. For this evaluation we have grouped interventions into six clusters: capacity building (including training), outreach, gender norms, sectoral technical assistance, gender mainstreaming and grant making.

11. Think about the WL projects/activities with which you are most familiar. If training is a frequent type of intervention in these WL projects you know well, what would you say are the strengths and weaknesses of training for implementing USAID's gender policy and achieving its intended outcomes.

In Phase I of this evaluation, we documented various types of interventions used in WLP projects. They fell into several clusters, including capacity building, outreach, changing gender norms, and gender mainstreaming.

12. Think about the types of WLP project interventions, other than training, with which you are familiar. Tell me about a particular type of intervention you thought of – and how you would characterize its strengths, or weaknesses, for implementing USAID's gender policy and achieving its intended outcomes.

USAID is interested in whether and how internal and external partners and other stakeholders contribute to WLP projects. USAID defines contributions as including anything of value that can be measured, such as financial contributions, donated services or property, or intellectual property. Some funding mechanisms call for contributions from Implementing partners. Other resource partners sometimes include national or regional government, civil society organizations, or other donors.

13. How has the WLP, or the sub portfolio you managed, encouraged internal and external partner contributions to the WL projects and activities WL funds supported? What difference have those contributions made?

Sustainability is an important WLP goal. Some examples of sustainability include:

- Institutionalization of project/activity processes and outcomes;
- Adaptation and continuation;
- Scaling-up, and
- Replication elsewhere or by other parties

14. How has the WLP, or the sub portfolio you mange, encouraged WL funds recipients to foster sustainability in WLP projects and activities they initiate? Where has this paid off in terms of examples of WLP efforts that have been sustained beyond their funding period in some way?
15. Based on your experience under this project, are there things that USAID could do to improve the way of WL projects benefit women?

Interview with USAID AORs/CORs

The Women's Leadership Portfolio (WLP) has been funded by the U.S. Congress since 2009. This evaluation is designed to strengthen USAID's understanding the various programming approaches, interventions and results of WLP activities.

For our interview today, I'd like to talk with you specifically about _____ (*project or activity title*)

First, let's review some basic information on this project and ask you to correct me if any of this information is not accurate, or help me by providing information I may not have.

1. How are/were you personally involved in supporting this Women's Leadership project or activity – your role?
2. What was the process or mechanism through which this project received WL funds?

USAID's Gender Equality and Female Empowerment (GEFE) Policy defines three overarching outcomes to be achieved by Operating Units (OUs): 1) reduce gender gaps; 2) reduce Gender Based Violence, and 3) empower women and girls.

3. In your opinion, how is this WLP project/activity contributing to implementing USAID's Gender Policy?
4. Was there was a particular reason for undertaking this WL project in the _____ sector? How did the project use information about gender norms/gaps to integrate approaches for addressing or transforming those norms/gaps in the design and implementation this WLP project?

USAID is aware of the importance of gender expertise and training on gender issues for developing and implementing effective WL projects.

5. Were the WL funds for this project/activity used to recruit staff with gender expertise or to train Mission staff or IPs on gender integration?
6. How have USAID/Washington managers helped your Mission understand USAID's Gender Policy and implement that policy using WL funds?
7. How is/did this project/activity reporting on gender sensitive indicators?
8. Does/did this project/activity have specific performance targets it was expected to achieve and how has it performed against those targets?
9. Has an evaluation of this project been undertaken? How have evaluation results helped the project achieve its intended results or understand gender differences in results achieved?

WLP interventions are the sets of activities or actions taken under WLP funded projects/activities to achieve results. For this evaluation we have grouped interventions into six clusters: capacity building (including training), outreach, gender norms, sectoral technical assistance, gender mainstreaming and grant making.

10. Was training an intervention in this project/activity? Please describe. What were the strengths of this intervention? What were its weaknesses?
11. Now think about another type of intervention this project included. What type of intervention are you thinking of and how would you characterize its strengths and weaknesses?

WLP program management is interested in whether and how internal and external partners and other stakeholders contribute to WLP projects. USAID defines contributions as including *anything of value that can be measured, such as financial contributions, donated services or property, or intellectual property.* Some funding mechanisms call for contributions from Implementing partners. Other resource partners sometimes include national or regional government, civil society organizations, or other donors.

12. How have internal partners contributed to this project/activity? Think about internal partners first, e.g., what the Mission itself, other USAID units contributed, e.g. funds, time, supplies?
13. How have external partners and other stakeholders contributed to the design, implementation and results of this project/activity?

Sustainability is an important WLP goal. It can be achieved through:

- Institutionalization of project/activity processes and outcomes;
- Adaptation and continuation;
- Scaling-up, and
- Replication elsewhere or by other parties

14. What aspects or specific interventions of this WLP project have been (or are likely to be) sustained beyond the end of project funding?

15. Based on your experience under this project, are there things that USAID could do to improve the way these kinds of WL projects benefit women?

Interview with Implementing Partner Staff

The Women's Leadership Portfolio (WLP) has been funded by the U.S. Congress since 2009. This evaluation is designed to strengthen USAID's understanding the various programming approaches, interventions and results of WLP activities.

For our interview today, I'd like to talk with you specifically about _____ (*project or activity title*)

First, let's review some basic information on this project and ask you to correct me if any of this information is not accurate, or help me by providing information I may not have.

1. How are/were you personally involved in supporting this Women's Leadership project or activity – your role?
2. What was the process or mechanism through which this project received WL funds?

USAID's Gender Equality and Female Empowerment (GEFE) Policy defines three overarching outcomes to be achieved by Operating Units (OUs): 1) reduce gender gaps; 2) reduce Gender Based Violence, and 3) empower women and girls.

3. In your opinion, how is this WLP project/activity contributing to implementing USAID's Gender Policy?
4. Was there was a particular reason for undertaking this WL project in the _____ sector? How did the project use information about gender norms/gaps to integrate approaches for addressing or transforming those norms/gaps in the design and implementation this WLP project?

USAID is aware of the importance of gender expertise and training on gender issues for developing and implementing effective WL projects.

5. Were the WL funds for this project/activity used to recruit staff with gender expertise or to train your project staff and IPs on gender integration?
6. How have USAID managers helped your organization understand USAID's Gender Policy and implement that policy using WL funds?
7. How is/did this project report on gender sensitive indicators?
8. Does/did this project/activity have specific performance targets it was expected to achieve? How has it performed against those targets?
9. Has an evaluation of this project been undertaken? How have evaluation results helped the project achieve its intended results or understand gender differences in results achieved?

WLP interventions are the sets of activities or actions taken under WLP funded projects/activities to achieve results. For this evaluation we have grouped interventions into six clusters: capacity building (including training), outreach, gender norms, sectoral technical assistance, gender mainstreaming and grant making.

10. Was training an intervention in this project/activity? Please describe. What were the strengths of this intervention? What were its weaknesses?
11. Who provided this training, your organization or a local partner? How?

12. Who were the beneficiaries of the training interventions?
13. Now think about another type of intervention this project included. What type of intervention are you thinking of and how would you characterize its strengths and weaknesses?
14. How were your local partners involved in this 2nd type of interventions under this WLP project?
15. Who were the beneficiaries of this intervention under this WLP project?

WLP program management is interested in whether and how internal and external partners and other stakeholders contribute to WLP projects. USAID defines contributions as including anything of value that can be measured, such as financial contributions, donated services or property, or intellectual property. Some funding mechanisms call for contributions from Implementing partners.

16. What contributions did your organization make to this WLP activity beyond the resources included in your contract or grant, e.g., funds, time, supplies, etc.?
17. How have other stakeholders besides USAID and your organization contributed to this project, e.g. funds, time, supplies?
18. What role did your organization play in the design of this WLP project?

Sustainability is an important WLP goal. It can be achieved through:

- Institutionalization of project/activity processes and outcomes;
- Adaptation and continuation;
- Scaling-up, and
- Replication elsewhere or by other parties

19. What aspects or specific interventions of this WLP project have been (or are likely to be) sustained beyond the end of project funding?
20. Based on your experience under this project, are there things that USAID could do to improve the way these kinds of WL projects benefit women?

Interview with Local Partners

The Women's Leadership Portfolio (WLP) has been funded by the U.S. Congress since 2009. This evaluation is designed to strengthen USAID's understanding the various programming approaches, interventions and results of WLP activities.

For our interview today, I'd like to talk with you specifically about _____ (*project or activity title*)

First, let's review some basic information on this project and ask you to correct me if any of this information is not accurate, or help me by providing information I may not have.

1. How was your organization involved in supporting this Women's Leadership project or activity –what was your organization's role?

USAID's Gender Equality and Female Empowerment (GEFE) Policy defines three overarching outcomes to be achieved by Operating Units (OUs): 1) reduce gender gaps; 2) reduce Gender Based Violence, and 3) empower women and girls.

2. In your view, how has this project contributed to one or more of these USAID's gender policy outcomes?

USAID is aware of the importance of gender expertise and training on gender issues for developing and implementing effective WL projects.

3. Under this WLP project did your organization hire gender experts to help you plan and implement or implement this project, or to train your staff on gender issues the project would address?
4. How have USAID managers helped your organization understand USAID's Gender Policy and implement that policy using WL funds?
5. How did your organization report on its results under this project?
6. Did your organization have specific targets it was expected to achieve under this project? and were they/or are they being achieved?
7. Do you know if any evaluations of this project have been undertaken? What did you learn and use from the monitoring data you collected, or from any evaluations that were undertaken?

WLP interventions are the sets of activities or actions taken under WLP funded projects/activities to achieve results. For this evaluation we have grouped interventions into six clusters: capacity building (including training), outreach, gender norms, sectoral technical assistance, gender mainstreaming and grant making.

8. If your organization provided training under this project, what kind of training did you provide and what would you say are the strengths and weaknesses of training for achieving the results of this project/activity?
9. Who were the beneficiaries of the training interventions?
10. Now I'd like to ask you about an intervention under this project that your organization delivered which did not involve training.
11. Could you briefly describe this intervention – what you did or provided – and tell me about its strengths and weaknesses in terms of achieving project results?
12. Who were the beneficiaries of the interventions you just described?
13. How has your organization contributed to this project/activity beyond fulfilling the requirements of your agreement with the main Implementing partner? Have you made any financial contributions, or contributions of goods/equipment or additional time/services?
14. How did your organization participate in the design of the WLP project you worked on – such as helping set targets, or deciding what kinds of services to provide?
15. To your knowledge what aspects or specific interventions under this WLP project have been or are likely to be continued -- sustained --beyond the end of project funding?

Sustainability is an important WLP goal. It can be achieved through:

- Institutionalization of project/activity processes and outcomes;
- Adaptation and continuation;
- Scaling-up, and
- Replication elsewhere or by other parties

16. What aspects or specific interventions of this WLP project have been (or are likely to be) sustained beyond the end of project funding, i.e., be continued by people or organizations around here, or by government or other donors?

17. Based on your experience under this project, are there things that USAID could do to improve the way these kinds of WL projects benefit women?

Interview with Beneficiaries

The Women's Leadership Portfolio (WLP) has been funded by the U.S. Congress since 2009. This evaluation is designed to strengthen USAID's understanding the various programming approaches, interventions and results of WLP activities.

For our interview today, I'd like to talk with you specifically about _____ (*project or activity title*)

1. What was your involvement in this project? What kinds of training, services or other kinds of assistance did you receive?

USAID's Gender Equality and Female Empowerment (GEFE) Policy defines three overarching outcomes to be achieved by Operating Units (OUs): 1) reduce gender gaps; 2) reduce Gender Based Violence, and 3) empower women and girls.

2. In your view, what was this project you participated in trying to achieve?
3. How well or poorly do you think the project did in terms of trying to achieve the results you just described? What have been the results of the project, as far as you can tell?
4. How, specifically, did participation in this project affect you or your family or community?

USAID is interested in learning about the strengths and weaknesses of the assistance you received through this project.

5. I'd like to ask about training you received from this project. What would you say are the strengths and weaknesses of the training you received?
6. Now I'd like to ask you about a particular service (or other type of assistance) you received from the project in which you participated. Name this service or other type of intervention: _____. How would you characterize the strengths and weaknesses of this project service (or other type of assistance) for achieving the results of this project/activity?
7. Did you participate in any way in the planning for this project – by helping to decide what its focus and targets would be, or how people would know about it or be able to participate; or where services would be delivered, etc.?

USAID is interested in learning whether project activities and benefits continue after its funding ends, and how that occurs.

8. To your knowledge what aspects or specific interventions under this WLP project have been continued after the project ended – or if the project is still ongoing, what activities and services are likely to be continued by people or organizations around here?
9. Based on your experience with this project, are there things that USAID could do to improve the way these kinds of projects actually benefit women?

Annex IV: Standard Foreign Assistance Cross-Cutting Gender Indicators

GNDR	Standard Foreign Assistance Cross-Cutting Gender Indicators ADS 205 (2013-2017)
GNDR-1	Number of ***laws, policies, or procedures*** drafted, proposed, or adopted to promote gender equality at the regional, national or local level.
GNDR-2	Proportion of female participants in USG-assisted programs designed ***to increase access to productive economic resources*** (assets, credit, income or employment).
GNDR-3 (Removed 2016)	Proportion of females who report ***increased self-efficacy*** at the end of USG supported training/programming.
GNDR-4	Proportion of target population reporting increased ***agreement with the concept*** that ***males and females should have equal access*** to social, economic, and political opportunities.
GNDR-5 (GBV)	Number of ***laws, policies or procedures*** drafted, proposed, or adopted with USG assistance to improve prevention of or respond to sexual and gender-based violence at the regional, national, or local level.
GNDR-6 (GBV)	Number of ***people reached by a USG funded intervention providing GBV services*** (e.g., health, legal, psychosocial counseling, shelters, hotlines, other).
GNDR-7 (Removed in 2016)	Percentage of target population that ***views gender-based violence (GBV) as less acceptable*** after participating in or being exposed to USG programming.
GNDR-8 (New 2017)	Number of persons trained with USG assistance to ***advance outcomes consistent with gender equality or female empowerment*** through their roles in public or private sector institutions.
GNDR-9 (1.3-9) (WPS)	Number of ***training and capacity building*** activities conducted with USG assistance that are designed to promote the participation of women or the integration of gender perspectives in security sector institutions or activities.
GNDR-10 (1.6-6) (WPS)	Number of local women ***participating in a substantive role or position*** in a peacebuilding process supported with USG assistance.

Annex V: EQ 1 – GEFE Policy Implementation

This annex provides descriptive information about each WLP activity in the evaluation sample. Some activity names have been shortened from their official names to conserve space. The body of the report cites activities using the names or acronyms below and the country or region in which they were implemented. Other information about each activity in this annex includes the sectors, whether the activity is considered GEW P or GEWE-S, to which GEFE Policy outcome(s) it contributed, and the Cross-Cutting Foreign Assistance Gender Indicators on which it reported, if any (see table below for the definitions). Definitions for GEWE-P, GEWE-S, and the three GEFE Policy outcomes are provided in the Key Terms. All activities with a primary or secondary purpose of reducing gender disparities in access to, control over, and benefit from resources and services, including education, were assigned GEFE-1. All activities with a primary or secondary purpose of addressing GBV were assigned GEFE-2. All activities with a primary or secondary purpose of strengthening women's or girls' leadership and decision-making were assigned GEFE-3.

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
GBV, FY12	Child Marriage and FGM	Ethiopia	Democracy, Human Rights, and Governance; Health	GEWE Secondary	GEFE-2	Not available (N/A)
GBV, FY12	Domestic Violence	Georgia	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-2	N/A
GBV, FY12	Maternal and Child Health	Guinea	Democracy, Human Rights, and Governance; Health	GEWE Primary	GEFE-2	N/A
GBV, FY12	Mobile Tech	India	Health	GEWE Primary	GEFE-2	N/A
GBV, FY12	Peace Initiative Kenya	Kenya	Peace and Security, Democracy, Human Rights, and Governance	GEWE Primary	GEFE-2	N/A
GBV, FY12	Increasing Services to Survivors of Sexual Assault in South Africa (ISSSASA)	South Africa	Democracy, Human Rights, and Governance; Health	GEWE Primary	GEFE-2	N/A

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
GBV, FY12	Vana Bantwana	Zimbabwe	Health; Education and Social Services	GEWE Primary	GEFE-2	N/A
GBV, FY13	Protecting Human Rights	Bangladesh	Democracy, Human Rights, and Governance; Health; Education and Social Services	GEWE Primary	GEFE-2	GNDR-6, GNDR-7
GBV, FY13	ADVOCAT	Benin	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-2	N/A
GBV, FY13	REAL Fathers	Uganda	Health; Education and Social Services	GEWE Primary	GEFE-2	GNDR-6, GNDR-7
GBV, FY13	Boys to Men	Zambia	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-2	N/A
GBV, FY14	Zero Tolerance	Nepal	Health; Education and Social Services	GEWE Primary	GEFE-2	GNDR-4, GNDR-6, GNDR-7
PRTN, FY09	Integrated Agriculture for Empowerment	Liberia	Economic Growth	GEWE Primary	GEFE-1 GEFE-3	N/A
PRTN, FY09	Through Our Eyes	Liberia; Rwanda; Sudan; Uganda; Thailand	Health	GEWE Primary	GEFE-2	N/A
PRTN, FY09	Power to Lead Alliance	Egypt; Honduras; India; Malawi; Tanzania; Yemen	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-3	N/A
PRTN, FY09	Empowering Women's Leadership in Conflict Resolution (EMA)	Guatemala	Peace and Security, Democracy, Human Rights, and Governance	GEWE Primary	GEFE-3	N/A

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
PRTN, FY10	GSMA Women Global Development Alliance	Cote d'Ivoire; India; Kenya; Philippines; South Africa	Economic Growth	GEWE Primary	GEFE-1	GNDR-3
PRTN, FY10	Women's Leadership Program Higher Education	Armenia; Paraguay; Rwanda; Sudan	Education and Social Services	GEWE Secondary	GEFE-1 GEFE-3	N/A
PRTN, FY11	Women and Girls Lead	Bangladesh; Colombia; Egypt; El Salvador; India; Jordan; Kenya; Malawi; Peru	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-3	N/A
PRTN, FY12	Girl Rising	Democratic Republic of the Congo; India; Nigeria	Democracy, Human Rights, and Governance	GEWE Primary	GEFE-1 GEFE-3	GNDR-1, GNDR-3, GNDR-4, GNDR-7
PRTN, FY12	Half the Sky	India; Kenya	Democracy, Human Rights, and Governance; Education and Social Services	GEWE Primary	GEFE-3	N/A
PRTN, FY14	SPRING	Bangladesh; East Africa Regional; Ethiopia; Kenya; Nepal; Pakistan; Rwanda; Tanzania; Uganda	Economic Growth	GEWE Primary	GEFE-1	N/A
PRTN, FY14	Women and the Web	Kenya; Nigeria	Economic Growth	GEWE Primary	GEFE-1	N/A
WL, FY10	Women's Leadership and Civic Journalism	Senegal	Democracy, Human Rights, and Governance	GEWE Primary	GEFE-1 GEFE-3	N/A

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
WL, FY10	South Asia Parliamentarians Conference	Afghanistan; Bangladesh; India; Nepal; Pakistan; Sri Lanka	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WL, FY10	Women's Political Representation and Leadership	Burundi; Rwanda; Uganda	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WL, FY10	House Democracy Partnerships	Indonesia; Kosovo; Macedonia; Peru	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WL, FY10	WLSME (India, Peru, Kyrgyz Republic)	India; Kyrgyz Republic; Peru	Economic Growth	GEWE Primary	GEFE-1, GEFE-3	N/A
WL, FY11	WLSME World Bank Trust Fund	Rwanda; Uganda; Nepal	Economic Growth	GEWE Primary	GEFE-1 GEFE-3	N/A
WL, FY11	Protierra	Colombia	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WL, FY11	Pro-Decentralization	Peru	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WL, FY11	Women's Agribusiness Leadership Network (WALN)	Ethiopia	Economic Growth	GEWE Primary	GEFE-1 GEFE-3	GNDR-2. GNDR-3
WL, FY12	Go Women	Ukraine	Economic Growth	GEWE Secondary	GEFE-1 GEFE-3	N/A
WL, FY13	Beyond Quotas	Kenya	Democracy, Human Rights, and Governance	GEWE Primary	GEFE-3	N/A
WL, FY13	Women at Work	Zambia	Democracy, Human Rights, and Governance	GEWE Primary	GEFE-3	GNDR-4
WL, FY14	Workers' Empowerment Program	Bangladesh	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	GNDR-3

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
WPS, FY10	Global Women's Leadership Fund	Afghanistan; Burma; Cote d'Ivoire; Democratic Republic of the Congo; Libya; Pakistan; Syria; West Bank and Gaza; Yemen	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	N/A
WPS, FY11	Women's Peace Tables	Philippines	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-3	GNDR-1, GNDR-3, GNDR-7, GNDR-9, GNDR-10
WPS, FY12	Women's Leadership and Voice in Devolved Governance	Kenya	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-3	GNDR-10
WPS, FY12	Madame President	Lebanon; Morocco; Tunisia; West Bank and Gaza; Yemen	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-3	N/A
WPS, FY12	Women Peace Building	Papua New Guinea	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-2 GEFE-3	GNDR-1, GNDR-4, GNDR-6, GNDR-10

Sub-Portfolio, FY	Activity Name	Country	Sector	GEWE Primary or Secondary	GEFE Outcomes	Cross-Cutting Foreign Assistance Gender Indicators
WPS, FY13	Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence	Middle East Regional; Qatar, Belgium; Burundi; Croatia; Ecuador; Egypt; Lebanon; Maldives; Morocco; New Zealand; Nigeria; Pakistan; Palestine; Qatar; Sudan; Tunisia; Zimbabwe	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-2	N/A
WPS, FY13	LAND Project	Rwanda	Democracy, Human Rights, and Governance	GEWE Secondary	GEFE-1 GEFE-3	GNDR-3, GNDR-10
WPS. FY14	Mission Wide Women, Peace, and Security Project	Bosnia & Herzegovina	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-2	N/A
WPS, FY14	Protection of Palestinian Women and Girls from Gender Based Violence	West Bank & Gaza	Peace and Security; Democracy, Human Rights, and Governance	GEWE Primary	GEFE-2	N/A

Annex VI: EQ 2 – Partners

This table shows the types of WLP IPs. Gender institution IPs and counterparts are noted in parentheses with (G). Gender institutions include government ministries of gender or maternal and child health, public international organizations like UNICEF, U.S.-based NGOs whose mission is gender equality or reproductive health, and local NGOs whose mission is gender equality. The single private sector partner, GSMA, is included in the Multiparty column because it belongs to the Partnerships sub-portfolio.

Sub-Portfolio, FY	Activity Name	Country	International NGO or Contractor	Host Government	Local NGO	Multiparty Partnership	PIO
GBV, FY12	Child Marriage and FGM	Ethiopia			X		
GBV, FY12	Domestic Violence	Georgia		X (G)			
GBV, FY12	Maternal and Child Health	Guinea	X				
GBV, FY12	Mobile Tech	India			X		
GBV, FY12	Peace Initiative Kenya	Kenya	X				
GBV, FY12	Increasing Services to Survivors of Sexual Assault in South Africa (ISSSASA)	South Africa			X		
GBV, FY12	Vana Bantwana	Zimbabwe	X				
GBV, FY13	Protecting Human Rights	Bangladesh	X				
GBV, FY13	ADVOCAT	Benin		X (G)			
GBV, FY13	REAL Fathers	Uganda	X (G)				
GBV, FY13	Boys to Men	Zambia		X (G)			
GBV, FY14	Zero Tolerance	Nepal					X (G)

Sub-Portfolio, FY	Activity Name	Country	International NGO or Contractor	Host Government	Local NGO	Multiparty Partnership	PIO
GBV Sub-Total	**12**		**5**	**3**	**3**	**0**	**1**
PRTN, FY09	Integrated Agriculture for Empowerment	Liberia	X				
PRTN, FY09	Through Our Eyes	Liberia; Rwanda; Sudan; Uganda; Thailand	X				
PRTN, FY09	Power to Lead Alliance	Egypt; Honduras; India; Malawi; Tanzania; Yemen	X				
PRTN, FY09	Empowering Women's Leadership in Conflict Resolution (EMA)	Guatemala	X				
PRTN, FY10	GSMA Women Global Development Alliance	Cote d'Ivoire; India; Kenya; Philippines; South Africa				X	
PRTN, FY10	Women's Leadership Program Higher Education	Armenia; Paraguay; Rwanda; Sudan	X				
PRTN, FY11	Women and Girls Lead	Bangladesh; Colombia; Egypt; El Salvador; India; Jordan; Kenya; Malawi; Peru				X	
PRTN, FY12	Girl Rising	Democratic Republic of the Congo; India; Nigeria				X	
PRTN, FY12	Half the Sky	India; Kenya				X	
PRTN, FY14	SPRING	Bangladesh; East Africa Regional; Ethiopia; Kenya; Nepal; Pakistan; Rwanda; Tanzania; Uganda				X	
PRTN, FY14	Women and the Web	Kenya; Nigeria				X (G)	

Sub-Portfolio, FY	Activity Name	Country	International NGO or Contractor	Host Government	Local NGO	Multiparty Partnership	PIO
PRTN Sub-Total	**11**		**5**	**0**	**0**	**6**	**0**
WL, FY10	Women's Leadership and Civic Journalism	Senegal	X				
WL, FY10	South Asia Parliamentarians Conference	Afghanistan; Bangladesh; India; Nepal; Pakistan; Sri Lanka	X				
WL, FY10	Women's Political Representation and Leadership	Burundi; Rwanda; Uganda					X
WL, FY10	House Democracy Partnership	Indonesia; Kosovo; Macedonia; Peru	X				
WL, FY10	WLSME (India, Peru, Kyrgyz Republic)	India; Kyrgyz Republic; Peru	X				
WL, FY11	WLSME World Bank Trust Fund	Rwanda; Uganda; Nepal					X
WL, FY11	Protierra	Colombia	X				
WL, FY11	Pro-Decentralization	Peru	X				
WL, FY11	Women's Agribusiness Leadership Network (WALN)	Ethiopia	X				
WL, FY12	Go Women	Ukraine	X				
WL, FY13	Beyond Quotas	Kenya			X		
WL, FY13	Women at Work	Zambia		X (G)			
WL, FY14	Workers' Empowerment Program	Bangladesh	X				
WL Sub-Total	**13**		**9**	**1**	**1**	**0**	**2**

Sub-Portfolio, FY	Activity Name	Country	International NGO or Contractor	Host Government	Local NGO	Multiparty Partnership	PIO
WPS, FY10	Global Women's Leadership Fund	Afghanistan; Burma; Cote d'Ivoire; Democratic Republic of the Congo; Libya; Pakistan; Syria; West Bank and Gaza; Yemen	X				
WPS, FY11	Women's Peace Tables	Philippines			X (G)		
WPS, FY12	Women's Leadership and Voice in Devolved Governance	Kenya	X				
WPS, FY12	Madame President	Lebanon; Morocco; Tunisia; West Bank and Gaza; Yemen	X				
WPS, FY12	Women Peace Building	Papua New Guinea	X				
WPS, FY13	Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence	Middle East Regional; Qatar, Belgium; Burundi; Croatia; Ecuador; Egypt; Lebanon; Maldives; Morocco; New Zealand; Nigeria; Pakistan; Palestine; Qatar; Sudan; Tunisia; Zimbabwe					X (G)
WPS, FY13	LAND Project	Rwanda	X				
WPS. FY14	Mission Wide Women, Peace, and Security Project	Bosnia & Herzegovina		X (G)			
WPS, FY14	Protection of Palestinian Women and Girls from Gender Based Violence	West Bank & Gaza	X (G)				
WPS Sub-Total	**9**		**6**	**1**	**1**	**0**	**1**
WLP Total	**45**		**25**	**5**	**5**	**6**	**4**

Annex VII: EQ 3 – Interventions to Reduce Gender Gaps

The key interventions used in the 45 WLP activities the evaluation examined are grouped into 5 intervention strategies to address different aspects of women's and girls' lives in social systems characterized by gender inequality. The key intervention strategies include:

1. **Training and capacity development** of women's and girls' leadership knowledge, skills, and attitudes as well as complementary gender equality knowledge, skills, and attitudes for families, communities, and officials.
2. **Awareness-raising and media** communication for social and behavioral change at the national and community levels.
3. **Organizational and institutional strengthening** of public sector, civil society, private sector, and government to enhance gender equality, voice, agency, and influence, and to increase opportunities for women and girls to lead and participate substantively.
4. **Policy, legal, and regulatory change** and implementation to establish gender equality and strengthen implementation of laws in the justice sector and government institutions.
5. **Increasing women's access to capital**, productive resources and opportunities to lead.

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
GBV, FY12	Child Marriage and FGM	Ethiopia	X	X	X		
GBV, FY12	Domestic Violence	Georgia	X	X		X	
GBV, FY12	Maternal and Child Health	Guinea	X	X	X		
GBV, FY12	Mobile Tech	India	X	X	X		
GBV, FY12	Peace Initiative Kenya	Kenya	X	X	X	X	
GBV, FY12	Increasing Services to Survivors of Sexual Assault in South Africa (ISSSASA)	South Africa	X	X	X		
GBV, FY12	Vana Bantwana	Zimbabwe	X	X	X	X	

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
GBV, FY13	Protecting Human Rights	Bangladesh	X	X	X	X	
GBV, FY13	ADVOCAT	Benin	X	X	X		
GBV, FY13	REAL Fathers	Uganda	X				
GBV, FY13	Boys to Men	Zambia		X (planned)			
GBV, FY14	Zero Tolerance	Nepal	X	X	X		
GBV Sub-Total	**12**		11	10, 1 planned	9	4	0
PRTN, FY09	Integrated Agriculture for Empowerment	Liberia	X				X
PRTN, FY09	Through Our Eyes	Liberia; Rwanda; Sudan; Uganda; Thailand	X	X			
PRTN, FY09	Power to Lead Alliance	Egypt; Honduras; India; Malawi; Tanzania; Yemen	X	X			
PRTN, FY09	Empowering Women's Leadership in Conflict Resolution (EMA)	Guatemala	X	X			X
PRTN, FY10	GSMA Women Global Development Alliance	Cote d'Ivoire; India; Kenya; Philippines; South Africa	X		X		X

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
PRTN, FY10	Women's Leadership Program Higher Education	Armenia; Paraguay; Rwanda; Sudan	X	X	X		
PRTN, FY11	Women and Girls Lead	Bangladesh; Colombia; Egypt; El Salvador; India; Jordan; Kenya; Malawi; Peru		X			
PRTN, FY12	Girl Rising	Democratic Republic of the Congo; India; Nigeria	X	X			
PRTN, FY12	Half the Sky	India; Kenya		X			
PRTN, FY14	SPRING	Bangladesh; East Africa Regional; Ethiopia; Kenya; Nepal; Pakistan; Rwanda; Tanzania; Uganda	X	X	X		X
PRTN, FY14	Women and the Web	Kenya; Nigeria	X	X			
PRTN Sub-Total	**11**		**9**	**9**	**3**	**0**	**4**
WL, FY10	Women's Leadership and Civic Journalism	Senegal	X	X	X		X

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
WL, FY10	South Asia Parliamentarians Conference	Afghanistan; Bangladesh; India; Nepal; Pakistan; Sri Lanka	X		X	X	X
WL, FY10	Women's Political Representation and Leadership	Burundi; Rwanda; Uganda	X		X	X	X
WL, FY10	House Democracy Partnership	Indonesia; Kosovo; Macedonia; Peru	X				
WL, FY10	WLSME (India, Peru, Kyrgyz Republic)	India; Kyrgyz Republic; Peru	X		X		X
WL, FY11	WLSME World Bank Trust Fund	Rwanda; Uganda; Nepal	X				
WL, FY11	Protierra	Colombia	X		X		X
WL, FY11	Pro-Decentralization	Peru	X	X	X	X	
WL, FY11	Women's Agribusiness Leadership Network (WALN)	Ethiopia	X		X		X
WL, FY12	Go Women	Ukraine	X	X	X		X
WL, FY13	Beyond Quotas	Kenya	X	X	X	X	X
WL, FY13	Women at Work	Zambia	X		X		

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
WL, FY14	Workers' Empowerment Program	Bangladesh	X		X		
WL Sub-Total	**13**		**13**	**3**	**11**	**4**	**8**
WPS, FY10	Global Women's Leadership Fund	Afghanistan; Burma; Cote d'Ivoire; Democratic Republic of the Congo; Libya; Pakistan; Syria; West Bank and Gaza; Yemen	X		X		X
WPS, FY11	Women's Peace Tables	Philippines	X	X	X	X	X
WPS, FY12	Women's Leadership and Voice in Devolved Governance	Kenya	X	X	X	X	X
WPS, FY12	Madame President	Lebanon; Morocco; Tunisia; West Bank and Gaza; Yemen		X			
WPS, FY12	Women Peace Building	Papua New Guinea	X	X	X	X	

Sub-Portfolio, FY	Activity Name	Country	Training & Capacity Development	Awareness Raising & Media	Institutional Strengthening	Policy, Legal, & Regulatory Change	Access to Economic and/or Political Resources
WPS, FY13	Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence	Middle East Regional; Qatar, Belgium; Burundi; Croatia; Ecuador; Egypt; Lebanon; Maldives; Morocco; New Zealand; Nigeria; Pakistan; Palestine; Qatar; Sudan; Tunisia; Zimbabwe	X		X		
WPS, FY13	LAND Project	Rwanda	X	X	X	X	X
WPS. FY14	Mission Wide Women, Peace, and Security Project	Bosnia & Herzegovina	X		X	X	
WPS, FY14	Protection of Palestinian Women and Girls from Gender Based Violence	West Bank & Gaza	X	X	X	X	
WPS Sub-Total	**9**		**8**	**6**	**8**	**6**	**4**
WLP Total	**45**		**41**	**28**	**31**	**14**	**16**

Annex VIII: EQ 4 – Results

This annex shows the contributions of WLP activities to the five main types of results identified in the evaluation:

1. Women and girls' leadership and empowerment enhanced.
2. GBV prevented and services improved.
3. Gender norms changed to better reflect gender equality and women's empowerment.
4. Institutional gender capability strengthened.
5. Laws, policies and procedures better promote gender equality and women's empowerment.

Four activities either did not produce or report results. One activity was terminated, another had only recently started at the time of the WLP evaluation, and two others had evaluations that indicated a lack of progress. These are marked (X) under the main type of result they worked towards.

TABLE 1: CONTRIBUTIONS OF WLP ACTIVITIES TO THE FIVE MAIN TYPES OF RESULTS

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
GBV, FY12	Child Marriage and FGM	Ethiopia			(X)		
GBV, FY12	Domestic Violence	Georgia		X	X	X	X
GBV, FY12	Maternal and Child Health	Guinea			X		X
GBV, FY12	Mobile Tech	India			X		
GBV, FY12	Peace Initiative Kenya	Kenya		X	X	X	
GBV, FY12	Increasing Services to Survivors of Sexual Assault in South Africa (ISSSASA)	South Africa			X		

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
GBV, FY12	Vana Bantwana	Zimbabwe		X	X	X	X
GBV, FY13	Protecting Human Rights	Bangladesh			(X)		
GBV, FY13	ADVOCAT	Benin			X		
GBV, FY13	Real Fathers	Uganda		X	X		
GBV, FY13	Boys to Men	Zambia		(X)	(X)		
GBV, FY14	Zero Tolerance	Nepal			X		X
GBV Sub-Total	**12**		**0**	**4**	**9**	**3**	**4**
PRTN, FY09	Integrated Agriculture for Empowerment	Liberia		X			
PRTN, FY09	Through Our Eyes	Liberia; Rwanda; Sudan; Uganda; Thailand		X	X		
PRTN, FY09	Power to Lead Alliance	Egypt; Honduras; India; Malawi; Tanzania; Yemen	X	X			
PRTN, FY09	Empowering Women's Leadership in Conflict Resolution (EMA)	Guatemala	X				X

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
PRTN, FY10	GSMA Women Global Development Alliance	Cote d'Ivoire; India; Kenya; Philippines; South Africa					X
PRTN, FY10	Women's Leadership Program Higher Education	Armenia; Paraguay; Rwanda; Sudan	X				X
PRTN, FY11	Women and Girls Lead	Bangladesh; Colombia; Egypt; El Salvador; India; Jordan; Kenya; Malawi; Peru	X	X		X	
PRTN, FY12	Girl Rising	Democratic Republic of the Congo; India; Nigeria		X		X	
PRTN, FY12	Half the Sky	India; Kenya		X		X	
PRTN, FY14	SPRING	Bangladesh; East Africa Regional; Ethiopia; Kenya; Nepal; Pakistan; Rwanda; Tanzania; Uganda					X
PRTN, FY14	Women and the Web	Kenya; Nigeria		X			
PRTN Sub-Total	**11**		**4**	**7**	**1**	**0**	**5**

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
WL, FY10	Women's Leadership and Civic Journalism	Senegal	X	X			X
WL, FY10	South Asia Parliamentarians Conference	Afghanistan; Bangladesh; India; Nepal; Pakistan; Sri Lanka	X				
WL, FY10	Women's Political Representation and Leadership	Burundi; Rwanda; Uganda	X			X	X
WL, FY10	House Democracy Partnership	Indonesia; Kosovo; Macedonia; Peru	X				
WL, FY10	WLSME (India, Peru, Kyrgyz Republic)	India; Kyrgyz Republic; Peru	X				X
WL, FY11	WLSME World Bank Trust Fund	Rwanda; Uganda; Nepal	X				X
WL, FY11	Protierra	Colombia	X	X			X
WL, FY11	Pro-Decentralization	Peru	X			X	X
WL, FY11	Women's Agribusiness Leadership Network (WALN)	Ethiopia	X				X
WL, FY12	Go Women	Ukraine	X				
WL, FY13	Beyond Quotas	Kenya	X			X	X

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
WL, FY13	Women at Work	Zambia	X				
WL, FY14	Workers' Empowerment Program	Bangladesh	X				X
WL Sub-Total	**13**		**13**	**2**	**0**	**3**	**9**
WPS, FY10	Global Women's Leadership Fund	Afghanistan; Burma; Cote d'Ivoire; Democratic Republic of the Congo; Libya; Pakistan; Syria; West Bank and Gaza; Yemen	X				
WPS, FY11	Women's Peace Tables	Philippines	X	X		X	X
WPS, FY12	Women's Leadership and Voice in Devolved Governance	Kenya	X				X
WPS, FY12	Madame President	Lebanon; Morocco; Tunisia; West Bank and Gaza; Yemen		X			
WPS, FY12	Women Peace Building	Papua New Guinea	X	X	X		X

Sub-Portfolio, FY	Activity Name-	Country	Women and Girls' Leadership and Empowerment Enhanced	Gender Norms Changed	GBV Prevented and Responded To	Gender Equitable Law, Policy, or Procedures Strengthened	Institutional Gender Capability Strengthened
WPS, FY13	Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence	Middle East Regional; Qatar, Belgium; Burundi; Croatia; Ecuador; Egypt; Lebanon; Maldives; Morocco; New Zealand; Nigeria; Pakistan; Palestine; Qatar; Sudan; Tunisia; Zimbabwe			X		X
WPS, FY13	LAND Project	Rwanda	X	X		X	X
WPS. FY14	Mission Wide Women, Peace, and Security Project	Bosnia & Herzegovina			(X)		
WPS, FY14	Protection of Palestinian Women and Girls from Gender Based Violence	West Bank & Gaza		X	X	X	X
WPS Sub-Total	**9**		**5**	**5**	**3**	**3**	**6**
WLP Total	**45**		22	18	13	9	24

TABLE 2: SELECT RESULTS IN WOMEN'S LEADERSHIP - ECONOMIC EMPOWERMENT

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The **Women's Leadership of Small and Medium Enterprise (WLSME)** pilot in Kyrgyzstan developed women entrepreneurs in garment manufacturing, tourism, and agro-processing industries.	• 59% of 960 participants expanded their workforce in the last year of the activity due to growth. • 69% made new business contacts because of participation in WLSME. • 89% said they became more self-confident in managing their business, while 80% said their business has become more successful after participating in WLSME. • 90% said they applied most of the skills they received from trainings and consultations, and 89% reported improved business management skills. • Nearly 2/3 expanded their workforce because of growth – thereby expanding the impact within the community – and 75% of women have drawn on contacts made through WLSME for business advice. (Final Report)
The **Women's Agribusiness Leadership Network (WALN)-Ethiopia** assisted women 'agripreneurs' to develop their skills and business networks.	• Trained and mentored 1,000 women entrepreneurs across 5 regions in agri-business sub-sectors. • 350 participants expanded their business networks and knowledge by attending the WALN National Conference in Addis Ababa. (Annual Report) • Participants created and registered with the government two women's business associations, including the Women in Coffee Association. (USAID mission interview)
Go Women-Ukraine developed women's business leadership and skills throughout the country.	• Of 5,700 women reached with financial and legal literacy and personal efficacy training, 4,300 were vulnerable women • 52 local trainers were trained and conducted training with 15 women's organizations in 12 regions. • Developed alliances with banks and credit unions to improve women's access to financial services. Go Women participated in a roundtable discussion, signed one MOU with a bank to provide credit and training to women, and another with credit union representatives. (Quarterly Report, final year of activity) • Participants have begun new businesses and many continued networking with one another for mutual business development, according to the USAID Mission, a local partner, and beneficiaries. Although very well-received, the activity ended early because it was a component of a larger activity that was terminated for other reasons.

TABLE 3: SELECT RESULTS IN WOMEN'S LEADERSHIP - POLITICAL EMPOWERMENT

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The **Women's Leadership and Civic Journalism-Senegal** project in Senegal pursued a holistic approach to women's socioeconomic empowerment and was the longest running activity in the WLP.	• Due to the women-led radio programs, popular theater and training provided, rural women joined community groups and gained access to considerable information on how to access health and education service and claim their rights to land and water. The evaluation credits the project with a "great reduction in the exodus of rural women" by facilitating greater access to local finance activity. • In the 2014 elections, 81 women participants became members of 77 municipal and 4 departmental councils. Four were also deputy mayors in their towns. • Women came to occupy 17 of 21 key positions in the credit union (MEC), thereby constituting the majority in authority and technical committees of the union councils. Also, Women achieved parity with men in membership of the Association for Well Water Users (ASUFOR) and occupied posts of vice president and treasurer in some associations (Final Performance Evaluation Report)
The **Protierra-Colombia** activity increased the number of women leaders at the local level through its work with Afro-Colombian communities to resolve land conflicts.	• By the end of the activity, 137 women took up executive and managerial positions in Afro-Colombian community councils • 48 received certificates for using land. • 163 female heads of households formalized their property rights to vacant land. (Final report)
The **Women's Leadership and Voice in Devolved Governance-Kenya** increased women's political participation in national and local elections and governance.	• Over 8,000 women and men were trained on women' political leadership and participation. • Of 704 women were trained through a Leadership Academy, 82 ran for office and 18 were elected. • 11 established political leaders mentored 70 women, many of whom have risen to leadership positions within their parties. such as committee membership, forming women's leagues, and appointments to local positions. • 46 county liaison committees with women and political parties were formed and facilitated dialogues • Local officials and citizens improved their knowledge of gender responsive budgeting (GRB) through more than 100 meetings, workshops, and forums in eight counties. SMS messages and radio talk shows raised awareness of over 12,500 citizens in 17 counties. (Final Report) • Beneficiaries were mostly positive about the training and mentoring programs in women's political leadership, citing their effectiveness in boosting women's political participation. They appreciated the content and participatory style of training, the cross-party networks, and mentoring from established leaders. The key complaint concerned little or no follow up with women following training. (Beneficiary interviews)

TABLE 4: SELECT RESULTS IN WOMEN'S LEADERSHIP – PEACEBUILDING AND SOCIAL EMPOWERMENT

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The **Global Women's Leadership Fund** provided exchange programs to strengthen women's participation in peacebuilding.	• 440 groups of women from eight conflict-affected countries participated in GWLF exchanges. • 79% of Libyan women trained (15 of 19) were placed in internships with various government institutions and NGOs. • Yemeni women participants developed a literacy campaign and refined strategic plans for peacebuilding and community outreach. • In Syria, women established a Peace Circle in Damascus to increase women's participation and leadership in the administration of local refugee centers. The Peace Circle members conducted advocacy trainings, based on what they had learned from the workshops**.** As a result, two of the trained women became directors of housing centers for displaced persons inside Syria, where they currently support hundreds of families through their efforts. (Final Report)
The **Women's Leadership in Conflict Mediation (EMA)** activity in Guatemala worked with indigenous women to mediate the peaceful resolution of agrarian conflicts.	• 158 women leaders and 334 local council members strengthened their abilities to address and resolve land disputes. • Participants resolved 20 land dispute cases which benefitted 927 families (6,392 individuals) on 543.92 hectares of land. • Male and female counterparts addressed 95% of the resolved cases. (Final Report)
The **Women's Peace Tables-Philippines** partnered with a local university (the Women's Institute) to support women community leaders in peacebuilding and advocacy.	• 8 community Women's Peace Tables were created by women leaders, which convened numerous local community dialogues and participated in a national consultation to build greater commitment to peace among many stakeholders in Mindanao. (End of Project Report)
The **Power to Lead Alliance** provided opportunities for girls in six countries to practice leadership skills in their schools and communities.	• More than 58,000 girls and 33,700 boys aged 10-14 participated in leadership activities in Egypt, Honduras, India, Malawi, Tanzania and Yemen. • All countries met (or nearly met) the 70% target of girls possessing leadership skills and competencies. • All met or nearly met the 50% target regarding girl's self-confidence. • Girls in all countries except Honduras met the 70% target of taking leadership action. (Final Evaluation)

TABLE 5: SELECTED RESULTS IN GBV PREVENTION AND SERVICES

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
GBV Prevention and Services	
The **Vana Bantwana-Zimbabwe activity** worked with the government and communities to increase GBV prevention awareness and decentralize access to services for survivors and ending child marriages.	• Relayed to 98,634 children and 37,784 adults, critical information on GBV with a special focus on early marriage and sexual abuse of children and disability through community- and school-based mobilization activities. • Trained 97 community-based paralegals to identify and report cases of GBV. • Provided counselling and psychosocial service provision through Childline's 24-Hour Helpline and community-based drop in centers. • Trained 227 community volunteer cadres, 250 traditional leaders, and 360 religious leaders in GBV prevention and response. GBV partners decentralized access to post-GBV care services. • Provided medical, legal, or psychological support services to 4,646 GBV survivors. • Integrated GBV prevention into the Ministry of Primary and Secondary Education's Life and Leadership Curriculum (End of Project Report).
Peace Initiative-Kenya integrated an array of GBV activities within the framework of national and local political elections.	• Reached an estimated 30,000 people with messages about peace and GBV awareness before the 2013 general elections. • Engaged men as allies, especially *boda-boda* operators (motorcycle drivers who transport travelers or goods across borders, similar to a taxi service), generally stereotyped as GBV perpetrators. • Raised awareness of GBV issues at the community level, which contributed to increased utilization of GBV services; popularized a helpline which increased access to services; assisted survivors to improve their livelihoods. • Strengthened a GBV service providers' referral network through court users' committees. (Final Performance Evaluation)
The **REAL Fathers-Uganda** activity expanded a previously successful pilot program model for changing parenting behavior to two new districts.	• The program trained men to serve as community mentors in positive parenting practices. Evidence from a rigorous study of impacts showed a significant decline in parents' reported physical violence toward their children and significant improvements in positive parenting. (Endline Survey Report)
The **Women Peacebuilding Program in PNG/Autonomous Region of Bougainville (ARB)** assisted women's CSOs to provide quality trauma counseling and prevention and support services for survivors of domestic and sexual violence, and raised awareness of GBV.	• Six women's CSOs were more effective and sustainable as a result of capacity development support. They were reported to be well-positioned to obtain further resources. • CSOs provided trauma counseling services to 1,841 individuals. • Survey showed a 45% increase in awareness of GBV issues between baseline and final assessment, considered very positive for the remote communities (Final Report).

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The **Protection of Palestinian Women and Girls from GBV-West Bank and Gaza** activity improved access to justice and services for GBV survivors.	• Enhanced coordination among the National Referral System (NRS) stakeholders. • Improved Counseling Unit services in Family Courts. • A team of 72 national trainers specialized in GBV and the national referral system trained 256 employees of referral system service providers. • NGOs increased citizen engagement and awareness of the NRS. • Improved data collection increased knowledge of GBV prevalence; over 4,000 cases involving women, men, and children were documented. (Final Report)
The **Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence** activity trained new members for the Justice Rapid Response (JRR) roster for prosecuting conflict-related sexual and gender-based violence in the Middle East.	• Trained 27 Arabic-speaking experts who could be deployed in the region to assist with fact-finding or investigations of sexual and gender-based violence crimes, bridging a significant gap identified by stakeholders and USAID. (Final Report)

TABLE 6: SELECTED RESULTS IN STRENGTHENING INSTITUTIONAL GENDER CAPABILITIES

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
SPRING aims to catalyze the design of innovative products, services, and business models to help girls increase their earnings, savings, learning, safety and well-being, and encourage wider investment in girls as a viable market segment.	• SPRING has assisted 36 businesses in 9 countries in Africa and Asia. These businesses provide a wide range of products and services including financial services, access to water, health and hygiene products, agribusiness, childcare and education and information technology, among others. • SPRING business partners have reached 23,422 girls as end users, incorporated 1553 girls in value chains, and trained 4,921 girls. • Lessons learned: SPRING is an innovative model of engaging the private sector in gender equality initiatives. In its second year, it selected more established businesses, rather than new ones, which are more likely to reach scale. The activity also organized more 'boot camps' to support businesses. SPRING moved away from providing businesses with equal amounts of grant funding to selecting those that submitted the best applications to develop and launch prototypes. SPRING also moved away from directly targeting Base of the Pyramid girls to working with businesses to target vulnerable girls. The global and local mentorship scheme did not function as well as intended. While entrepreneurs appreciated the local mentoring support, many had trouble contacting their global mentors, did not feel that the global mentoring was useful, or struggled to manage several mentors at the same time. (End of Cohort II Report)
GSMA Women Global Development Alliance worked towards closing the digital gender gap.	• Mobilized a global working group of 72 mobile operators to develop 11 new products and market them to women. • By the end of the activity, 4 million women in Asia and Africa had mobile phones and access to digital services. • The activity influenced the global mobile phone industry by hosting 15 global events and 11 webinars, and publishing 30 reports, case studies, and tools, which were downloaded 64,000 times (about three times the target number). (Final Report)
Women's Leadership Program of the Higher Education Development matched US universities with local universities to strengthen women's leadership through new university programs, curricula development, training faculty and other activities.	• Three partnerships in two countries added new post-graduate degree programs in gender or gender-sensitive curricula (Armenia, Rwanda Education and Rwanda Agriculture). • WLP-Armenia's university partner established a Center for Gender and Leadership Studies (CGLS) that promoted curriculum expansion, faculty capacity building in policy research, and support for the university's career development office. The CGLS created a mentorship program for approximately 25 undergraduate and graduate students, launched a mini grants program supporting 28 policy research projects, and implemented a national gender barometer survey of over twenty-one hundred households. The Center also launched a new master's program in women, leadership, and development comprised of 8 newly created courses and 20 revised courses. • WLP-Rwanda's partner in agriculture enrolled 23 students, 13 of whom were female in the new master's program. 45 faculty received training in pedagogy, gender-sensitive curricula, classroom practice, and online learning. An Advisory Board for the MSc program with 8 representatives from the public/ private sectors was established. (Final Report)

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The Women's Political Representation and Leadership program strengthened gender equality in parliaments and among MPs in Burundi, Rwanda, and Uganda.	• Strengthened women's caucuses in the three parliaments, using the guidelines and training provided by the program. • In Rwanda, 80 men and women MPs were trained in gender-sensitive parliaments and created an Action Plan to strengthen the parliament. Implementation was led by the women's caucus. • In Burundi, the parliament developed and implemented an Action Plan to reduce legislative gaps and cultural barriers to gender equality. • In Uganda, the parliament's Standing Orders were amended to compel government agencies to submit progress reports on the status of implementing gender equality laws. (Results Report)
The **Pro-Decentralization-Peru** activity integrated women's leadership and gender equality training and advocacy into its broader decentralization support activities.	• Produced a women's leadership training program, adopted and published by the Ministry of Women, which will expand the program to other regions with its own resources. (IP interview) • Local governments officially adopted a diagnostic tool with gender indicators to measure their institutional capabilities developed with the WLP activity support. • Strengthened the institutional capacity of the Amazonas Network of Women Authorities (REDMUA) and trained 160 women and men managers and representatives of service oversight committees, including 15 indigenous women, in tools for promoting shared parental responsibilities for child care. (Annual Report)

TABLE 7: SELECTED RESULTS IN GENDER NORM CHANGE

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
Women and Girls Lead Global (WGLG) promoted knowledge, attitudes, and behavior to foster gender equality using media campaigns in nine countries from 2012 through 2017.	• Produced ten high-quality, emotionally-compelling documentary films that showed women and girls acting as agents of change. The campaigns supported local issues like access to education, reducing child marriage and violence against women, and increasing women's and girls' leadership. • In five countries (Kenya, India, Bangladesh, Peru, and Jordan), WGLG worked intensively with local partners to produce five distinct campaign models, including a recruitment model in Kenya, a community model in India, and an advocacy model in Peru. All these campaigns trained local facilitators. o The "recruitment" model in Kenya drove recruitment and development of women political leaders. Called "*Women in the Red," the* campaign worked in eight counties to increase women's voices in the media by profiling women leaders (politicians, educators, NGO founders, and technology innovators) on a weekly radio show that reached over 2.3 million listeners by the end of the series. In the second year of implementation, the campaign helped to identify a pool of 40,695 candidates. o The "community" model in India enlisted boys and men as gender champions. In the second year of implementation, the Hero campaign reached 14,780 people through 446 screenings, trained 180 facilitators, and sparked 140 communities to generate local solutions. o The "peer to peer" model in Jordan addressed social taboos in communitiy settings. The *I Have A Story* campaign on violence against women sparked conversations and action online and through film club activities in private homes. In the second year of the program, the campaign reached 1,500 people at 70 screenings, trained 39 facilitators, started 12 film clubs, and built a social media network of more than 4,000 people. (Annual Report FY14).
The Through Our Eyes (TOE) activity used participatory video to address gender-based violence (GBV), harmful traditional practices, and related health issues in conflict-affected settings in Southern Sudan, Uganda, Thailand, Liberia, and Rwanda.	• Local teams produced timely, culturally appropriate videos which were screened in participatory spaces to facilitate in-depth discussions with community members on GBV responses, resources, and alternatives. • Over 25,000 community members participated in playback sessions of 153 videos. • Post-video surveys showed that men and women participants demonstrated better knowledge of where to access GBV services and changed attitudes about child marriage than those who had not seen a film. o Individuals with the highest level of participation were more than 7 times more likely to feel confident asking at least one type of individual (i.e., doctor, family, police) for help. o 87% men participants were able to name at least two places where someone could access GBV-related services, compared to only 70% who had not participated. o 76% women participants were able to name at least two places where someone could access GBV-related services, compared to only 62% of females who had not. o Individuals who viewed TOE videos were more likely to disagree with the belief that women should keep being raped to herself. o Women participants in 2 or more sessions were six times more likely to disagree with child marriage. (Project Evaluation Report)

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The Girl Rising (ENGAGE) activity brought together the resources of the private sector and civil society globally and locally to increase public support for increasing girls' access to gender equitable quality education through film, strategic communications, social mobilization, and advocacy in India, Nigeria and the Democratic Republic of Congo.	• In India, 12,388 people visited the Girl Rising India website, and the campaign counted 504,782 digital engagement footprints on social media content on Facebook, Twitter and Instagram. The Ministry of Women and Child Development launched a Public Service Announcement which attracted a high number of digital impressions and added more followers to expand the activity's reach. In two socially conservative regions, Bihar and Rajasthan, more than 3000 girls and boys joined sports events, breaking away from traditional segregated gender roles. (Quarterly Report, Year 3) • Emerging results in the other countries are promising: in Nigeria, an interview on the ENGAGE program reached 5 million listeners. (Quarterly Report, Year 1), and in the Democratic Republic of Congo, an IP organized 108 girls from 54 target schools in USAID's EAGLE program to participate in a leadership camp. Quarterly Report, Year 2.

TABLE 8: SELECTED RESULTS IN SECURING PRO-WOMEN'S LAWS, POLICIES, AND PROCEDURES

WLP ACTIVITY	KEY OUTCOMES AND OUTPUTS
The **Pro-Decentralization-Peru** activity integrated women's leadership and gender equality training and advocacy into its broader decentralization support activities	• Contributed to the drafting, discussion, and/or passing of 25 gender equality laws, policies, or procedures by the Executive or Congress. (Annual Performance Indicator Report, 2017). One such law was a local ordinance to eradicate sexual abuse of adolescents within the Rio Santiago district in Amazonas (Municipal Ordinance 023-2015-MDRS/A 2015).
The **Women's Leadership in Conflict Mediation (EMA)-Guatemala** activity worked with indigenous women and men to mediate the peaceful resolution of agrarian conflicts.	• Municipal councils supported by the activity adopted policies to increase women's participation and produce more gender-sensitive local development plans.
The **Peace Initiative Kenya (PIK)** integrated GBV activities within the framework of national and local political elections.	• PIK-supported advocacy contributed to the passage of the national Protection Against Domestic Violence bill.
The **Women's Peace Tables-Philippines** partnered with a local university (the Women's Institute) to support women community leaders in peacebuilding and advocacy.	• Participants in the Women's Peace Tables advocacy helped implement the Philippines' National Action Plan for Women's Peace and Security and influenced the locality of Bangsamoro, a conservative area, to adopt laws on women's rights to political participation and protection from GBV.

Annex IX: EQ 5 – Sustainability

The evidence of sustainability builds on the analysis of the interventions and results. Through the analysis, the evaluation found four areas of activity sustainability: positive, negative, mixed, and no evidence. Additionally, six activities are ongoing and evidence of sustainability is not available yet. The asterisks denote which activities have sustainability plans.

Sub-Portfolio	Activity Name-	Country	Positive Evidence	Negative Evidence	Mixed Evidence	No Evidence	Ongoing Activity
GBV, FY12	Child Marriage and FGM**	Ethiopia					X
GBV, FY12	Domestic Violence**	Georgia					X
GBV, FY12	Maternal and Child Health**	Guinea				X	
GBV, FY12	Mobile Tech**	India				X	
GBV, FY12	Peace Initiative Kenya**	Kenya			X		
GBV, FY12	Increasing Services to Survivors of Sexual Assault in South Africa (ISSSASA)**	South Africa				X	
GBV, FY12	Vana Bantwana**	Zimbabwe	X				
GBV, FY13	Protecting Human Rights**	Bangladesh				X	
GBV, FY13	ADVOCAT**	Benin		X			
GBV, FY13	REAL Fathers**	Uganda	X				
GBV, FY13	Boys to Men**	Zambia				X	
GBV, FY14	Zero Tolerance	Nepal					X
GBV Sub-Total	**12**		**2**	**1**	**2**	**5**	**3**
PRTN, FY09	Integrated Agriculture for Empowerment	Liberia				X	

Sub-Portfolio	Activity Name-	Country	Positive Evidence	Negative Evidence	Mixed Evidence	No Evidence	Ongoing Activity
PRTN, FY09	Through Our Eyes**	Liberia; Rwanda; Sudan; Uganda; Thailand				X	
PRTN, FY09	Power to Lead Alliance	Egypt; Honduras; India; Malawi; Tanzania; Yemen		X			
PRTN, FY09	Empowering Women's Leadership in Conflict Resolution (EMA)**	Guatemala	X				
PRTN, FY10	GSMA Women Global Development Alliance**	Cote d'Ivoire; India; Kenya; Philippines; South Africa	X				
PRTN, FY10	Women's Leadership Program Higher Education	Armenia; Paraguay; Rwanda; Sudan	X				
PRTN, FY11	Women and Girls Lead**	Bangladesh; Colombia; Egypt; El Salvador; India; Jordan; Kenya; Malawi; Peru			X		
PRTN, FY12	Girl Rising	Democratic Republic of the Congo; India; Nigeria	X				
PRTN, FY12	Half the Sky	India; Kenya	X				

Sub-Portfolio	Activity Name-	Country	Positive Evidence	Negative Evidence	Mixed Evidence	No Evidence	Ongoing Activity
PRTN, FY14	SPRING**	Bangladesh; East Africa Regional; Ethiopia; Kenya; Nepal; Pakistan; Rwanda; Tanzania; Uganda					X
PRTN, FY14	Women and the Web**	Kenya; Nigeria	X				
PRTN Sub-Total	**11**		**6**	**1**	**1**	**2**	**1**
WL, FY10	Women's Leadership and Civic Journalism**	Senegal			X		
WL, FY10	South Asia Parliamentarians Conference	Afghanistan; Bangladesh; India; Nepal; Pakistan; Sri Lanka				X	
WL, FY10	Women's Political Representation and Leadership	Burundi; Rwanda; Uganda	X				
WL, FY10	House Democracy Partnership	Indonesia; Kosovo; Macedonia; Peru				X	
WL, FY10	WLSME (India, Peru, Kyrgyz Republic)**	India; Kyrgyz Republic; Peru			X		
WL, FY11	WLSME World Bank Trust Fund	Rwanda; Uganda; Nepal				X	
WL, FY11	Protierra**	Colombia			X		
WL, FY11	Pro-Decentralization**	Peru	X				

Sub-Portfolio	Activity Name-	Country	Positive Evidence	Negative Evidence	Mixed Evidence	No Evidence	Ongoing Activity
WL, FY11	Women's Agribusiness Leadership Network (WALN)**	Ethiopia	X				
WL, FY12	Go Women**	Ukraine	X				
WL, FY13	Beyond Quotas**	Kenya	X				
WL, FY13	Women at Work**	Zambia		X			
WL, FY14	Workers' Empowerment Program	Bangladesh					X
WL Sub-Total	**13**		**5**	**1**	**3**	**3**	**1**
WPS, FY10	Global Women's Leadership Fund	Afghanistan; Burma; Cote d'Ivoire; Democratic Republic of the Congo; Libya; Pakistan; Syria; West Bank and Gaza; Yemen				X	
WPS, FY11	Women's Peace Tables	Philippines	X				
WPS, FY12	Women's Leadership and Voice in Devolved Governance**	Kenya	X				
WPS, FY12	Madame President	Lebanon; Morocco; Tunisia; West Bank and Gaza; Yemen		X			
WPS, FY12	Women Peace Building**	Papua New Guinea				X	

Sub-Portfolio	Activity Name-	Country	Positive Evidence	Negative Evidence	Mixed Evidence	No Evidence	Ongoing Activity
WPS, FY13	Increasing Experts to Lead Prosecution of Conflict-Related Sexual and Gender-Based Violence**	Middle East Regional; Qatar, Belgium; Burundi; Croatia; Ecuador; Egypt; Lebanon; Maldives; Morocco; New Zealand; Nigeria; Pakistan; Palestine; Qatar; Sudan; Tunisia; Zimbabwe				X	
WPS, FY13	LAND Project	Rwanda			X		
WPS. FY14	Mission Wide Women, Peace, and Security Project	Bosnia & Herzegovina					X
WPS, FY14	Protection of Palestinian Women and Girls from Gender Based Violence	West Bank & Gaza				X	
WPS Sub-Total	**9**		**2**	**1**	**1**	**4**	**1**
WLP Total	**45**		**17**	**3**	**6**	**13**	**6**

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