



USAID
FROM THE AMERICAN PEOPLE

ANNUAL EVALUATION PLAN

FISCAL YEAR 2025



PHOTO: USAID Malawi, Lake Malawi, May 18, Machinga, Malawi

ACRONYMS:

AEO	Agency Evaluation Officer
AEP	Accelerated Education Program
CDCS	Country Development Cooperation Strategy
COMMIT	Community Mobilization Initiative to End Tuberculosis
CPS	Bureau for Conflict Prevention and Stability
CVP	Conflict and Violence Prevention
DEIA	Diversity, Equity, Inclusion, & Accessibility
DRC	Democratic Republic of Congo
DQA	Data Quality Assessment
EA	Evaluability Assessment
FTF	Feed the Future
IGCE	Independent Government Cost Estimate
IR	Intermediate Result
LER	Office of Learning Evaluation and Research
M&E	Monitoring and Evaluation
MIYCN	Maternal, Infant, and Young Child Nutrition
OCE	Office of the Chief Economist
OEA	Operational Excellence Agenda
OU	Operating Unit
PAD	Project Appraisal Document
POC	Point of Contact
PLR	Bureau for Planning, Learning, and Resource Management
RISE	Resilience in the Sahel Enhanced
SOW	Statements of Work
SRLA	Self-Reliance Learning Agenda
SVC	Strengthening Value Chains
TB	Tuberculosis
TEC	Technical Evaluation Committees
USAID	United States Agency for International Development

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I. INTRODUCTION

The Foundations for Evidence-Based Policymaking Act of 2018 (Evidence Act) requires agencies to develop an Annual Evaluation Plan, which describes the “significant” evaluation activities the Agency plans to conduct in the fiscal year following the year in which it is submitted. The Annual Evaluation Plan offers agencies the opportunity to methodically plan and document their approach to evaluation and how their intended evaluations will support learning priorities in the agency’s learning agenda, as well as other questions that are best answered by evaluation.

USAID implements international development program interventions in Africa, Asia, Middle East, Europe and Eurasia, and Latin America and the Caribbean. As a result, evaluation functions at USAID are highly decentralized, with a central office for policy, guidance, and technical assistance. Evaluation is operationalized at three levels within the Agency. These are (1) Bureau for Planning, Learning, and Resource Management - Office of Learning, Evaluation and Research (PLR/LER), (2) Washington Regional and Technical Bureaus, and (3) Bilateral and Regional Missions. The Bureau for Management (M Bureau) leads on management assessments across the operational platform. In addition, the Office of the Chief Economist (OCE) is an Independent Office that supports other OUs to develop and conduct high-quality randomized evaluations. Given this decentralized characteristic of the Agency evaluation functions, plans for Agency evaluations are also decentralized, and this is reflected in the Annual Evaluation Plan of the Agency.

Evaluation is an assessment using systematic data collection and analysis of one or more programs, policies, and organizations intended to assess their effectiveness and efficiency. Evaluations conducted at USAID follow established standards that include rigor, transparency, independence and objectivity, relevance and utility, and ethics. Evaluation is an important source from which evidence is generated for decision making at USAID. As a result, evidence from evaluations is incorporated into all phases of the Program Cycle, including country strategic planning resulting in a Country Development Cooperation Strategy (CDCS); activity planning design, and implementation; program monitoring and evaluation; and Collaborating, Learning and Adapting (CLA) to improve programs.

Annually, USAID conducts evaluations across a broad range of U.S. Government foreign assistance program areas, including agriculture and food security; democracy, human rights, and governance; economic growth and trade; education; environment, energy, and infrastructure; gender equality and women’s empowerment; global health; humanitarian assistance; innovation, technology, and research; and water and sanitation. Based on the USAID Evaluation policy, these evaluations are carried out for learning and accountability purposes.

This Annual Evaluation Plan includes significant evaluations that will form the building blocks for evidence generation and use across the Agency for strategic, programmatic, operational, and management decision-making. It includes evaluations that USAID operating units are expected to begin or carry out partially or fully in FY 2025.

2. THE AGENCY LEARNING AGENDA (2022-2026)

The USAID Agency Learning Agenda (ALA) is a critical evidence building tool that will advance USAID’s policy priorities and demonstrate effectiveness in delivering on the Agency’s foreign assistance goals. As will be shown in the next section, the ALA questions are central to the evaluations in the Annual Evaluation Plan, and guide synthesis of evidence across the Agency, beyond the project and mission commissioning the evaluation. PPL supports missions in connecting their strategies, performance management plans, and programming to the Agency Learning Agenda questions through Program Cycle guidance and resources, such as those supporting development of CDCSs or Mid-Course Stocktaking, and through technical assistance to USAID Missions as they identify links to Agency learning questions in their performance management, learning and evaluation plans. Importantly, through the Agency Learning Agenda, PPL supports dissemination and use of evaluation evidence through peer exchange and learning events, Agency Learning Digests and evidence syntheses, and policy coordination meetings that share evaluation evidence across geographic and sectoral areas.

The ALA aligns with the FY 2022-FY 2026 USAID and Department of State Joint Strategic Plan and USAID Policy Framework: Driving Progress Beyond Programs. USAID and State foster evidence exchange on shared learning priorities through several coordination channels, where there is overlap with Department of State’s learning questions. For specific policy priority areas, USAID and State have established interagency working groups, such as the COVID-19 Monitoring, Evaluation, and Learning (MEL) Working Group that developed a joint MEL framework to foster the sharing of data and evidence on the United States Government’s international COVID-19 response and similar joint strategic MEL efforts underway for the Global Fragility Act and Countering PRC Influence Fund. Another approach is cross-Agency participation in communities of practice, such as State’s Evaluation Community of Practice, and peer learning events, such as USAID’s Evidence and Learning Month. Lastly, USAID is including external evidence from State and other partners as we synthesize existing evidence on key Agency policy priorities to inform Agency decision-making. The USAID ALA includes nine questions addressing the following thematic areas - (1) operational effectiveness; (2) resilience; (3) responding to climate change; (4) anti-corruption; (5) affirmative development; (6) migration and forced displacement; (7) diversity, equity, inclusion, and accessibility; (8) locally led development; and (9) partnering for sustainability.

Below are the learning agenda questions associated with each thematic area:

Learning Themes	FY 2022 - FY 2026 USAID Agency Learning Agenda Questions
Operational Effectiveness	1. How can USAID reduce unnecessary administrative burdens and better align systems, processes, and resources to meet long-term needs identified by Missions, while responding to acute shifts in global or country contexts?
Resilience	2. How can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?
Responding to Climate Change	3. How can USAID best engage global actors, partner countries, and local leaders to mitigate the climate crisis and support equitable adaptation to its impacts?

Learning Themes	FY 2022 - FY 2026 USAID Agency Learning Agenda Questions
Anti-Corruption	4. How can USAID work with host countries, interagency colleagues, and other development actors to address systemic corruption through multisectoral approaches?
Affirmative Development	5. How can USAID advance an affirmative, sustainable development approach to mitigate authoritarian or malign influences and actions ?
Migration & Forced Displacement	6. How can USAID better address drivers of migration and forced displacement through evidence-informed decision-making?
Diversity, Equity, Inclusion & Accessibility	7. How can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion ?
Locally-led Development	8. How can USAID more equitably engage local knowledge, assets, and practices , and align programming with local priorities and metrics for success?
Partnering for Sustainability	9. How can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives ?

3. DEFINITION OF USAID SIGNIFICANT EVALUATIONS

The Office of Management and Budget (OMB) Circular A-11 states that “The significance of an evaluation study should be defined by each agency and take into consideration factors such as the importance of a program or funding stream to the agency mission; the size of the program in terms of funding or people served; and the extent to which the study will fill an important knowledge gap regarding the program, population(s) served, or the issue(s) that the program was designed to address. Agencies must clearly state their criteria for designating evaluations as ‘significant’ in their Annual Evaluation Plan.”

For USAID, significant evaluations are defined as evaluations that contribute to answering an Agency Learning Agenda question, AND that are either:

- a. Performance evaluations of activities with a budget of \$40 million or more; or
- b. Impact evaluations regardless of budget evaluated; or
- c. Ex-Post evaluations regardless of budget evaluated.

Based on the USAID Evaluation Policy, performance evaluations encompass a broad range of evaluation methods. They often incorporate before-and-after comparisons, but generally lack a rigorously defined counterfactual. Performance Evaluations include the following types of evaluations - formative, outcome, process, or implementation evaluation.

Impact Evaluations measure changes in development outcomes that are attributable to a defined intervention, program, policy, or organization. Impact evaluations use models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for observed changes.

Ex-post evaluations take place after the completion of an activity, and can be classified as either performance or impact evaluations depending on the methods used. Ex-post evaluations offer a unique opportunity to ask key questions about the sustainability of a particular strategy, project, activity, or intervention after USAID has ended support.

All significant evaluations will be USAID external evaluations. An external evaluation is one that is commissioned by USAID, rather than by the implementing partner, and in which the team leader is an expert external to USAID, who has no fiduciary relationship with the implementing partner. USAID provides support in identifying appropriate contract mechanisms that may be available for Missions to procure services to conduct the evaluations.

4. USAID FY 2025 SIGNIFICANT EVALUATIONS

As already mentioned, USAID has a decentralized structure for planning, designing, and implementing evaluations. Using the definition above, USAID's Agency Evaluation Officer (AEO) and PPL/LER staff reached out to USAID Operating Units (OUs) for them to report on planned significant evaluations for the FY 2025 Annual Evaluation Plan. The AEO engaged USAID Monitoring and Evaluation Points of Contact (M&E POCs) from USAID Washington Regional and Technical Bureaus and USAID Missions and OUs, including the newly created Office of the Chief Economist (OCE)¹, to identify significant evaluations which are typically included in the Performance Management Plans (PMPs) of the OU.

In this Annual Evaluation Plan, there are 34 significant evaluations reported by 22 OUs that are planned to begin or will be carried out partially or fully in FY 2025. Among these are 25 performance evaluations of activities with a budget of \$40 million or more, eight impact evaluations, and three ex-post evaluations. Each of these planned significant evaluations are described below, highlighting the evaluation purpose and questions, data/information needed, methodological approach, anticipated challenges, and dissemination strategies. With regards to the evaluation methodology, what is reported in the tables are preliminary. Final evaluation methodology will be developed by each operating unit during the design of each evaluation.

4.1 Performance Evaluations of Activities with a Budget of \$40 Million or More

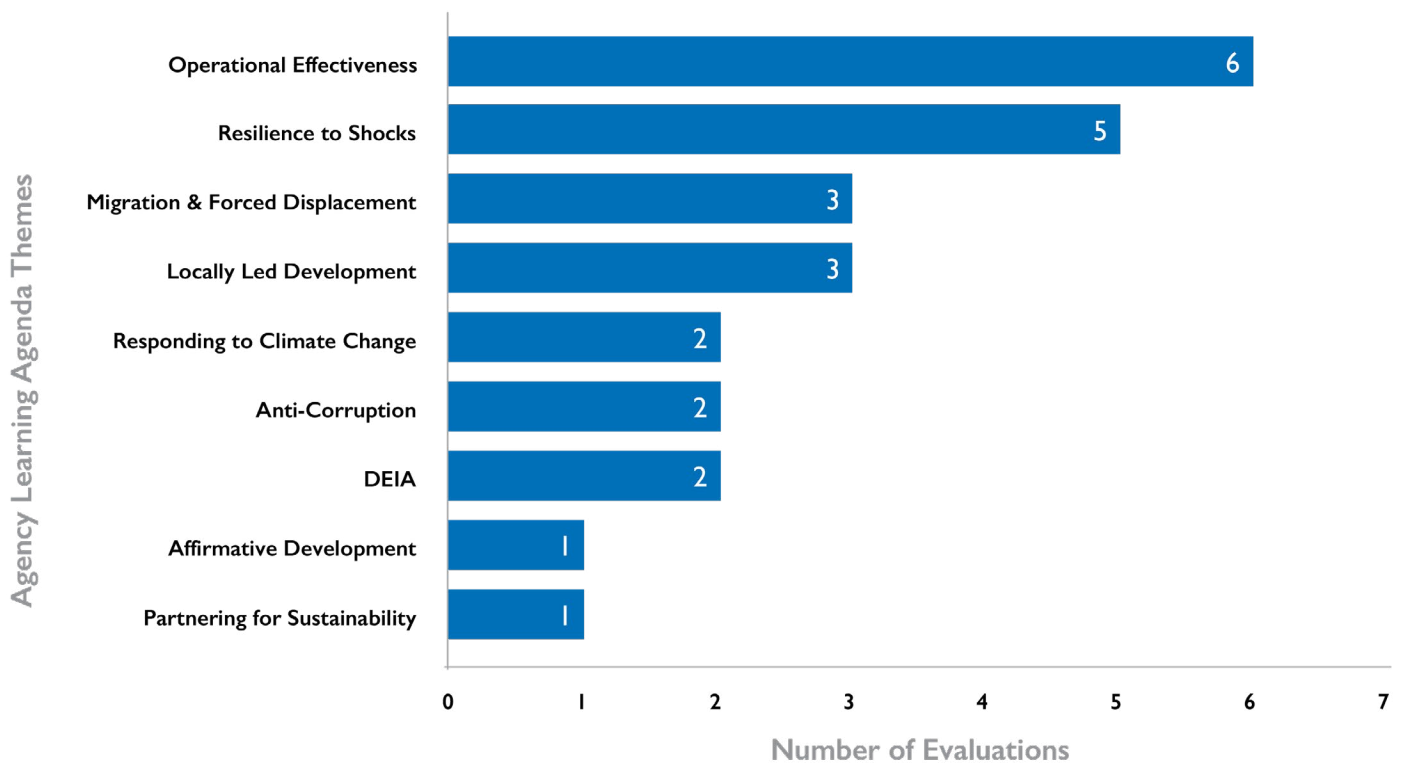
Performance evaluations of activities with a budget of \$40 million or more² remain the largest category of significant evaluations because they encompass a broad range of evaluation methods and approaches that can be applied, including outcome evaluation, process or implementation evaluation, developmental evaluation, and formative evaluation. They often incorporate before-and-after comparisons, but generally lack a rigorously defined counterfactual.

¹ The Office of the Chief Economist (OCE) is an Independent Office that supports other OUs to develop and conduct high-quality randomized evaluations. This means that there are no evaluations in the AEP for which the OU is listed as "OCE." Of the evaluations currently listed in this report, none are currently receiving support from OCE. As OCE continues engaging with OUs and as specific evaluations mature, OCE will suggest to the OU that they consider having information about the evaluation added to the AEP on an ad hoc basis.

² These evaluations are significant because activities with this level of funding are large procurements, and as such evaluation of these activities are significant. However, although activities with smaller funding, (for example, anti-corruption activities), are not included in this definition of significant evaluations, they are however evaluated as part of USAID's overall evaluation of its program.

There are 25 performance evaluations of activities with a budget of \$40 million or more, reported by 16 OUs, that will begin or carry out partially or fully in FY 2025. These include 14 evaluations reported by OUs in Africa, seven evaluations by OUs in Latin America and the Caribbean, two by OUs in Asia, one by OU in Europe and Eurasia, and one by a Washington OU³. **Figure I** below shows the primary Agency Learning Agenda question themes to which these evaluations will contribute answers⁴, followed by a detailed description of each evaluation, including the evaluation purpose and questions, methods, anticipated challenges, and dissemination strategies.

Figure I: Number of Performance Evaluations by Agency Learning Agenda Themes (n=25)



³ All completed significant evaluations will be included in the annual analysis of USAID evaluations, and the results, and lessons learned disseminated across the Agency, through mechanisms such as Agency evidence and learning events, the Agency evaluation community of practice webinars, the evidence and learning digest, and evidence to action briefs, all of which foster learning from evaluations across sectors and region.

⁴ When the evaluations are designed, additional Agency Learning Agenda questions to which the evaluations contribute are identified, and listed in the USAID Evaluation Registry.

Table I - Performance Evaluations of Activities with a Budget of \$40 Million or More

AFRICA

Evaluation #1

Operating Unit	USAID/Kenya
Name of Evaluation	Evaluation of the Kenya Malaria Vector Control Activity
Evaluation Purpose and Question	<p>Indoor residual spraying (IRS) remains one of the key interventions to reduce the malaria burden in Kenya and improve the epidemic response, as stipulated in the Kenya Malaria Strategy 2019–2023. IRS is implemented in two of Kenya’s 47 counties, Homa Bay and Migori, and is funded by the United States Agency for International Development (USAID) through the U.S. President’s Malaria Initiative (PMI). The evaluation will be used to understand the effectiveness of Indoor Residual Spraying as part of USAID Kenya’s Malaria Vector Control Activity</p> <p>The evaluation will address the question, to what extent are there decreases in malaria cases in USAID supported areas compared to non-USAID supported areas? To what extent has the Health for All (HFA) activities been effective in contributing towards reduction of malaria? The evaluation will also contribute to answering the Agency learning agenda question focusing on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?</p>
Data/Information Needed	This performance evaluation will use both quantitative and qualitative data, and data will be collected using surveys, focus group discussions, and key informant interviews.
Methods	The evaluation will use a mixed method approach that includes qualitative analysis of data from desk review, key Informant interviews and Focus Group Discussion (FGD).
Challenges	No challenges are envisioned at this time.
Dissemination Strategy	The report will be disseminated with USAID staff, relevant government entities, donors, and other relevant partners.

Evaluation #2

Operating Unit	USAID/Malawi
Name of Evaluation	Malawi Higher Education Portfolio (SHEAMA, STEP, SSTEMEDO)
Evaluation Purpose and Question	<p>The activity will evaluate the Higher Education (HE) portfolio that sits within the Education Office at USAID/Malawi. Currently, the Office is managing and/or designing three HE activities: Strengthening Higher Education Access in Malawi Activity (SHEAMA), Strengthening Science, Technology, Engineering, and Mathematics, & Expanding Degree Opportunities (SSTEMEDO); and the Strengthening Teacher Education and Practice (STEP). All three broadly focus on improving access to higher education, strengthening institutional capacity by enhancing quality of options for delivery of education, and by strengthening linkages between Higher Education Institutions (HEIs) and other stakeholders. The evaluation will focus on the interventions related to strengthening linkages between HEIs and industry stakeholders of the HE system in Malawi. The Evaluation results will also inform USAID/Malawi’s</p>

current and future higher education programming, with specific focus on strengthening the delivery of quality higher education, access, and governance. The Malawi HE Portfolio level evaluation will work towards answering the following questions: (1) to what extent has the Malawi Higher Education Portfolio contributed to opportunities for enhancing access to higher education, primarily for vulnerable and disadvantaged populations in Malawi; (2) to what extent has different modes of instructions affected cost, perceived values/sense of satisfaction of higher education degrees as well as post-graduation opportunities; and (3) to what extent has the intervention contributed toward strengthening institutional capacity for enhanced training and for continuous professional development through teacher training colleges (TTCs)?

The evaluation will also contribute to answering the agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes, and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?

Data/Information Needed	This evaluation will use activity implementation data and collect primary data from faculty members, students, alumni, employers, government, and partners through surveys, FGDs and KIIs.
Methods	Data will be collected at three points that will include baseline, midline, and endline surveys. We also plan to conduct post activity implementation data collection.
Challenges	No challenges are expected at this time.
Dissemination Strategy	Findings will be disseminated to USAID, implementing partners, government of Malawi and its stakeholders through structured dissemination meetings as well as use available forums and platform within the implementation mechanism (reflection meetings, Program Analysis and Budget (PAB), and Technical Meetings).

Evaluation #3

Operating Unit	USAID/Malawi
Name of Evaluation	Performance Evaluation of Malawi Next Generation Early Grade Reading Activity
Evaluation Purpose and Question	The USAID/Malawi Next Generation Early Grade Reading Activity (NextGen) will solidify and build on the progress to date of Malawi's National Reading Program towards improving the delivery of high-quality early primary reading instruction in all Malawian primary schools. At the end of NextGen, at least 30% of Malawian second grade children will demonstrate grade-level reading proficiency in Chichewa as defined by the Global Proficiency Framework. In addition, at least 30% of NextGen's beneficiaries will also demonstrate measurable improvements in English oral expression and in the essential sub-skills of reading in English.

The evaluation will assess the performance of the \$74 million USAID funded Malawi Next Generation Early Grade Reading Activity and measure students' reading outcomes through the conduction of National Reading Assessments (NRA). The evaluation will inform the learning and adaptive management of Next Generation Early Grade Reading activity and its contributions to USAID-supported National Reading Program. The evaluation will be designed to answer the following Mission learning questions (1) to what extent has the Next Gen Activity improved reading skills of early grade learners in Malawi? and (2) What are the best practices and lessons learnt from implementation of the Next Gen and implications for future early grade reading programming?

In addition, the evaluation will also contribute to answering the Agency Learning Agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?

Data/Information Needed	This evaluation will use the activity implementation data and collect primary data on learners' reading outcomes through assessment as well as collect data from teachers, parents, government and partners through surveys, FGDs and KIs.
Methods	The evaluation will use a mixed method approach that includes qualitative analysis of data from desk review, key Informant interviews and Focus Group Discussion (FGD).
Challenges	No specific challenges are envisioned at this time.
Dissemination Strategy	Findings will be disseminated to USAID, implementing partners, government of Malawi and its stakeholders through structured dissemination meetings as well as use available forums and platform within the implementation mechanism (reflection meetings, Program Analysis and Budget (PAB), and Technical Meetings).

Evaluation #4

Operating Unit	USAID/Nigeria
Name of Evaluation	Mid-term performance Evaluation of the Leveraging Education Assistance Resources in Nigeria (LEARN) to Read Activity
Evaluation Purpose and Question	<p>The purpose of the LEARN to Read activity is to support sustainable improvements in reading outcomes for pupils in grades 1 and 2 in selected Nigerian States. This will also provide technical assistance to key actors at the local, state, and national levels to strategically leverage available government and development partner resources to construct an enabling environment for Nigerian children at the early grade primary level to learn to read in languages they use and understand. LEARN to Read will contribute to improvement in the reading outcomes of more than 3.5 million children in 5,900 schools and in the capacity of more than 35,000 teachers, headteachers, and school support officers to support early grade reading in about 6,000 schools. The evaluation will contribute to answering the following mission learning questions (1) What are the bottlenecks to the steady supply of teaching and learning materials in local languages, at the federal and state levels? and (2) What are the foundational components to capacity building of education stakeholders and systems strengthening of the educator sector that would enable the government of Nigeria to more effectively utilize resources and become less dependent on external resources?</p> <p>Specifically, the evaluation will address the following questions:(1) To what extent has the Technical Assistance provided by LEARN contributed to the objective of increasing reading outcomes for early grade learners in the focus state? (2) To what extent is the on-demand strategy for providing technical assistance to state education agencies affecting the foundational learning outcomes of learners? and (3) To what extent have the federal and state governments, and local communities been involved in the implementation of education initiatives leading to local ownership and sustained learning outcomes?</p> <p>In addition, the evaluation will also contribute to answering the agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?</p>

Data/Information Needed	This performance evaluation will use both quantitative and qualitative data, and data will be collected using surveys, focus group discussions, and key informant interviews.
Methods	The evaluation will use a mixed method approach that includes qualitative analysis of data from desk review, key Informant interviews and Focus Group Discussion (FGD).
Challenges	Insecurity in some locations where the activity is being implemented could potentially affect access of the evaluation team for data collection.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, 2 pager report, Infographics and these will serve as dissemination materials for sharing the findings with the relevant stakeholders. The final report will be posted in the DEC for public dissemination. Also, findings and recommendations will be presented through a debrief session where Mission staff and relevant stakeholders are invited to attend.

Evaluation #5

Operating Unit	USAID/Nigeria
Name of Evaluation	Final Performance Evaluation of the State Accountability, Transparency and Effectiveness (State2State) Activity
Evaluation Purpose and Question	<p>State 2 State activity builds the capacity of state and local government institutions to assume greater responsibilities in delivering the services demanded by their constituents, particularly in the areas of health care, education, water, and sanitation. State2State works primarily at the state level, but also supports federal institutions and local government areas by strengthening government processes like public financial management and procurement; monitoring and evaluation related to delivery of services; increasing responsiveness to citizen priorities; and improving capacity to manage societal conflict through prevention, mitigation and reconciliation. Major activities include training on leadership skills, transparency, and accountability of the governance process at state, local, and community levels for state and non-state actors, including regarding budgeting and planning, procurement reform, auditing and internal controls. These activities will help to decentralize decision-making processes and promote citizen participation in government decision-making to ensure improved service delivery.</p> <p>The evaluation will contribute to answering the following Mission learning questions, (1) What are the challenges to strengthen Public Financial Management (PFM) at the subnational level? (2) What interventions effectively strengthen PFM despite these challenges? and (3) Does stronger PFM result in increased citizen service delivery? There are no other desired outcomes for the State2state strategy on which the evaluation will focus. State2State is designed as a subnational governance activity that focuses primarily on public financial management.</p> <p>The evaluation will also contribute to answering the agency learning agenda question on affirmative development, how can USAID advance an affirmative, sustainable development approach to mitigate authoritarian or malign influences and actions?</p>
Data/Information Needed	This evaluation will use activity implementation data and collect primary data through quantitative surveys & qualitative data collection through community leader surveys, FGDs, and KIs.

Methods	The evaluation will use a mixed method approach that includes qualitative analysis of data from desk review, key Informant interviews and Focus Group Discussion (FGD).
Challenges	Insecurity in some locations where the activity is being implemented could potentially affect access of the evaluation team for data collection.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, 2 pager report, Infographics and these will serve as dissemination materials for sharing the findings with the relevant stakeholders. The final report will be posted in the DEC for public dissemination. Also, findings and recommendations will be presented through a debrief session where Mission staff and relevant stakeholders are invited to attend.

Evaluation #6

Operating Unit	USAID/Mozambique
Name of Evaluation	Evaluation of the Government to Government (G2G) Activity
Evaluation Purpose and Question	<p>The evaluation will focus on answering both operational questions that the mission has for implementing G2Gs as well as to better understand the outcomes that can be expected in G2G programs, along a growth spectrum. The evaluation will be conducted to describe and understand the challenges and identify solutions that can address key operational challenges for implementing G2Gs in Mozambique.</p> <p>The evaluation will address the following Mission learning questions: what are the key challenges in implementing G2G activities, when analyzed from the perspective of USAID, USG, and the Government of Mozambique (GOM)?</p> <p>The findings from the evaluation are expected to contribute to the USAID Agency learning agenda question on locally led development -how can USAID more equitably engage local knowledge, assets, and practices, and align programming with local priorities and metrics for success?</p>
Data/Information Needed	Qualitative and Quantitative data will be collected on the G2G activities implemented by USAID and the GOM.
Methods	The methodology is not yet finalized, but it is envisioned that various data collection methods will be used, including periodic pause and reflects as well as Outcome Mapping or Outcome Harvesting methods.
Challenges	To successfully conduct the evaluation, significant buy-in will be required from our GOM G2G counterparts.
Dissemination Strategy	Evaluation results will be disseminated through evaluation reports, documented adaptations or changes made as a result, outcomes report from outcome mapping. The report will also be published on the USAID DEC, as required of all completed USAID evaluations.

Evaluation #7

Operating Unit	USAID/Mozambique
Name of Evaluation	Transform Nutrition Final Evaluation

Evaluation Purpose and Question	<p>Mozambique is largely dependent on agriculture (mostly subsistence-based with small family farms) and is vulnerable to drought and natural disasters. 66% of the population live in rural areas, most live below the poverty line, and one-third is chronically food-insecure with high child stunting. The situation is worse in Nampula – Mozambique’s largest, most densely populated province –particularly for pregnant and lactating women, adolescent girls, and children under 2. Transform Nutrition (TN) aims to address these challenges in Nampula Province, particularly for pregnant and lactating women, adolescent girls and children under 2. TN is designed to I strengthen host government capacity to plan and manage nutrition programming; increase adoption of optimal behaviors to improve the nutritional status of target populations; and increase access to quality services and products for nutrition, sanitation, and hygiene. The evaluation will answer the question, to what extent are the Transform Nutrition activities that have been implemented over the last five years, contributing to prevention and reduction in malnutrition among pregnant and lactating women, adolescent girls, and children under 2 in Nampula district?</p> <p>The evaluation will contribute towards answering the agency learning agenda question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?</p>
Data/Information Needed	<p>A mixed method approach will collect and use both qualitative interview responses and quantitative data collected during the lifetime of the project and as part of the evaluation. These data will be used to evaluate the effectiveness of the activity and whether the objectives were met.</p>
Methods	<p>Evaluation methods have not entirely been decided upon as of yet. However, a set of qualitative and quantitative information will be gathered to draw conclusions about the effectiveness of TN in Nampula Province. A household survey will also be conducted to determine nutritional status. A specific focus will focus on comparing nutritional status of nutritional status of pregnant and lactating women, adolescent girls, and children under two in six districts of Nampula province. These six districts were the focus of the TN baseline evaluation conducted in 2021 and will serve as the reference for ascertaining progress in improving provincial nutrition in the broader set of Nampula districts where TN worked.</p>
Challenges	<p>No challenges are envisioned currently.</p>
Dissemination Strategy	<p>Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders, and it will be posted on the DEC for public dissemination. Also, findings and recommendations will be presented through a debrief session where Mission staff and relevant stakeholders are invited to attend.</p>

Evaluation #8

Operating Unit	USAID/Mozambique
Name of Evaluation	Integrated Natural Resource Management (INRM) Activity
Evaluation Purpose and Question	<p>Mozambique is largely dependent on agriculture (mostly subsistence-based with small family farms) and is vulnerable to drought and natural disasters. 66% of the population live in rural areas, most live below the poverty line, and one-third is chronically food-insecure with high child stunting. The situation is worse in Nampula – Mozambique’s</p>

largest, most densely populated province –particularly for pregnant and lactating women, adolescent girls, and children under 2. Transform Nutrition (TN) aims to address these challenges in Nampula Province, particularly for pregnant and lactating women, adolescent girls and children under 2. TN is designed to | strengthen host government capacity to plan and manage nutrition programming; increase adoption of optimal behaviors to improve the nutritional status of target populations; and increase access to quality services and products for nutrition, sanitation, and hygiene. The evaluation will answer the question, to what extent are the Transform Nutrition activities that have been implemented over the last five years, contributing to prevention and reduction in malnutrition among pregnant and lactating women, adolescent girls, and children under 2 in Nampula district?

The evaluation will contribute towards answering the agency learning agenda question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?

Data/Information Needed	A mixed method approach will collect and use both qualitative interview responses and quantitative data collected as part of the evaluation. These data will be used to evaluate whether the effect of CSA approaches.
Methods	Evaluation methods have not entirely been decided upon yet. However, a set of qualitative and quantitative information will be gathered to draw conclusions about the effect of the CSA approaches.
Challenges	No challenges are envisioned currently.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders, and it will be posted on the DEC for public dissemination. Also, findings and recommendations will be presented through a debrief session where Mission staff and relevant stakeholders are invited to attend.

Evaluation #9

Operating Unit	USAID/Somalia
Name of Evaluation	Mid-term Performance Evaluation of the Transition for Stabilization Initiatives Saddex (TIS3)
Evaluation Purpose and Question	Somalia faces over three decades of protracted civil war leaving the country fractured along political and clan lines. In the past decade, Violent Extremist Organizations (VOE), namely al-Shabaab, have exploited this conflict to exert control and influence over many varying regions of Somalia. The goal of the TIS3 program is to assist Somali communities in establishing the initial governance and security conditions necessary to address the long-term social, economic and political causes of Somalia’s instability by reducing the factors that enable violent extremist organizations to gain and maintain influence. Operating in strategic, frontline communities that remain vulnerable to al-Shabaab, Transition for Stabilization Initiatives Saddex assists communities to establish the initial governance and safety conditions necessary to address the long-term causes of Somalia’s instability. TIS3 does this by supporting inclusive governance processes and conducting activities that strengthen relationships among competing groups in a community.

The following Mission learning questions will be addressed by the evaluation, (1) To what extent do USAID/Somalia activities contribute to Development Objective (DO)I outcomes of interest - targeted local institutions are perceived as governing in a more legitimate and inclusive manner, diminishing influence of VEOs? (2) How is USAID programming improving linkages between urban and rural households and/or communities in Somalia?

The evaluation will also contribute to answering the agency learning agenda question on Diversity Equity and Inclusion (DEI) - how can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion?

Data/Information Needed	A mixed method approach will be used to collect data. This will include using qualitative and quantitative data collection and analysis. This will include surveys, focus group discussions, and key informant interviews.
Methods	Not decided yet, however data collection methods may include a review of relevant documentation, Key Informant Interviews (KIIs), Focus Group Discussions (FGD), and surveys.
Challenges	Insecurity in some activity implementation areas within the Mission’s geographical focal zone due to Al Shabaab could potentially affect the sampling approach and access of the evaluation team for data collection.
Dissemination Strategy	This will be finalized during the evaluation design. However, we expect the dissemination strategy to include products that are contextualized to various stakeholders, including: the USAID Mission, IP, other donors, and Somali government and stakeholders. The evaluation report will also be published on the DEC.

Evaluation #10

Operating Unit	USAID/Somalia
Name of Evaluation	Mid-term Performance Evaluation of the Inclusive Resilience in Somalia (IRiS) Activity
Evaluation Purpose and Question	<p>The Inclusive Resilience in Somalia (IRiS) Activity aims to accelerate economic development for marginalized households most affected by droughts and other shocks in targeted areas. IRiS is focused on increasing individual, household, business, community, and system-wide resilience through rural and urban livelihood diversification and promoting inclusive economic market systems. The IRiS Activity Work with the Somali government and people to ensure climate smart agriculture (CSA) and livelihood diversification for rural and urban households and robust private sector engagement for inclusive economic opportunities for marginalized groups.</p> <p>The evaluation will be designed to answer the following Mission learning questions, (1) How is USAID programming strengthening household and community capacity to navigate and respond to shocks and stresses in Somalia? (2) Which of these approaches are most promising? Which of these approaches can be scaled up? (3) How is USAID programming improving linkages between urban and rural households and/or communities in Somalia?</p> <p>In addition, the evaluation will also contribute towards answering the Agency learning agenda question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?</p>

Data/Information Needed	This performance evaluation will use both quantitative and qualitative data, and data will be collected using surveys, focus group discussions, and key informant interviews.
Methods	Though not yet finalized, the methodology will include qualitative analysis of data from Desk review, Key Informant Interviews and Focus Group Discussion.
Challenges	Insecurity in some activity implementation areas within the Mission's geographical focal zone due to Al Shabaab could potentially affect the sampling approach and access by the evaluation team for data collection.
Dissemination Strategy	Dissemination strategy will include products that are contextualized to various stakeholders, including: the USAID Mission, implementing partners (IPs), other donors, and Somali government and local stakeholders. the final evaluation report posted on the DEC for public dissemination.

Evaluation #11

Operating Unit	USAID/Tanzania
Name of Evaluation	Mid-term Evaluation of Afya Yangu- RMNCAH Activity
Evaluation Purpose and Question	<p>The Comprehensive Client-Centered Health Program - Reproductive, Maternal, Newborn, Child and Adolescent Health (C3HP-RMNCAH) activity intends to support the Government of Tanzania's (GoT) Ministry of Health, Community Development, Gender, Elderly and Children (MOHCDGEC) and the President's Office-Regional Administration and Local Government (PORALG) at the central level and in target Mainland regions as well as the Government of Zanzibar's (GoZ) Ministry of Health (MOH), their PORALG and other local authorities, to deliver high-quality integrated RMNCAH services that will improve health outcomes, particularly for youth and women. The USAID Afya Yangu - RMNCAH's overall vision is to have Tanzanian youth and women who are engaged, empowered and well-informed when making decisions relating to their reproductive health needs, ultimately contributing to the country's long-term prosperity and improving the health outcomes of Tanzanians. The evaluation will contribute to answering the following question, (1) To what extent is the RMNCAH activity contributing to the improved ability of individuals to practice positive health- seeking and self-care behaviors? and (2) To what extent has RMNCAH contributed to improved access to quality, client centered RMNCAH services in both health facilities and the surrounding communities?</p> <p>The evaluation will also contribute to answering the Agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long- term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?</p>
Data/Information Needed	Both qualitative data (e.g., interviews, focus group discussions (FGD), and case studies) and quantitative data (e.g., surveys, standardized assessments, program data) data will be collected.
Methods	Though not finalized as yet, it is envisioned that a mixed method approach will be applied to collect and use both qualitative interview responses and quantitative data collected as part of the evaluation.
Challenges	There are no challenges envisioned at this time.

Dissemination Strategy The final evaluation report will be uploaded onto DEC. The report will also be distributed and shared with the Government of Tanzania, Key Stakeholders and the Mission Staff.

Evaluation #12

Operating Unit USAID/Tanzania

Name of Evaluation Evaluation of the Afya Yangu - North/Central

Evaluation Purpose and Question The USAID Afya Yangu Northern activity is designed around client-centered approaches to address gaps in HIV, TB, and family planning (FP) service delivery, while continuously building and transferring the capacity of local stakeholders for sustainable and country-led ownership. USAID Afya Yangu Northern will focus intensely on direct service delivery across all regions in early project years, ensuring that gaps to epidemic control are identified, and tailored solutions are designed to meet the needs of vulnerable populations. This activity intends to support the Government of Tanzania's (GOT) Ministry of Health and Social Welfare, Elderly and Children (MOHCDGEC) and the President's Office- Regional Administration and Local Government (PORALG) at the central level and in target Mainland regions to deliver high-quality integrated HIV and TB prevention care and treatment services that will improve health outcomes, particularly for youth and children. The activity increases the demand for and use of quality integrated HIV and Tuberculosis services in target regions by improving access to quality services in both facilities and the surrounding communities, promoting positive health-seeking behaviors among Tanzania's populace, and enhancing the overall policy environment for HIV&TB service delivery. The evaluation will be designed to answer the following question, (1) to what extent is the activity contributing to the improved ability of individuals to practice positive health-seeking and self-care behaviors? and (2) to what extent has the activity contributed to improved access to quality, client centered health services in their communities?

The evaluation will also contribute to answering the agency learning agenda question on operational effectiveness -how can USAID better streamline systems, processes and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?

Data/Information Needed Both quantitative and qualitative data will be collected, analyzed, through desk review, surveys, key informant interviews (KIIs), and/or focus group discussions.

Methods Though not finalized yet, it is envisioned that a mixed method approach will be applied to collect and use both qualitative interview responses and quantitative data collected as part of the evaluation.

Challenges There are no challenges envisioned at this time.

Dissemination Strategy The final evaluation report will be uploaded onto DEC. The report will also be distributed and shared with the Government of Tanzania, Key Stakeholders and the Mission Staff.

Evaluation #13

Operating Unit USAID/Tanzania

Name of Evaluation Evaluation of the Afya Yangu - Southern Activity

Evaluation Purpose and Question	<p>The USAID Afya Yangu Southern Program aims at supporting the Government of Tanzania to deliver high quality integrated HIV and TB prevention care and treatment services that will improve health outcomes, particularly for youth and children. This Activity intends to support the Government of Tanzania's (GOT, MOHCDGEC and the PORALG at the central level and in target Mainland regions to deliver high-quality integrated HIV and TB prevention care and treatment services that will improve health outcomes, particularly for youth and children. This increases the demand for and use of quality integrated HIV and Tuberculosis services in target regions by improving access to quality services in both facilities and the surrounding communities, promoting positive health-seeking behaviors among Tanzania's populace, and enhancing the overall policy environment for HIV&TB service delivery. Key result areas include (1) Improved access to quality client-centered health services, (2) improved ability of individuals to practice positive healthy behaviors, and (3) enhanced enabling environment for quality health service provision. The evaluation will be designed to answer the following questions, (1) to what extent is the activity contributing to the improved ability of individuals to practice positive health- seeking and self-care behaviors? and (2) to what extent has the activity contributed to improved access to quality, client centered health services in their communities?</p> <p>In addition, the evaluation is expected to contribute to the Agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?</p>
Data/Information Needed	Both quantitative and qualitative data will be collected, analyzed, through desk review, surveys, key informant interviews (KIIs), and/or focus group discussions.
Methods	Though not finalized yet, it is envisioned that a mixed method approach will be applied to collect and use both qualitative interview responses and quantitative data collected as part of the evaluation.
Challenges	There are no challenges envisioned at this time.
Dissemination Strategy	The final evaluation report will be uploaded onto DEC. The report will also be distributed and shared with the Government of Tanzania, Key Stakeholders and the Mission Staff.

Evaluation #14

Operating Unit	USAID/West Africa
Name of Evaluation	Evaluation of West Africa Biodiversity and Low Emissions Development (WABiLED) Activity
Evaluation Purpose and Question	<p>The conservation and restoration of West Africa's remaining tropical forests are crucial to maintain the region's biological heritage for future generations, meet global carbon emissions reduction targets, and ultimately, reduce the extent and effects of climate change. WABiLED works regionally with ECOWAS, the Mano River Union and National Institutions to reduce deforestation, forest degradation, and biodiversity loss in key transboundary forest landscapes and reduce greenhouse gas emissions and increase carbon sequestration from land use. The Activity aims to strengthen the capacity of national and regional networks and institutions to enforce and prosecute wildlife trafficking laws; improve regional and transboundary cooperation and</p>

conservation strategies that include private sector partnerships and incorporate best practices for the management of key transboundary forest landscapes; and improve capacity for economic planning and development of Low Emission Development strategies including REDD+. The evaluation will be designed to answer the following questions, (1) To what extent has WABiLED contributed towards strengthening the capacity of national and regional networks and institutions to enforce and prosecute wildlife trafficking laws across the West Africa region? and (2) To what extent has WABiLED contributed to improved capacity for economic planning and development of low emissions development strategies to reduce West Africa’s greenhouse gas emissions?

The evaluation is also expected to contribute to answering the Agency learning agenda question on climate - how can USAID best engage global actors, partner countries, and local leaders to mitigate the climate crisis and support equitable adaptation to its impacts?

Data/Information Needed	The study is expected to employ a mixed method approach that will include quantitative and qualitative data collection and analysis.
Methods	The Mission is still in the early stages of developing the scope of work for this evaluation, and the methodological approach is still being developed.
Challenges	Most locations where the activity is implemented are remote and require long hours of driving.
Dissemination Strategy	The findings will be disseminated to both internal and external audiences. It is envisioned that a learning event will be conducted as part of the dissemination process. The final evaluation report will also be posted to the DEC.

Table I - Performance Evaluations of Activities with a Budget of \$40 Million or More

ASIA

Evaluation #15

Operating Unit	USAID/Bangladesh
Name of Evaluation	Mid-term Performance Evaluation of Feed the Future Bangladesh Nutrition Activity
Evaluation Purpose and Question	<p>The USAID funded Bangladesh Nutrition Activity (BNA) has been designed to empower and support market and community actors to address underlying causes of malnutrition.</p> <p>Feed the Future Bangladesh Nutrition Activity is designed to improve the nutrition and health of children under 5, pregnant and lactating women, and adolescents (10–18 years old) in the Zone of Influence (ZoI), which comprises 21 districts in Barisal, Dhaka, and Khulna divisions, and the Zone of Resilience, including Cox’s Bazar and Bandarban. Consistent with USAID’s Global Food Security Strategy, the Activity uses an integrated approach of market systems development and social and behavior change (SBC) to catalyze and sustain improvements in nutrition. The evaluation will address the following Mission learning agenda question: to what extent does private sector engagement contribute to wider nutritional and development outcomes in the ZoI?</p>

The evaluation will also contribute to answering USAID Agency learning agenda questions on partnering for sustainability - How can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainability?

Data/Information Needed	Household nutrition data, and data from recipients of activity services and outputs will be collected as part of the evaluation.
Methods	A mixed methods approach will be used to collect data. This will include using qualitative and quantitative data collection and analysis.
Challenges	It may be challenging to find local candidates with the appropriate mix of skills and expertise to serve as evaluation team members.
Dissemination Strategy	The Mission will be briefed throughout the evaluation, and the final report will be posted on the DEC.

Evaluation #16

Operating Unit	USAID/India
Name of Evaluation	Midterm performance Evaluation of the South Asia Regional Energy Partnership (SAREP)
Evaluation Purpose and Question	<p>The USAID-funded South Asia Regional Energy Partnership (SAREP) seeks to improve affordable, reliable, and sustainable energy access across six countries. It aims to enhance collaboration with governments and intergovernmental organizations to sustain equitable economic progress throughout the South Asia region. SAREP improves access to affordable, secure, reliable, and sustainable energy in six countries – Bangladesh, Bhutan, India, Maldives, Nepal, and Sri Lanka – to strengthen systems and processes, in line with the economic and energy-security priorities of these countries. The evaluation purpose is to assess the progress and course correction, if any. The evaluation will address the question, to what extent is SAREP contributing towards accelerating the transition to clean energy, mitigating climate change, and promoting energy security, economic development, self-reliance, livelihood, health, and productivity in the South Asia region?</p> <p>The evaluation will also contribute towards answering the Agency leaning agenda question on CLIMATE - How can USAID best engage global actors, partner countries, and local leaders to mitigate the climate crisis and support equitable adaptation to its impacts?</p>
Data/Information Needed	Project data will be analyzed, and key stakeholder interviews will be conducted.
Methods	A mixed methods approach will be used to collect data. This will include using qualitative and quantitative data collection and analysis.
Challenges	Multi-country analysis and estimating the contribution of the project for the overall result could prove challenging.
Dissemination Strategy	The final report will be posted to the DEC, and there will be workshops with the stakeholders.

Table I - Performance Evaluations of Activities with a Budget of \$40 Million or More

EUROPE AND EURASIA

Evaluation #17

Operating Unit	USAID/ Kyrgyz Republic
Name of Evaluation	Midterm Evaluation of Cross-sectoral Integration of Gender across the USAID/Kyrgyz Portfolio
Evaluation Purpose and Question	<p>Promoting gender equality, addressing gender-based violence, and empowering women are the highest priorities of USAID’s work across the globe, including in the Kyrgyz Republic. Through multiple programs, USAID targets issues such as gender-based violence, women’s participation in political processes, gender-specific risk factors for TB and HIV, access to job opportunities, business creation, and equity in educational outcomes. This evaluation will be paired with the Gender analysis required for the FY 2025 Country Development Cooperation Strategy (CDCS) design to help us better integrate DEI principles in our design and implementation of all activities across the portfolio. The evaluation will address the following question - how effectively has the Mission integrated gender considerations and women’s empowerment into its CDCS implementation?</p> <p>In addition, the evaluation will also contribute to answering the Agency learning agenda question on DEIA - how can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion?</p>
Data/Information Needed	Data collection and analysis will include gender indicators of activities’ performance, KIIs and FGs to explore how we could do better, as well as discussions with staff.
Methods	The methodological approach has not been finalized. However, it is anticipated that a mixed method approach will be used, that includes literature review, key informant interviews (KIIs) and focus groups.
Challenges	There may be challenges identifying local experts to include in the evaluation team because of limited local gender expertise in the country.
Dissemination Strategy	Evaluation findings will be shared with other donors working on gender empowerment and also published on the DEC.

Table I - Performance Evaluations of Activities with a Budget of \$40 Million or More

LATIN AMERICA AND THE CARIBBEAN (LAC)

Evaluation #18

Operating Unit	USAID/CAM (Central America and Mexico Regional Program)
Name of Evaluation	Final Performance Evaluation of the Integrated Responses on Migration (IRM) from Central America
Evaluation Purpose and Question	The goal of IRM is to reduce irregular migration from Central America, contributing to safe, orderly, and regular migration, and lowering both the number of irregular migrants to the United States and the number of apprehensions at the U.S. southern border, which are key U.S. Government priorities. The activity supports the reception

and sustainable reintegration of returnees to El Salvador, Guatemala, and Honduras and persons at risk of migrating through post-arrival assistance (humanitarian aid), vocational training, education, job placement, psycho-social assistance, and building community cohesion. The activity also assists migrants (mostly Central Americans), mainly in Belize, Costa Rica, and Panama to help them integrate in the receiving country through registration and/or identification, migration status, psychosocial support, access to public services, social-economic and local integration, and prevention of discrimination or xenophobia.

The evaluation will address the following Mission learning questions:

1. What are the most important factors that regional migration management programming should target to have the highest likelihood of preventing irregular migration?
2. What is the effect of sustainability of activities implemented by local partners vs. traditional partners?
3. For displaced populations, what factors led to displacement and how likely are individuals to migrate once displaced?

In addition, the evaluation will contribute to answering the Agency learning question on migration and forced displacement - how can USAID better address drivers of migration and forced displacement through evidence-informed decision-making?

Data/Information Needed Quantitative and qualitative data will be collected and analyzed through desk review, surveys, key informant interviews (KIIs), and/or focus group discussions.

Methods The evaluation will be a non-experimental mixed-methods design that combines a comprehensive, rigorous analysis of existing quantitative data with customized qualitative techniques: Desk review of activities reports and relevant documents, surveys, key informant interviews (KIIs), and/or focus group discussions with beneficiaries, partners, and stakeholders.

Challenges There is the risk of having some kind of Hawthorne effect when trying to learn about the intention to migrate irregularly to the United States.

Dissemination Strategy This will be determined when the evaluation is designed. At a minimum it will be published on the DEC as required by the USAID Evaluation Policy.

Evaluation #19

Operating Unit USAID/El Salvador

Name of Evaluation Mid-Term Performance Evaluation of the Communities Working Together Activity

Evaluation Purpose and Question The Communities Working Together activity aims to deliver evidence-informed and data-driven interventions in target communities of selected urban hubs and to strengthen El Salvador's national citizen security policy framework informed by such interventions.

The evaluation will address the following Mission learning agenda questions:

1. To what extent have USAID crime and violence prevention activities led to a change in real and perceived security in the targeted areas of El Salvador?

2. What security, justice, and human rights actions, approaches, and/or tools from USAID programs have been best received by the Government of El Salvador and by CSOs and taken up for replication/expansion with their own resources?

In addition, the evaluation will contribute to answering the Agency learning agenda question on migration and forced -how can USAID better address drivers of migration and forced displacement through evidence-informed decision-making?

Data/Information Needed	Quantitative and qualitative data will be collected through desk review, surveys, key informant interviews (KIIs), and/or focus groups.
Methods	The evaluation will use a non-experimental mixed-methods design that combines a comprehensive, rigorous analysis of existing quantitative data with customized qualitative techniques: Desk review of activities reports and relevant documents, surveys, key informant interviews (KIIs), and/or focus group discussions with beneficiaries, partners, and stakeholders.
Challenges	Insecurity in some locations where the Activity is being implemented could potentially affect access of the evaluation team for data collection.
Dissemination Strategy	Findings, conclusions, and recommendations will be disseminated to the USAID staff, implementing partners, relevant partners and stakeholders. The full report will be published on the DEC, and there will be a series of webinars and a dissemination workshop to share the findings.

Evaluation #20

Operating Unit	USAID/Guatemala
Name of Evaluation	Final Performance Evaluation of Addressing Root Causes of Irregular Migration
Evaluation Purpose and Question	<p>Guatemala has a long history of regular and irregular migration to the United States, Canada, and Mexico due to political violence and instability, lack of economic opportunities, human rights abuses and inequalities and climate change and natural disasters. Irregular cross-border movements are both dangerous and expensive, and those who take this path are at higher risk of becoming victims of human trafficking, sexual violence and other forms of exploitation, and mistreatment. The project's main objective is to reduce irregular migration by connecting Guatemalans to opportunities to achieve prosperous, secure, and dignified lives at home.</p> <p>The evaluation will answer the Mission learning agenda question - what are the factors that will allow returnees and likely migrants to stay in Guatemala? The evaluation will also contribute to the Mission learning agenda question on migration and forced displacement - what are the factors that will allow returnees and likely migrants to stay in Guatemala?</p>
Data/Information Needed	Qualitative and quantitative data will be collected and analyzed.
Methods	This is not yet determined. The methodological approach will be finalized during the design of the evaluation.
Challenges	There are no challenges currently envisioned.
Dissemination Strategy	This will be determined during the evaluation design. However, at a minimum, the final report will be uploaded to the USAID Development Experience Clearinghouse, as required by the Evaluation Policy.

Evaluation #21

Operating Unit	USAID/Honduras
Name of Evaluation	Mid-term Performance Evaluation of the Effective Justice to Combat Criminality and Corruption Activity (JECCC)
Evaluation Purpose and Question	<p>JECCC aims to reduce impunity, criminality, and corruption in Honduras by advancing an effective criminal justice system that upholds independence and integrity while increasing state legitimacy, civil society oversight, and citizen support for the rule of law. The Activity is expected to work within the criminal justice system to address targeted crimes, especially those that threaten Honduras security and stability as well as US national security and foreign policy goals, and where evidence demonstrates that they are root causes of outmigration. Findings from the evaluation will inform ongoing implementation and support programmatic adaption as required.</p> <p>The evaluation will be designed to answer the following questions:</p> <ol style="list-style-type: none"> 1. How and to what extent has JECCC supported the effectiveness of the criminal justice system within targeted crimes? 2. How and to what extent has the Activity mobilized civil society and the private sector to achieve its results? 3. To what extent are the interventions likely to be sustainable? 4. Given that corruption is one of the target crimes under JECC, to what extent has increasing transparency in the justice institutions contributed to reducing impunity? Corruption is one of the targeted crimes under JECC.
Data/Information Needed	Data to be reviewed and analyzed include a desk review, secondary data from GOH records on targeted crimes, key informant interviews, FGDs, and review of activity performance indicators.
Methods	Mixed methods including quantitative and qualitative data collection will be applied.
Challenges	Access to GOH records to verify changes in impunity, corruption and criminality within targeted crimes and obtaining permission from GOH to conduct qualitative data collection with key informants will be challenging. There is also a possibility of interviewee bias. Lastly, political will can significantly influence the success of JECCC's interventions given the current context of perceived weak independence among State branches and upcoming changes in the justice sector.
Dissemination Strategy	Findings will be shared with key stakeholders, including direct beneficiaries. An evaluation briefer will be produced. Findings will be used to inform future activity designs and current programming aiming at system level changes. A more detailed strategy will be identified when drafting the evaluation SOW.

Evaluation #22

Operating Unit	USAID/Honduras
Name of Evaluation	Mid-term Performance Evaluation of the Pathways to Education Activity

Evaluation Purpose and Question	<p>Pathways to Education aims to increase access and participation in safe, relevant, and high-quality basic education for 300,000 children and youth, ensuring that they have the knowledge, skills, and motivation to engage as productive citizens and contribute to building a prosperous Honduras. The purpose of the evaluation is to gain insight or knowledge for decision-making in the management process of this Activity. The findings of the evaluation will be used to adapt or optimize the intervention.</p> <p>The evaluation will help to answer the Mission learning agenda question -how and to what extent do USAID interventions in Honduras influence intentions to migrate among targeted beneficiaries? Specifically, the evaluation will contribute to answering the following questions: to what extent have pathways for education increased access to and retention in inclusive, quality education for the most marginalized learners? To what extent has Pathways to Education activities contributed to safety in and around schools in communities in Honduras?</p> <p>The evaluation will also contribute to answering the Agency learning agenda question on migration and forced displacement - how can USAID better address drivers of migration and forced displacement through evidence-informed decision-making?</p>
Data/Information Needed	Information needed includes secondary data such as documents related to the program implementation, monitoring plans, reports, and literature review, (including a review of performance monitoring data). Primary data from surveys, key informant interviews (KIs), focus group (FG) discussions with technical staff, Ministry of Education staff, students, principals, teachers and parents or guardians will also be collected and analyzed.
Methods	Non-experimental design. The evaluation design and methodologies will include a mix of qualitative and quantitative data collection and analysis.
Challenges	There are no challenges currently envisioned.
Dissemination Strategy	This will be determined during the evaluation design. At a minimum, the final report will be posted on the USAID DEC.

Evaluation #23

Operating Unit	USAID/Honduras
Name of Evaluation	Mid-term Evaluation of Honduras Environment Portfolio
Evaluation Purpose and Question	<p>This will be a mid-term whole of portfolio evaluation of the Mission's environment activities</p> <p>The evaluation will focus on answering the question, to what extent are USAID environment investments in Honduras, effective in contributing to reducing vulnerability to key environmental shocks and stresses?</p> <p>The evaluation will also contribute to answering the Agency learning agenda question on climate - how can USAID best engage global actors, partner countries, and local leaders to mitigate the climate crisis and support equitable adaptation to its impacts?</p>
Data/Information Needed	Qualitative and quantitative data

Methods	We expect to conduct a longitudinal study of priority actor groups (with comparison groups identified) over the life of the newly launched activities in the Resilience Focus Zone (RFZ), possibly including the Zone of Influence (ZOI).
Challenges	There are no challenges currently envisioned.
Dissemination Strategy	This will be determined during the evaluation design. At a minimum, the final report will be posted on the USAID DEC.

Evaluation #24

Operating Unit	USAID/Honduras
Name of Evaluation	Evaluation of Honduras Local Governance Activity
Evaluation Purpose and Question	<p>The U.S. Agency for International Development (USAID) designed the Honduras Local Governance (HLG) Activity to enhance basic service delivery provision through increased citizen influence and improved governance in western Honduras and urban areas. The activity supports local governments and civil society organizations to ensure that municipal services respond to basic citizen needs. The Activity ensures that health, education, and other critical services are expanded, deepened, and made sustainable as part of a holistic effort to promote local governance. The Activity strengthens governance actions at the national, subnational, and local levels, where basic services are delivered and where most Honduran citizens interact with their government. In addition, HLG works to contribute to the increase in citizen security and access to health services for vulnerable populations in high-crime urban areas. The evaluation will answer the Mission learning question - how and in what ways does locally-led development in Honduras affect the magnitude, sustainability, and resilience of municipal health, education, and related services?</p> <p>The evaluation will also contribute to the Agency learning agenda question on locally-led development - how can USAID more equitably engage local knowledge, assets, and practices, and align programming with local priorities and metrics for success?</p>
Data/Information Needed	Quantitative and qualitative data collected through desk review, surveys, key informant interviews (KIIs), and/or focus group discussions.
Methods	A non-experimental mixed-methods design that combines analysis of quantitative data with customized qualitative techniques: Desk review of activities reports and relevant documents, surveys, key informant interviews (KIIs), and/or focus group discussions with beneficiaries, partners, and stakeholders.
Challenges	Limitations associated with perception-based surveys and possible attrition in baseline and endline.
Dissemination Strategy	Final presentation and workshop with USAID, and other relevant stakeholders to validate the findings, and discuss the conclusions and recommendations. Final Evaluation Report, all de-identified project data and records will be submitted in full and shall be in electronic form in easily readable format; organized and fully documented for use by those not fully familiar with the project or evaluation; and owned by USAID and made available to the public, barring rare exceptions, on the USAID Development Experience Clearinghouse.

Table I - Performance Evaluations of Activities with a Budget of \$40 Million or More

USAID/WASHINGTON

Evaluation #25

Operating Unit	USAID/DDI/LFT
Name of Evaluation	Midterm Performance Evaluation of the Local Works Program
Evaluation Purpose and Question	<p>Local Works (LW) - USAID’s locally- led development program supporting 35 countries to enhance the Agency’s ability to empower local actors to lead their own development—is being evaluated to examine the successes and challenges of individual country Missions as well as the Local Works program (i.e., how has Local works performed? Does the program theory of change need to be refined? Where does the program require adaptation or further investment?)</p> <p>The evaluation will address the following Mission learning agenda questions:</p> <ol style="list-style-type: none"> 1. What are the enablers and barriers of locally led development within Mission operating environments, and what has been the role of Local Works in strengthening enablers and breaking down barriers? 2. What approaches did Missions use to establish partnerships with local actors that enhanced their leadership of the development process, including setting priorities and managing activities? Which were most effective, and which were not? Why? 3. To what extent has the Local Works program contributed to strengthening local systems in the areas of local resource mobilization, capacity strengthening, and network strengthening? 4. To what extent has the Local Works program contributed to the capacity and performance of the Agency as a whole, in advancing locally led development?
Data/Information Needed	<p>The following data will be used to conduct this evaluation: primary data collection (primarily interviews of Mission staff and possibly partners) in approximately eight countries; secondary data (Local Works program-wide documentation (i.e., Local Works legislation, annual application guidance for Missions), quantitative performance monitoring data, activity-specific progress reports, and Mission-specific case studies and evaluation reports (e.g., Three case studies of operational and programmatic lessons learned in two Local Works Missions (Serbia and the Dominican Republic) and one internal evaluation of enablers of locally led development programming in a Local Works Mission (Serbia)); Performance Plan and Report (PPR) data collected in relation to Local Works’ two standard indicators (CBLD-9 and CBLD-10) and one program-wide custom indicator (LLD-01); and any Mission-specific custom indicators used to monitor Local Works-funded activities.</p>
Methods	<p>Qualitative analysis approaches that provide rigor to the data analysis process. Exact methods to be determined.</p>
Challenges	<p>Given the program’s diverse and global reach (35 Missions, distributed among six annual “rounds” of program funding), it will not be feasible to conduct primary data collection across all countries and activities. The evaluation will need to focus primary data collection in a selected number of countries exhibiting specific criteria. Cost constraints may be a challenge. In addition, a preference for local evaluators in evaluation team leadership positions may be challenging given the multi-country nature of the evaluation.</p>

Dissemination Strategy	The Evaluator will develop a dissemination plan appropriate to the needs of all identified audiences. The dissemination plan will consider audience-appropriate formats (including non-written formats), and whether there are any users who need support to make use of the findings. Additional products (beyond the evaluation report) may be developed to target particular audiences (e.g. Mission leadership, Contracting and Agreement Officers, AORs, etc.).
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4.2 Impact Evaluations

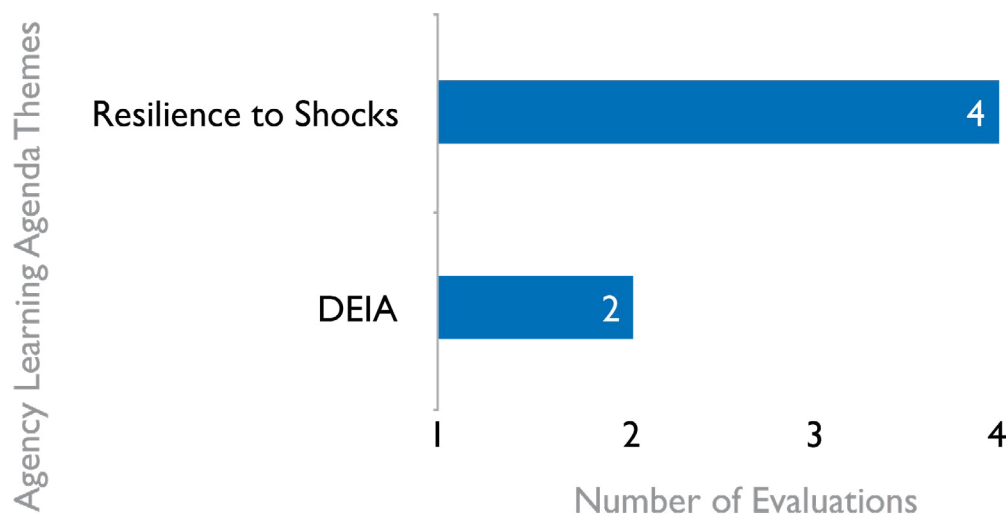
Impact Evaluations measure changes in development outcomes that are attributable to a defined intervention, program, policy, or organization. Impact evaluations use models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for observed changes. The USAID Evaluation Policy requires an impact evaluation, if feasible, of any new, untested programmatic approach⁵ that is anticipated to be expanded in scale or scope. When USAID needs information on whether an intervention is achieving a specific outcome, the Agency prefers the use of impact evaluations. While impact evaluations can measure short-term or long-term impacts, when feasible, USAID encourages OUs to invest more in long-term impact evaluations, which allow for estimates of changes in key measurable outcomes attributable to the programs funded by the Agency.

In FY 2025 there are a total of six impact evaluations (IE) that are expected to begin or be carried out partially or fully by USAID OUs. This represents the same number of IE planned to be conducted in the FY 2024. The FY 2025 IEs include three that are planned to be conducted by Missions in Asia, two reported by Missions in Latin America and the Caribbean, two reported by a Washington OU, and one to be conducted by an African OU. The Office of the Chief Economist (OCE) is an Independent Office that supports other OUs to develop and conduct high-quality randomized evaluations. This means that there are no evaluations in the AEP for which the OU is listed as “OCE.” Of the impact evaluations currently listed in this report, none are currently receiving support from OCE. **Figure 2** below, shows the primary themes of the learning agenda questions to which these impact evaluations may contribute⁶.

⁵ This refers to when an hypothesis that has not been tested, and in which there are evidence gaps on effectiveness, is proposed as an approach in the design of an intervention. In the activity design phase effort should be made to synthesize the best available evidence regarding the intervention(s) being included in the activity. Where a truly novel approach is being introduced and there is little or no empirical evidence regarding its effectiveness in any setting, this would be characterized as untested.

⁶ When the evaluations are designed, additional Agency Learning Agenda questions to which the evaluations contribute are identified, and listed in the USAID Evaluation Registry.

Figure 2: Number of Impact Evaluations by Agency Learning Agenda Themes



Below are detailed descriptions of each impact evaluation by region and OU, including the purpose and questions, data needed, methods, anticipated challenges, and dissemination strategies. USAID requires that all impact evaluations include a cost analysis of the interventions being studied.

Table 2 - Impact Evaluations	
AFRICA	
Evaluation #1	
Operating Unit	USAID/Zambia
Name of Evaluation	Eastern Kafue National Alliance Impact Evaluation Feasibility Assessment
Evaluation Purpose and Question	USAID has commissioned this assessment to conduct a desk-based feasibility assessment of IE design options that could be used to rigorously evaluate the impacts of the Kafue Activity. The feasibility assessment will help to inform broader development of design options for a rigorous IE, if USAID decides it would like to conduct such an activity. The primary audiences for the IE feasibility assessment are USAID/Zambia, USAID/Bureau for Africa/Office of Sustainable Development, and USAID/Environment, Energy, and Infrastructure/Natural Environment. Secondary audiences include the implementing and private sector partners for the Kafue Activity. USAID will use the results of this IE feasibility assessment to gain an understanding of available design options and methods that could be used for an IE of the Kafue Activity, the types of outcomes that could be measured under such designs, the additional information that would be required to proceed with an IE design, and an illustrative indication of costs.

The Mission would like to understand the extent to which each Strategic Objective (SO) or combinations of SAs:

1. Decrease stress on/reduce threats to biodiversity and improve biophysical conditions?
2. Change behaviors and norms around conservation?
3. Affect livelihoods, well-being, and rural poverty?
4. Affect (human) health?
5. Have differential effects, including negative externalities, for certain subgroups (such as women, youth, and those in extreme poverty)?
6. Achieve sustainable outputs/outcomes/impacts?

The evaluation will also contribute to answering the Agency learning agenda question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?

Data/Information Needed

Both quantitative and qualitative data are needed. Sources include: primary data collection with IPs; detailed logic model, TOC, and results chains specific to the Kafue Activity; Draft Year 1 Work Plan which outlines the nature of ongoing and planned activities for the Kafue Activity, and general anticipated timing of key activities; Draft MERL plan for the Kafue Activity; documentation or description of any key criteria that may have been used to select beneficiaries or areas identified to receive the program; information on which implementing partners are working where and when via the draft Work Plan and additional maps provided by the implementing partners (to the extent available); details on the planned interventions provided by the implementing partners (to the extent available); geospatial datasets of activity locations and area of intervention boundaries; other secondary data and implementation information from USAID and implementing partners, including shapefiles and boundaries or point locations of communities. This includes analysis of remote sensing data available on forest cover, vegetation, and fire trends for the program area, as well as Demographic and Health Survey (DHS) data for relevant provinces, and literature review of academic and gray literature on measuring biodiversity and forest conservation, as well as evaluations of wildlife monitoring, sustainable livelihoods, and conservation enterprises.

Methods

Methods will be determined after the assessment but could include randomized control trials (RCTs), quasi-experimental designs such as Difference in Difference and Statistical Matching, household or community surveys, and monitoring surveys. As part of the Kafue Activity, Panthera will be developing a full wildlife and habitat monitoring plan, including (1) a biodiversity baseline assessment and (2) a focal species monitoring and protection plan, each followed by annual monitoring/summary reports. The biodiversity assessment will utilize spoor surveys and camera trapping of large vertebrates, and the focal species monitoring will include Global Positioning System (GPS) collars and the collection of ecological data on group size, age/sex composition, etc. for lions (at minimum).

Challenges

There are several challenges to conducting an impact evaluation of the Kafue Activity. However, many of these challenges are not unique to the Kafue Activity nor to evaluations of biodiversity conservation programs. Instead, design challenges such as phased implementation and related data collection challenges, multiple, bundled interventions, long-time horizons necessary to observe changes in key outcomes, selection bias of communities, and historical legacy of prior interventions are common

across impact evaluations for development projects in many sectors. Additional common threats to the integrity of the evaluation that will need to be mitigated include potential contamination from other organizations doing similar conservation, agriculture, and/or health interventions in the Kafue Activity area, spillover from project activities into the control group from spontaneous adoption by control group members of popular project interventions, and non-compliance from implementing partners not adhering to implementation plans (i.e., implementing activities in control areas, or not implementing activities in treatment areas).

Dissemination Strategy We plan to conduct frequent stakeholder mass communications and pause and reflect sessions and anticipate a wide distribution of written reports and infographics.

Table 2 - Impact Evaluations

ASIA

Evaluation #2

Operating Unit USAID/Bangladesh

Name of Evaluation Impact Evaluation of Promoting Education for Early Learners (PEEL)

Evaluation Purpose and Question The Promoting Education for Early Learners Activity will improve learning outcomes of marginalized children by creating an enabling environment for children in marginalized groups. Through an innovative teacher training program, teachers will be given the tools and knowledge they need to create a supportive and interactive classroom environment, incorporating inclusive instruction tactics and engaging children (pre-primary and early primary) around content that addresses issues of inclusion and equity. Through mass media and community outreach, the activity will reach children and caregivers with messages focused on diversity, inclusion, and gender equity as a way to further reinforce messages learned in school and, more importantly, reach and support children who may not be attending school. The early learners activity will contribute to increased awareness among parents, communities and teachers and will ensure access and quality education for early learners. To achieve this objective, the activity will work in close collaboration with other education activities of USAID and will directly work in selected schools. The evaluation will assess how effective the activity was in promoting diversity, equity, and inclusion (DEI) and improving students' learning outcomes. The evaluation will address the questions: (1) to what extent are marginalized children in the treatment group achieving better learning outcomes, compared to those in the control group? and (2) to what extent can the activity's achievements be sustainable and scalable in government primary schools?

The evaluation will also contribute to the Agency learning agenda question on DEIA, how can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion?

Data/Information Needed The specific data required is under discussion.

Methods The specific design is under discussion. It will be a quasi-experimental design with treatment and control groups. Mixed method design that will include the collection of quantitative and qualitative data collection.

Challenges Challenges will be identified and addressed as evaluation planning and implementation evolves.

Dissemination Strategy A dissemination strategy is under discussion. At a minimum, the final report will be circulated across Mission operating units, implementing partners, and other key stakeholders, such as the Directorate of Primary Education.

Table 2 - Impact Evaluations

LATIN AMERICA AND THE CARIBBEAN (LAC)

Evaluation #3

Operating Unit	USAID/Guatemala
Name of Evaluation	Impact Evaluation of the Basic Education Quality and Transitions (BEQT) Activity
Evaluation Purpose and Question	<p>High dropout rates and weak foundational skills risk creating a lost generation of Guatemalan youth in the Western Highlands, particularly for indigenous students, girls, and persons with disabilities. The BEQT Activity believes that Guatemalan-led reforms can turn this situation around. The way forward begins with promoting rootedness. This will be done through all activities, seeking to strengthen the individual, social, community, and institutional bonds that reinforce high aspirations and mutual accountability. In turn, this will make “home” in the Western Highlands a place where all children and youth, including the most marginalized, can envision a bright future and will succeed and thrive.</p> <p>The evaluation will address the Mission learning question -what are effective strategies that USAID/Guatemala can use to implement partnership with vulnerable groups to improve their livelihoods and quality of life? Specifically, the following question will be addressed by the evaluation: To what extent are the transition rates from sixth grade to the first grade of lower secondary (primero básico) higher for students in the treatment group, compared to those in the control group? What are the factors that contribute positively or negatively to transition rates?</p> <p>In addition, the evaluation will also contribute to the Agency learning agenda question on DEI - How can USAID programs and operations mitigate harm to underrepresented and marginalized populations, while promoting equity and inclusion?</p>
Data/Information Needed	The evaluation will be designed to collect both quantitative and qualitative data from both the treatment and control groups.
Methods	Specific methods and treatment/control groups will be provided when the evaluation is being designed.
Challenges	Challenges will be identified and addressed as evaluation planning and implementation evolves.
Dissemination Strategy	A dissemination strategy is under discussion and will be articulated as evaluation planning and implementation evolves.

Evaluation #4

Operating Unit	USAID/Honduras
Name of Evaluation	Impact Evaluation of the Pathways to Education Activity

Evaluation Purpose and Question	<p>Pathways to Education aims to increase access and participation in safe, relevant, and high-quality basic education for 300,000 children and youth, ensuring that they have the knowledge, skills, and motivation to engage as productive citizens and contribute to building a prosperous Honduras. The purposes of this evaluation are to determine whether the outputs/outcomes of this intervention have been achieved, address questions related to causality, and determine the effectiveness and efficiency of this intervention. The evaluation will address the following Mission learning questions:</p> <ol style="list-style-type: none"> 1. How effective is Social-emotional-learning (SEL) training at increasing key social emotional skills among youth in Honduras? 2. What social emotional skills do stakeholders perceive to have the highest returns for students in Honduras completing school, improving academic achievement, and experiencing reduced violence at the school level? <p>In addition, the evaluation will contribute to the Agency learning agenda question on resilience - How can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?</p>
Data/Information Needed	<p>Data collected and analyzed will include secondary data such as documents related to the program implementation, monitoring plans, reports, and literature review, (including a review of performance monitoring data). Primary data from surveys, key informant interviews (KIs), focus group (FG) discussions with technical staff, students, principals, teachers and parents or guardians, will also be collected.</p>
Methods	<p>The evaluation will be administered to sampled schools in 40 selected municipalities at baseline and endline. The design includes at least two groups, one treatment group receiving the intervention (SEL training) and a control group receiving no treatment at all. The intervention group will be students in grades 7 to 9, attending training on SLE in USAID beneficiary schools. The control group will be students in grades 7 to 9 attending non-USAID beneficiary schools in the same municipalities, where SEL training is not provided.</p>
Challenges	<p>Challenges will be identified and addressed as evaluation planning and implementation evolves.</p>
Dissemination Strategy	<p>A dissemination strategy is under discussion and will be articulated as evaluation planning and implementation evolves.</p>

Table 2 - Impact Evaluations

USAID/WASHINGTON

Evaluation #5

Operating Unit	USAID/Center for Conflict and Violence Prevention
Name of Evaluation	U.S. Strategy to Prevent Conflict and Promote Stability (SPCPS) Cross-regional Evaluation
Evaluation Purpose and Question	<p>The U.S. Strategy to Prevent Conflict and Promote Stability is a long-term initiative to redefine how the United States prevents violence and advances stability in areas vulnerable to conflict. The U.S. government is implementing this Strategy through 10-year plans developed with extensive consultations with local stakeholders in priority partner countries and regions: Haiti, Libya, Mozambique, Papua New Guinea, and the</p>

Coastal West Africa countries of Benin, Côte d'Ivoire, Ghana, Guinea, and Togo. The Strategy seeks to break the costly cycle of instability and promote peaceful, resilient nations that become strong economic and security partners. The work ahead focuses on four goals: prevention, stabilization, partnerships, and management. These plans embody an integrated, whole-of-government approach that seeks to harness the full range of U.S. tools across new and existing diplomatic, defense, and development programs. Through partnerships, analysis, and adaptive learning, the Strategy aims to address drivers of conflict with a long-term view to support partner countries' efforts to forge a more peaceful future.

The purpose of this evaluation is to contribute to interagency learning to improve implementation of the U.S. Strategy to Prevent Conflict and Promote Stability. Learning will focus on various aspects of SPCPS pillars of what it means to do business differently when it comes to conflict prevention, stabilization, partnership, and management.

This activity will include multiple evaluations in different contexts. The evaluation timeline is tied to overall interagency policy implementation of the SPCPS. Specific Mission learning questions will be determined as evaluation planning evolves.

The evaluation will also contribute to the Agency learning question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?

Data/Information Needed	Qualitative and quantitative data will be collected and analyzed.
Methods	The intent is to leverage quasi-experimental designs for these evaluations. However, since the evaluations themselves will be designed based on US SPCPS inputs across the GFA priority countries and region haven't been completed yet, the specific quasi-experimental design and treatment and control groups will be determined at a later date.
Challenges	Anticipated challenges include selection of activities among multiple stakeholders, non-permissive environments, and collective learning across varying contexts in SPCPS-priority countries and regions.
Dissemination Strategy	Dissemination will focus on sharing lessons learned across Global Fragility Act (GFA) priority countries and regions and will likely leverage existing GFA working groups and forums.

Evaluation #6

Operating Unit	USAID/Bureau for Resilience and Food Security
Name of Evaluation	Randomized Control Trial of Space to Place Decision Support Tool in Malawi and Zambia
Evaluation Purpose and Question	The USAID Bureau for Resilience and Food Security (RFS) has led a partnership with the International Fertilizer Development Center (IFDC) and other partners to build a low-cost "Space to Place" (S2P) approach for developing and disseminating localized fertilizer guidance. As part of the Accelerated Innovation Delivery Initiative (AID-I), S2P activities will be scaled up in key countries: Ethiopia, Tanzania, Malawi and Zambia, among others. The S2P approach aims to support fertilizer use efficiency for up to 17 million farmers with improved fertilizer and agronomic recommendations in five countries in Sub-Saharan Africa. The S2P approach revolves around the delivery of spatially appropriate soil fertility management recommendations, guided by digitized soil maps (Space) combined with farm(er)-level characteristics (Place), for effective agronomic and fertilizer recommendations that increase fertilizer use efficiency and

maintain or surpass current productivity levels, and reduce fertilizer wastage. The study will rely primarily on a randomized controlled trial (RCT) to quantitatively evaluate the impact of the Decision Support Tool (DST) on multiple outcomes of interest: agricultural practices, yields, return on investment in fertilizer, and profitability of the targeted crops, among others.

In addition, due to the different modalities of the intervention, as it will be delivered through partnerships with the private sector in Malawi, and alternatively via an NGO in Zambia, One Acre Fund (OAF) there will be additional measures of success through comparisons between the country implementations. This is not limited to just modalities, planning is ongoing, but the evaluation has the potential to evaluate the effect of bundling DST with other interventions. Even if farmers are empowered with information through the DST, they may still face other constraints that prevent them from improving yields and incomes. The evaluation can explore this by overlaying DST roll-out with other interventions aiming at relieving those other constraints.

The set-up in Zambia may be well-suited to this because OAF bundles its DST intervention with the provision of finance and improved seeds. This could, with cooperation of OAF, be subject to a cross-design where different combinations of these interventions are provided to determine which ones are critical. Finally, the study will evaluate heterogeneity in impact across gender and potentially will include a gender differentiated rollout to study the effect of gender relevant recommendations and their impact, however this final component will be determined as the DSTs are finalized. This is an agricultural productivity focused activity with an additional focus on the heterogeneity across farmers including gender with the potential to introduce this heterogeneity into the treatment.

The RFS evaluation questions will be articulated as evaluation planning evolves. However, the evaluation is expected to contribute to the Agency learning agenda question on resilience - how can USAID strengthen household, community, and country resilience to climate, conflict, economic, and health shocks such as COVID-19 and other global pandemic threats?

Data/Information Needed	Quantitative and qualitative data will be collected and analyzed.
Methods	The evaluation will use a randomized control trial (RCT). The treatment in this cluster RCT design will receive the Space to Place (S2P) decision support tool while the control farmers will not be offered the decision support tool; however, participants in control groups may purchase fertilizer from S2P partner organizations. The S2P approach revolves around the delivery of spatially appropriate soil fertility management recommendations, guided by digitized soil maps (Space) combined with farm(er)-level characteristics (Place), for effective agronomic and fertilizer recommendations that increase fertilizer use efficiency and maintain or surpass current productivity levels, and reduce fertilizer wastage.
Challenges	There may be some implementation fidelity monitoring challenges.
Dissemination Strategy	The evaluation findings will be delivered in formats meant for multiple audiences such as presentations for USAID staff, working papers, research briefs, and submission(s) to a peer reviewed journal. Findings will be disseminated through outreach activities with IFDC, partners, and stakeholders to discuss and validate findings and inform fertilizer policy and practice in both Zambia and Malawi. Once results are available for both countries, the researchers will conduct and communicate cross-country comparisons of findings. The full report will be published on the DEC.

4.3 Ex-Post Evaluations

Ex-post evaluations take place after the completion of an activity. Ex-post evaluations offer a unique opportunity to ask key questions about the sustainability of a particular strategy, project, activity, or intervention after USAID has ended support. USAID is increasing investment in ex-post evaluations that will allow the Agency to determine sustainability of outcomes related to its programs. The ex-post evaluations in this AEP will be supported through funds made available for Ex-Post Evaluations in Fiscal Year 2022 Section 7019(e) of the Department of State, Foreign Operations, and Related Programs Appropriations Act, 2022.

There are a total of three ex-post evaluations reported in FY 2025, compared to FY 2024 in which four ex- post evaluations were planned. There may be additional ex-post evaluations that will be planned in the coming fiscal year with the \$6,500,000 in FY 2022 Economic Support Fund (ESF) funding from the ex-post evaluation reserve, including \$2,700,000 for the Office of the Chief Economist to support ex-post evaluations of the effectiveness and sustainability of ESF assistance. OCE will support high-quality randomized evaluations of ESF-funded activities with these funds. OCE selects and supports evaluations in consultation with USAID OUs and academics. This collaboration with OUs and academics sometimes requires flexibility beyond USAID’s Learning Agency Priorities to address important OU and academic learning priorities - many of which have relevance for other donors and host-governments. In future Annual Evaluation Plans, this section will also include the OCE supported evaluations.

The FY 2025 ex-post evaluations are expected to be planned in Mongolia, Pakistan, and the Philippines. The themes of the agency learning agenda questions to be addressed by these ex-post evaluations include the following, anti-corruption, locally-led development, and operational effectiveness. Below is a summary for each of the evaluations.

Table 3 - Ex-Post Evaluations

ASIA

Evaluation #1

Operating Unit	USAID/Mongolia
Name of Evaluation	Ex-post evaluation of the Strengthening Women and Youth Engagement in the Electoral and Political Processes in Mongolia (SWYEEPPM)
Evaluation Purpose and Question	USAID’s three-year (2020-2023) SWYEEPPM project, implemented in partnership with the Consortium for Elections & Political Process Strengthening, International Republican Institute and the Asia Foundation, is raising the voices of women and youth in Mongolia’s democracy, empowering voters to engage civically, and supporting transparency and responsive governance. SWYEEPPM fostered citizen engagement, constituent-responsive governance, and political accountability through a series of interactive activities, including: (1) workshops on civic engagement (focusing on non-partisan deliberation on political priorities and barriers to inclusivity and accountability), (2) conferences to engage citizens and raise awareness of key policy issues affecting youth and women, (3) comprehensive voter education campaigns, and (4) training workshops for journalists and civil society activists. The evaluation will focus on answering the question, to what extent do activities that focus on engaging women

and youth to become more active in the political process contribute to government responsiveness and accountability?

In addition, the evaluation will address the Agency learning agenda question focusing on anti-corruption - how can USAID work with host countries, interagency colleagues, and other development actors to address systemic corruption through multisectoral approaches?

Data/Information Needed	Quantitative and qualitative data will be collected through desk reviews, surveys, key informant interviews (KIIs), and/or focus group discussions.
Methods	This is not yet finalized, but it is expected that it will be a mixed methods approach (using qualitative and quantitative data collections methods).
Challenges	There are no challenges envisaged at this time.
Dissemination Strategy	The report will be published on the DEC and shared with Government, Key Stakeholders, and the Mission Staff.

Evaluation #2

Operating Unit	USAID/Pakistan
Name of Evaluation	Ex-Post Evaluation of Punjab Youth Workforce Development Project

Evaluation Purpose and Question The Punjab Youth Workforce Development (PYWD) project, funded by USAID and implemented by Louis Berger (a WSP company) in collaboration with local partners, was conceptualized to transform the growing “youth bulge” in the focus districts of South Punjab into a growth dividend. The three-year Punjab Youth Workforce Development (PYWD) project aims to train and facilitate employment opportunities for 10,000 youths (35 percent women) between the ages of 16 and 29 in the southern Punjab districts of Multan, Lodhran, Bahawalpur and Muzaffargarh.

The PYWD project has three main components:

- **Community engagement:** The project engages key leaders, youth and their families in the four target districts to build community support for expanding youth employment opportunities and strengthening outlets for community service and cultural expression.
- **Institutional capacity building:** The project is strengthening the capacity of 22 local technical or vocational institutions to provide updated, market-driven courses that equip youth with skills that will allow them to take advantage of emerging job opportunities.
- **Access to workforce education and training:** In partnership with leading training providers, the project provides job placements as well as career counseling services to youth and assists them in starting their own businesses by providing interest-free microfinance loans.

The evaluation will address the following questions, to what extent has the PYWD Project contributed to increased economic opportunities for youth in the implementation areas? and To what extent have the intervention approaches continued to be implemented and produced intended outcomes beyond the end of the USAID funding?

The evaluation will answer Mission learning questions on sustainability, related to local ownership of outcomes and whether the participating youth and communities continued to exhibit the changed behavior. In addition, the evaluation will contribute to answering the Agency learning agenda question on locally led development - how can USAID more equitably engage local knowledge, assets, and practices, and align programming with local priorities and metrics for success?

Data/Information Needed	Both qualitative and quantitative data will be collected and analyzed to determine the extent to which the activity achieved sustainability.
Methods	This is not yet finalized, but it is expected that it will be a mixed methods approach (using qualitative and quantitative data collections methods).
Challenges	No challenges are envisioned at this time.
Dissemination Strategy	The report will be published on the DEC and shared with Key Stakeholders, and the Mission Staff.

Evaluation #3

Operating Unit	USAID/Philippines
Name of Evaluation	Ex-post evaluation of Family Planning and Maternal and Neonatal Health Innovations and Capacity Building Platforms (REACHHealth)
Evaluation Purpose and Question	<p>USAID's ReachHealth project is a five-year health activity that aims to strengthen and improve access to critical health services for Filipino families. The project aids Philippine communities to reduce unmet need for family planning (FP) and decrease teen pregnancy and newborn morbidity and mortality.</p> <p>The evaluation will answer the question, to what extent were the systems, processes, and mechanisms implemented to support sustainability, contributed towards sustaining outcomes or changes in beneficiary behavior a year after the end of the project?</p> <p>In addition, it will also contribute to the Agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long-term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?</p>
Data/Information Needed	Quantitative and Qualitative data will be collected through methods including but not limited to surveys, FGD, KII, and desk reviews.
Methods	This is not yet finalized, but it is expected that it will be a mixed methods approach (using qualitative and quantitative data collections methods).
Challenges	No challenges are envisioned at this time.
Dissemination Strategy	The evaluation findings will be disseminated through a presentation of results during Pause and Reflect Sessions, Technical Working Group meetings, stakeholder meetings, and a Monitoring, Evaluation, and Learning (MEL) summit.

5. NEXT STEPS: TECHNICAL SUPPORT FROM THE OFFICE OF LEARNING, EVALUATION, AND RESEARCH (LER)

This is the fourth Annual Evaluation Plan that USAID has produced since the beginning of the Evidence Act Implementation. In support of the significant evaluations identified in this Annual Evaluation Plan, the USAID Bureau for Planning, Learning, and Resource Management, Office of Learning Evaluation and Research (PLR/LER), in collaboration with M&E POCs and subject matter experts from other Bureaus, and when appropriate the Office of the Chief Economist, will provide virtual and in-person technical and advisory support, to OUs in the planning, design, procurement, execution, and dissemination of the results of these evaluations. This is in addition to the ongoing guidance and support that PLR/LER, and when appropriate the Office of the Chief Economist, provides to all USAID OUs, including an online Evaluation Toolkit with templates and guidance, online and in-person training in monitoring and evaluation practices, and hosting webinars and presentations on evaluation topics.

6. REPORT ON PROGRESS IMPLEMENTING THE FY 2022 AND FY 2023 ANNUAL EVALUATION PLAN

Guidance by OMB in the [A-11 circular released August 2022, Section 290.11](#), states “OMB expects agencies to consider and describe progress and results from evaluation activities on prior years’ Annual Evaluation Plans in the forthcoming fiscal year’s Annual Evaluation Plan, as appropriate.” The guidance also states that “agencies have flexibility regarding the level of detail included and are encouraged to link to publicly available information or more detailed information on the agency’s public website.” This section provides a summary of progress made in implementing the FY 2022 and FY 2023 Annual Evaluation plans.

6.1 Progress Implementing FY 2022 Annual Evaluation Plan

There are 35 significant evaluations in the USAID FY 2022 Annual Evaluation Plan, that were to begin or conducted partially or fully by 22 OUs in Africa, Middle East, Europe and Eurasia, Latin America and the Caribbean, and Washington DC. As of August, FY 2023 five of the planned FY 2022 significant evaluations have been completed, and the reports published in the Development Experience Clearinghouse (DEC). There are thirteen evaluations which are ongoing and at various stages of implementation, and nine evaluations are at various stages of planning with start dates in FY 2024. Eight planned evaluations were dropped, and the OUs provided a variety of reasons why these evaluations were dropped. These are outlined below:

- USAID/Burma had planned to conduct four evaluations, but these were dropped because of political insecurity resulting from the 2021 coup d’état in the country. Following the coup, the Mission shifted its portfolio significantly, because of the changing context in the country.
- In Turkmenistan, the planned evaluation of the Governance Support Program Activity was dropped because of strict travel restrictions due to COVID19, as well as the country being politically closed, making it very difficult to bring in international experts.

- In Uzbekistan, the evaluation of the Education Reform Activity was dropped because of significant changes in Uzbekistan’s education sector since the original design of the activity. The Mission therefore decided to invest in research, analyses and studies that would directly inform the design of the Mission’s new basic education activity, to align with the changes in the country’s education sector.
- The Management Bureau dropped the human capital operational policy evaluation it had planned, because upon further review of the plan, the Bureau decided it was not an evaluation. The Bureau has developed a concept paper proposing an assessment of the USAID increased office presence hybrid work environment as implemented per M-23-15 requirements. The aim is to comprehensively assess the outcomes of the hybrid work model on employee well-being, collaboration, and satisfaction.
- Senegal dropped the Fisheries, Biodiversity and Livelihood (FBL) Activity evaluation because the Mission decided to use other tools and methods to do an assessment of the activity.

The name, evaluation report, and how the five completed evaluations were used are outlined in the table below:

Table 4 - Completed FY 2022 Significant Evaluations		
Operating Unit	Evaluation Name and Report	Evaluation Use
Cambodia	Community Mobilization Initiative to End Tuberculosis (COMMIT) https://pdf.usaid.gov/pdf_docs/PA02I4QQ.pdf	The evaluation identified strengths and weaknesses in the implementation of the activity, key bottlenecks/ challenges, and developed actionable recommendations for improving implementation. For example, intensify implementation of the multisectoral accountability framework (MAF) across partners, as well as a concerted effort to engage the private sector in health. Education and awareness about TB require top-most focus in future messaging. The findings and recommendations were used to make program adjustments, and to inform the design of a new TB activity which will follow COMMIT.
Kyrgyz Republic	Cure Tuberculosis Mid-term Project Evaluation https://pdf.usaid.gov/pdf_docs/PA00ZX3R.pdf	Evidence from the evaluation was used to inform programmatic approaches related to social behavior change for better TB prevention and treatment. This include scaling up and decentralizing the Concilium model, with continued provision of financial incentives based on transparent and standardized criteria for treatment success monitored by Mandatory Health Insurance Fund (MHIF) and Oblast Tuberculosis Centers (OTC) specialists.
Nepal	Mid-term Evaluation of the USAID/ Nepal Sajhedari Support to Federalism Activity https://pdf.usaid.gov/pdf_docs/PA00Z4B6.pdf	Contributed evidence that informs the Mission’s understanding of inclusive programming that engages local systems, and integrates local voices, priorities, and contributions.

Operating Unit	Evaluation Name and Report	Evaluation Use
Uzbekistan	Uzbekistan Legal Reform Program Evaluation https://pdf.usaid.gov/pdf_docs/PA02I68B.pdf	The evaluation was used to learn what has been accomplished, and better understand the results achieved in legal reform and rule of law principles in Uzbekistan. Recommended action resulting from the evaluation findings indicate that USAID should limit the scope of areas of legislative development support, focusing on specific areas to ensure effective and targeted legislative assistance. One potential area of focus could be supporting initiatives that aim to improve legal instruments and enforce legislation, particularly in areas such as administrative and regulatory law. This can involve implementing retraining programs, education campaigns, and advocacy efforts to address deficiencies, enhance accessibility.
Ethiopia	Growth through Nutrition Activity Mid-term Performance Evaluation https://pdf.usaid.gov/pdf_docs/PA00XV3I.pdf	Contributed evidence that informs the Mission's understanding of inclusive programming that engages local systems, and integrates local voices, priorities, and contributions.

6.2 Progress Implementing FY 2023 Annual Evaluation Plan

In the FY 2023 Annual Evaluation Plan, there were 33 significant evaluations of USAID activities, reported by 17 Operating Units (OUs), that were planned to begin, or carried out partially or fully. As of August, FY 2023, one evaluation has been completed, thirteen evaluations are ongoing and at various stages of implementation, six evaluations are in the planning phase, five evaluations were dropped, and we are still waiting to hear from various Missions on the status of eight evaluations. Below are explanations provided by the five Missions for dropping evaluations that were in the FY 2023 Annual Evaluation Plan:

- USAID/Iraq dropped the evaluation of the Iraq Governance and Performance Accountability program (IGPA), because it was a rapid assessment that was erroneously submitted as a significant evaluation by a new member of staff working on evaluations at the Mission.
- USAID/Philippines dropped the Health Project End-term Performance Evaluation, because there was no plan to do the evaluation.
- USAID/Southern Africa decided to drop the evaluation of the Trade Hub Activity following a joint decision made with the office at USAID/Washington that funded the program, to do an internal assessment to determine next steps and potential follow-on programming, rather than an external evaluation.
- USAID/Zambia dropped the evaluations of Development Objective 2 - Rural Poverty Reduced through Enterprise-Driven Inclusive Economic Growth, because of revisions made to the USAID Automated Directives System (ADS) 201, a whole of project evaluation was no longer required and the Mission's rescope its required learning, and decided to drop this evaluation.

- USAID/Nigeria dropped the ex-post evaluation of Maternal and Child Survival Program in Ebonyi and Kogi States of Nigeria because there was confusion at the time about the availability of the funds for the ex-post evaluation in Nigeria and consequently the evaluation was dropped.

For the completed evaluation, the evaluation report, and how the findings were used are outlined below.

Table 5 - Completed FY 2023 Significant Evaluations		
Operating Unit	Evaluation Name and Report	Evaluation Use
South Africa	Southern Africa Energy Program (SAEP) Midterm Evaluation https://pdf.usaid.gov/pdf_docs/PA00ZPWI.pdf	The results of the evaluation were used to inform future programming in the energy sector and support programmatic adjustments. This included shaping the redesign of the Southern Africa energy program and ensuring that the focus areas were realistic and drew from the lessons learned and recommendations put forth in the evaluation report. The evaluation results also enabled Power Africa to customize activities and implementation to the Southern Africa region, based on what worked, what the energy needs are, and what changed over the past few years in terms of energy access in the region.