



USAID
FROM THE AMERICAN PEOPLE

EVALUATING USAID PROGRAMS: IMPROVING OUR WORK TOGETHER





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WHY ARE WE HERE?

- Conversations within USAID, implementation of the Evaluation Policy
- Initial BEC M&E meetings, discussions with evaluation partners
- USAID committed to increased evidence building and utilization – but system and processes not optimized. Quality of evaluations needs to improve.
- Critical point in time for learning at this stage of the Education Strategy



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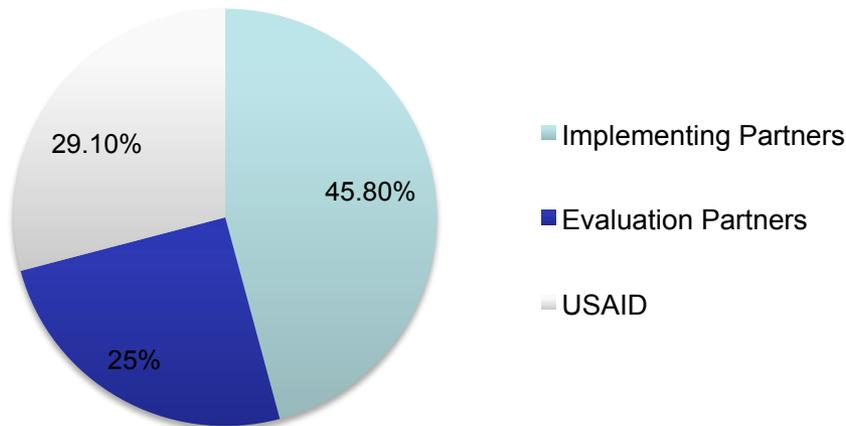
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STARTING THE CONVERSATION

CROWDSOURCING THE PRIORITY ISSUES:

Informal survey to identify priority issues and overlap. 23 respondents (some institutional)

Significant overlap in concerns and priorities



Reflections from partners





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PHASES OF THE EVALUATION CYCLE - CHALLENGES

Planning and Procurement evaluation questions not aligned with project or evaluation design, projects too complex for meaningful evaluation questions, too many questions, budget not aligning with scope of evaluation, staffing requirements in RFPs misaligned, insufficient planning for performance evaluations

Design Implementers cannot always estimate effect size to inform sample design, insufficient consultation between IP and EP on design, indicators and instruments, power calculations not performed/documented, sample design by IP for project monitoring not always appropriate for evaluation needs, internal/external validity can be threatened by selection, unplanned changes in implementers' targets/ approach/coordination LOE driven by evaluation design, implementer getting evaluated on outcomes they are not targeting



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PHASES OF THE EVALUATION CYCLE - CHALLENGES

Evaluation Management & Monitoring Implementation lack of documentation/specificity of project design, evaluation design process underway before detailed project design is finalized, interventions starting before baseline, insufficient information about implementation fidelity integrated into evaluation, communication about changes in project implementation (model, geographic, etc.), implementation staff coordination time and relationship with MOE

Data Collection and Management insufficient coordination of data collection timing/sharing, implementing partner as data collector, unclear roles and responsibilities, data sharing, overlapping data collection, different standards for enumerator training, IRR, non-localized evaluation partners



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PHASES OF THE EVALUATION CYCLE - CHALLENGES

Documentation of Design and Results insufficient project and evaluation design information in evaluation reports, unsubstantiated statements about causality, subjective selection of results included in findings, non-inclusion of instruments/protocols, recommendations not always supported by data

Dissemination of Evaluation Findings inaccessibility of findings by education stakeholders including schools, teachers, students

Feedback Loops for Project Course Corrections timing of evaluation findings too late (especially final) for project corrections, difficulty in making changes to awards, implementing partner

Uptake by Policy Makers (country-level, global) uncertainty about evidence to trust/conflicting evidence, limitations on generalizability, relevance to policy decisions



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BREAK OUT GROUPS – BY PHASE

- 1. ADD MISSING CHALLENGES**
- 2. PRIORITIZE TOP 3 CHALLENGES**
- 3. BRAINSTORM PRACTICES AND PRINCIPLES FOR TOP 3 CHALLENGES**



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SMALL GROUP REPORT OUT IN PLENARY

IDENTIFYING PRIORITY PHASES

VISUALIZING A WAY FORWARD

NEXT STEPS/PROCESS