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E3 ANALYTICS AND EVALUATION PROJECT ANNUAL REPORT 2018



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E3 Analytics and Evaluation Project

Front cover photo captions and credits clockwise from left to right:

A farmer discussing his household and cattle during the Project team's interviews with beneficiaries for the ex-post evaluation of the Uganda Sustainable, Comprehensive Responses for Vulnerable Children and their Families activity in Northern Uganda. *Credit: Eve Namisango (Palladium).*

A Project team enumerator implementing the phase 2 baseline survey with a farmer's wife in Iringa, Tanzania for the impact evaluation of the Land Tenure Assistance activity. *Credit: Gerald Usika (MSI).*

Female farmers in Manhica District, Mozambique wait near their parcels for a group discussion to start as part of the Project team's data collection for the evaluation of the Responsible Land-Based Investment Pilot. *Credit: Jacob Patterson-Stein (MSI).*

DISCLAIMER

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



A Project team member conducts a focus group discussion with beneficiaries of the Sustainable, Comprehensive Responses for Vulnerable Children and their Families activity in central Uganda. *Credit: Jeniffer Kataike, MSI.*

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ACRONYMS AND OTHER ABBREVIATIONS

ADS	Automated Directives System
BE2	Building Evidence in Education
BFS	Bureau for Food Security (USAID)
CATI	Computer Assisted Telephone Interview
CLA	Collaborating, Learning, and Adapting
CCRO	Certificate of Customary Right of Occupancy
E3	Bureau for Economic Development, Education, and Environment (USAID)
ICM	<i>Iniciativa Climática de México</i>
LER	Office of Learning, Evaluation, and Research (USAID/PPL)
LTA	Land Tenure Assistance
MAST	Mobile Application to Secure Tenure
MSI	Management Systems International
NASA	National Aeronautics and Space Administration
NREL	National Renewable Energy Laboratory
PFG	Partnership for Growth
PPL	Bureau for Policy, Planning and Learning (USAID)
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WASH-UP	Water Access, Sanitation, and Hygiene for Urban Poor
WEE	Women's Economic Empowerment
WLP	Women's Leadership Portfolio
WLSME	Women's Leadership in Small and Medium Enterprises



A farmer in Manhica District, Mozambique gathers corn from her newly mapped parcel as part of the Project team's data collection for the evaluation of the Responsible Land-Based Investment Pilot. *Credit: Jacob Patterson-Stein, MSI.*

EXECUTIVE SUMMARY

This report presents highlights from the fifth year of the E3 Analytics and Evaluation Project, a seven-year contract delivering rigorous evaluations and other analytic technical assistance to a dozen technical offices in USAID's Bureau for Economic Growth, Education, and Environment (E3) as well as other Agency operating units that work in E3 sectors.

At the end of the 2018 fiscal year, USAID had commissioned 93 activities under the Project. This includes 16 new activities the Agency initiated over the past year. The Project supports some of the E3 Bureau's most challenging and ambitious technical work across the diverse sectors and regions in which the Bureau is active. These analytic efforts, which range from rigorous impact evaluations to broad *whole-of-project* type evaluations of complex portfolios, are providing critical results and lessons learned to help the Agency make evidence-based decisions and foster greater development impact.

This report is organized by common themes across the three E3 sectoral clusters (economic growth, education, and environment), and intersperses key Project activities and lessons learned that cut across the entire Bureau.



A Project team member interviewing a beneficiary of the Uganda Sustainable, Comprehensive Responses for Vulnerable Children and their Families activity as part of an ex-post evaluation in Northern Uganda. *Credit: Hellen Lakaa, MSI.*

INTRODUCTION

USAID launched the E3 Analytics and Evaluation Project (“the Project”) in 2013. It was designed to support the technical leadership of the Bureau for Economic Growth, Education, and Environment (E3) by delivering rigorous evaluations, analytic products, and technical assistance to further evidence-based decision-making around project design and implementation. The E3 Bureau supports the Agency’s work in E3 sectors by providing technical leadership and assistance for high-quality project design, implementation, and monitoring, evaluation, and learning. In addition to supporting 12 Washington-based E3 technical offices, in-country missions and other operating units in the Agency have taken advantage of the Project’s mandate to conduct evaluations and other analytic activities to inform Agency programming in E3 sectors worldwide.

This report summarizes key Project activities, accomplishments, and lessons learned during the Project’s fifth year, from October 2017 to September 2018. Following a general overview, the report is organized by the Project’s work in each of the three E3 sectoral clusters (economic growth, education, and environment), interspersed with spotlights on topics of interest that cut across those sectors.

CORE ACCOMPLISHMENTS IN FY18

By the end of its fifth year, the Project had initiated 93 activities – an increase of 16 activities since the fourth year. As Figure 1 shows, the Project has completed 40 activities and is currently designing or implementing 28 additional activities. A total of 25 activities are inactive (for example, the activity was initiated, then suspended due to changes in operating unit priorities or budget availability).

FIGURE 1: STATUS OF ACTIVITIES

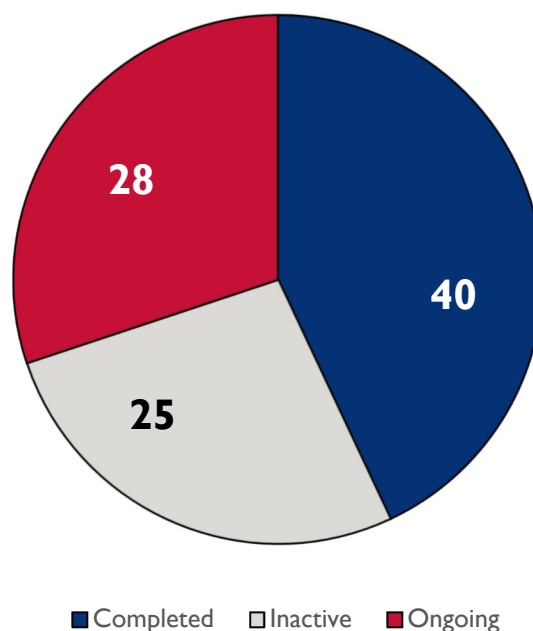
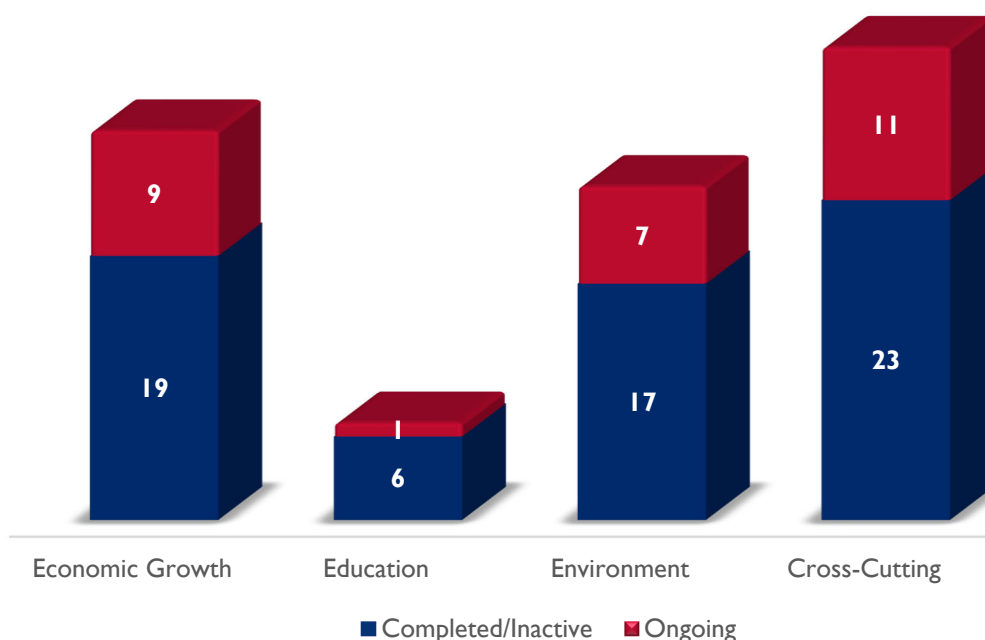


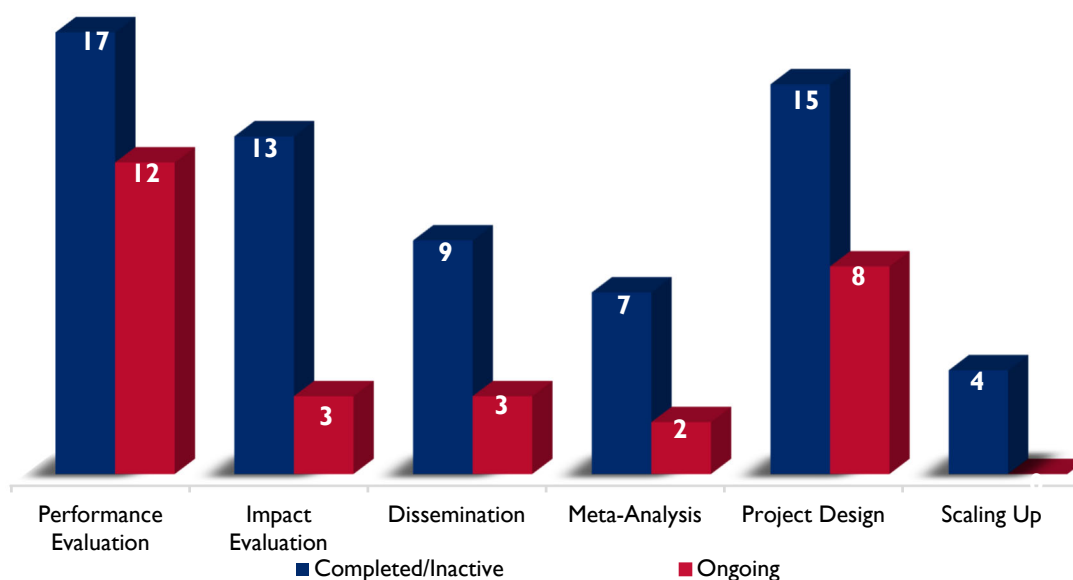
Figure 2 shows the number of ongoing versus completed or inactive activities the Project has initiated by E3 sector. The large number of cross-cutting activities reflects the Project's position as a bureau-level mechanism able to support Agency learning objectives across geographic and sectoral boundaries.

FIGURE 2: ACTIVITIES INITIATED TO DATE BY SECTOR



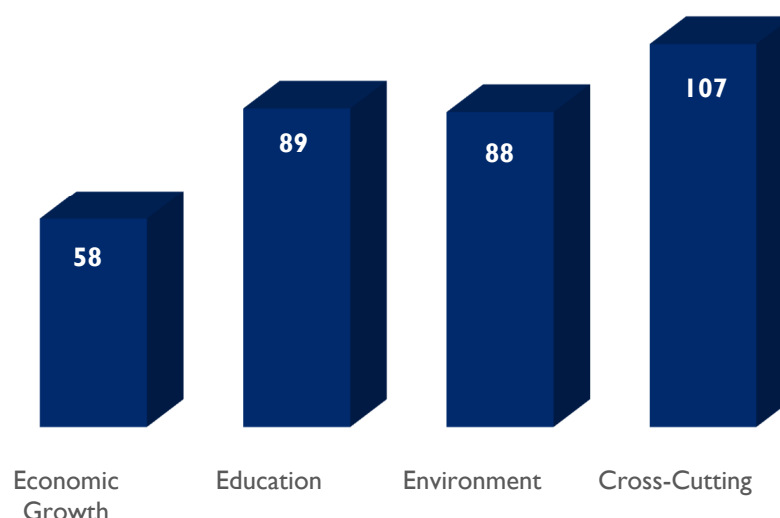
The scope and technical complexity of activities under the Project vary immensely. This ranges from mid-term performance evaluations of single activities to large, multi-country and multi-year evaluations spanning dozens of implementing mechanisms. Figure 3 reflects the diversity of what USAID offices are carrying out through the Project.

FIGURE 3: TYPES OF ACTIVITIES INITIATED TO DATE



The Project delivered 342 products to USAID operating units in the past year. These ranged from foundational design documents (such as evaluation concept papers and design proposals) to final analytic reports, as well as consultation notes that systematically document key decision points and next steps with USAID commissioning offices. Figure 4 shows the number of products the Project delivered to each E3 technical sector in 2018.

FIGURE 4: PRODUCTS DELIVERED IN FY18 BY SECTOR



The rest of this report highlights major Project accomplishments and learning over 2018 in each E3 sectoral cluster as well as cross-cutting activities.

TRANSLATING SELF-RELIANCE INTO ACTION

The Project team is supporting the Agency's efforts to operationalize self-reliance. The team is helping the Bureau for Policy, Planning, and Learning (PPL) integrate self-reliance into country development cooperation strategies (CDCS's) and USAID's program cycle (including project and activity design), and strengthening the capacity of PPL staff to help missions integrate this priority into their strategic planning and programming efforts. Recently, the team worked with PPL to streamline CDCS development and review processes, and provided options for shortening and focusing the analytics that provide the evidence base for country-level strategic planning. The Project team will be continuing this work with PPL over the coming year, including working directly with bilateral missions that are at the forefront of USAID's efforts to support countries in the journey to self-reliance.

LESSONS LEARNED: CONDUCTING EX-POST EVALUATIONS

Finding Answers in the Past

One way to understand how development assistance has impacted communities and institutions is to look back at those beneficiaries in the years after the support ended. The E3 Analytics and Evaluation Project has conducted several ex-post evaluations of USAID activities across multiple sectors, including education, WASH, energy, economic growth, and protection. While ex-post evaluations provide a unique perspective on the impact and sustainability of development interventions, implementing these studies also pose unique challenges.

One major obstacle to conducting an ex-post evaluation is identifying and locating relevant data sources. In the years since a donor activity ended, many records and documents have likely been misplaced or destroyed and key informants and beneficiaries may have moved or died. The resulting lack of data can leave gaps in understanding how and why changes occurred post-activity. To mitigate this challenge, it is highly recommended to conduct an **evaluability assessment** prior to launching a full-scale ex-post evaluation. The evaluability assessment will help the evaluation team to understand potential limits of the study, identify relevant documents and respondents, and make informed sampling and site selection decisions. This small upfront effort will pay big dividends by promoting more efficient evaluation research.

Another concern in conducting an ex-post evaluation is the presence of confounding factors. Following the end of the activity, many contextual factors can influence longer-term impacts. Often the objective of an ex-post study is not to weed out the influence of these factors, but instead to better understand such factors so they might be better accounted for in future programming. Regardless of whether the intent is to study the confounding factors or merely to account for them in understanding whether and why activity outcomes were sustained, the methods typically required for an ex-post evaluation differ from those based on program theories. Ex-post evaluations require the use of more inductive, and generally qualitative, research methods. Approaches such as outcome harvesting, most significant change, and open-ended questioning can be applied in lieu of or alongside more structured approaches to better answer how and why change has been sustained.

As the development community increasingly focuses on sustaining and scaling up development impact, it is likely that the desire for ex-post studies will continue to grow. With careful planning and insight from recent experience, these studies present opportunities to learn more about the past to improve the future.

THE EVALUATION OF SUSTAINED OUTCOMES IN BASIC EDUCATION

I found [the presentation] enormously informative - it is far too rare for us to have access to this kind of long term assessment of what is actually sustained after millions have been expended.

- Senior Technical Advisor, USAID/E3/ED

COLLECTING AND ANALYZING EVIDENCE TO IMPROVE ECONOMIC GROWTH RESULTS

Land Rights: from Big Reforms to Smallholder Documentation

The mid-1990s were a heady time for land tenure reform. Much of southern and eastern Africa enacted or started the process for major changes in how land rights are recognized. Countries passed legal or constitutional reforms for various reasons, but often sought to capture potential market benefits and protect smallholder rights. Many of the laws from this period codified customary use rights and made room for collective ownership. However, the rights of women, pastoralists, and marginalized groups have been slow to gain de facto recognition. These challenges, along with low institutional capacity and ongoing bureaucratic barriers, have driven recent local and donor-driven attempts to follow-up on the promises of this earlier era.

Tanzania and Mozambique are two examples of how land reforms from the 1990s laid the groundwork for innovative solutions to improving land tenure rights. Both countries enacted well-received reforms; the transparency and democratization of Mozambique's process was particularly lauded internationally. USAID has funded activities in Tanzania and Mozambique to further strengthen land rights, improve women's access to formal documentation, and promote economic opportunities for smallholder farmers. A fundamental question for these and other activities is whether they help improve access to formal documentation, which can then be used to assert rights for women, facilitate equitable land transfers, and minimize disputes. The E3 Analytics and Evaluation Project has worked with the E3 Bureau's Office of Land and Urban to deliver evaluations that will help USAID better understand the impact of these interventions. Initial evaluation findings suggest that demand for formal documentation is high and the USAID activities are helping meet this demand. However, the time it takes for formalization of rights to affect other micro-level decisions, such as whether to start outgrowing or take out a loan, remains uncertain.

Using Mobile Technology for Land Tenure Reform in Tanzania

In 2015, USAID/Tanzania awarded the four-year, \$6 million Land Tenure Assistance (LTA) activity. LTA seeks to clarify and document land ownership, support local land use planning efforts, and increase local understanding of land use and land rights in Tanzania. The activity is using the Mobile Application to Secure Tenure (MAST) app to facilitate the mapping and provision of Certificates of Customary Right of Occupancy (CCROs) in Tanzania.

To understand LTA's impact on documentation provision, investment, household decision-making, and other key land-related outcomes, the Project



A Project team enumerator implementing the LTA Phase 2 baseline survey with a farmer in Iringa, Tanzania. Credit: Gerald Usika, MSI.

team designed a randomized controlled trial impact evaluation. The evaluation randomized access to LTA's suite of mapping, certification, and land law education across 60 villages, with 30 receiving LTA interventions and 30 serving as control villages, to ensure that the only difference between villages that receive the activity and those that do not is random chance. The team is implementing the evaluation over two phases, collecting baseline data prior to activity implementation during each phase.

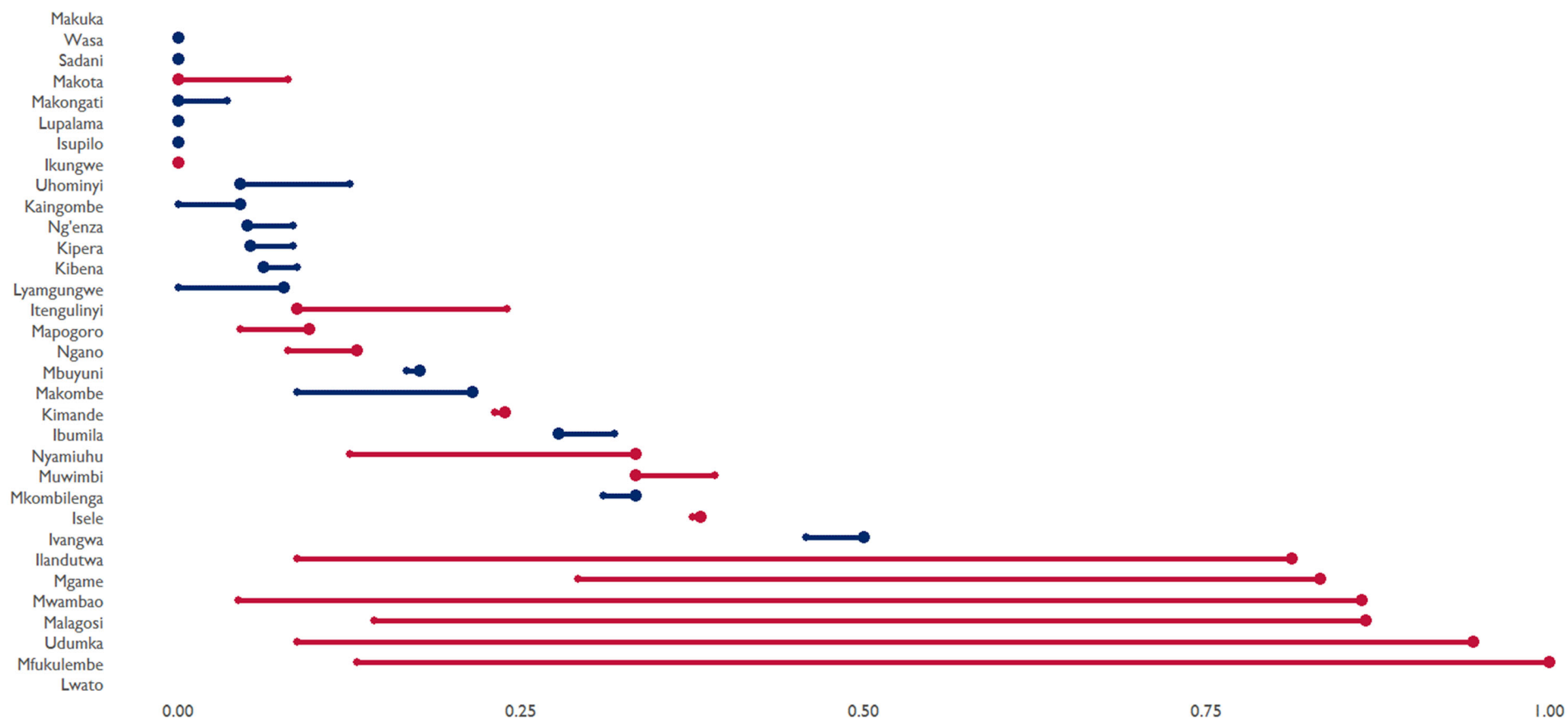
Two years into the evaluation, the team's results suggest that LTA is indeed improving access to formal land documentation. This is not surprising given that LTA is using MAST to facilitate the provision of CCROs, which recognize customary land claims, and is helping to strengthen the CCRO processing capacity of the district-level land offices. As shown in Figure 5, most of the treatment households saw a significant increase in documentation coverage.

FIGURE 5: TANZANIAN HOUSEHOLDS REPORTING DOCUMENTATION AT ENDLINE AND BASELINE

Percentage of Households Reporting Documentation at Endline and Baseline

Large dots denote midline

Assignment • Comparison • Treatment



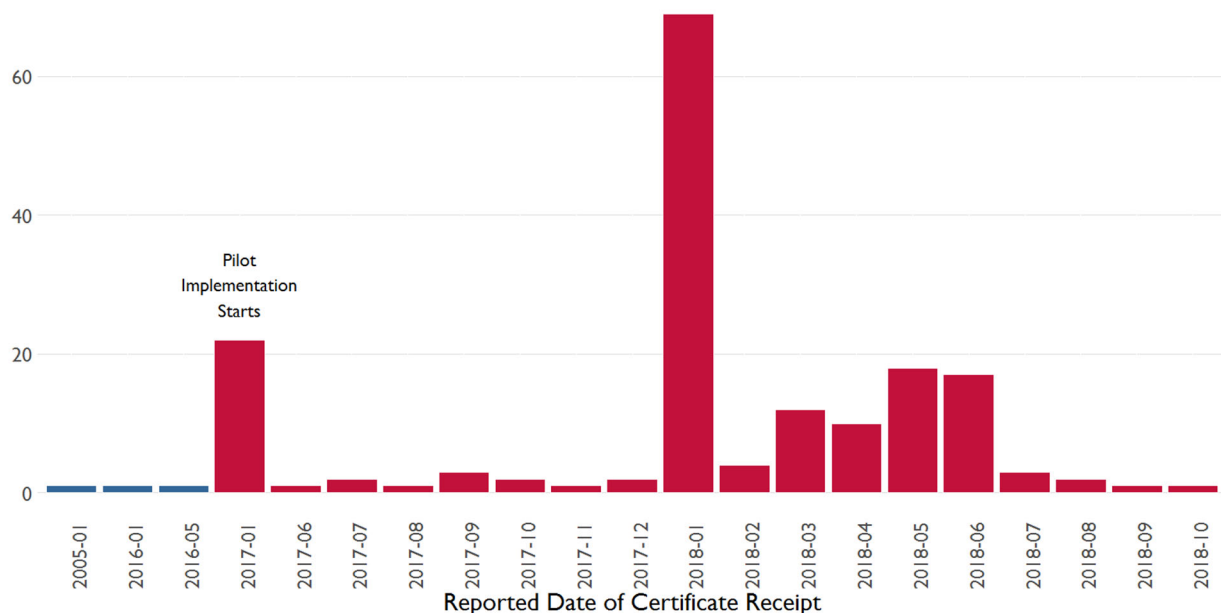
Fostering Responsible Land Investments in Mozambique

In Mozambique, USAID/E3's Office of Land and Urban contracted the Cloudburst Group to pilot utilization of the Analytical Framework for Land-Based Investments in African Agriculture. This Framework consolidates existing guidance on responsible land-based investment into a succinct framework. It provides guidance for companies to align with international best practices, to better engage with local farmers for a more equitable and transparent relationship. The Cloudburst Group worked with a sugar company and its local subsidiary, Maragra Açúcar Limited, to implement the Responsible Land-Based Investment Pilot. The Pilot uses the Framework to guide a land mapping and certification process in rehabilitated floodplain zones near the nucleus sugarcane estate in Manhica District.

To evaluate the Pilot's effects on smallholder farmers' engagement with outgrowing for Maragra, the Project team conducted group discussions with farmers, interviewed key Maragra staff and farmer association leaders, and implemented a 500-person computer-assisted telephone interview (CATI) survey. These efforts were part of a pre-post performance evaluation in which the Project team collected data prior to Pilot implementation in June 2017 and again after the Pilot ended in August 2018.

To sell sugarcane to Maragra as an outgrower, the company requires farmers to present documentation asserting that their crops were grown on land being legally farmed. This requirement is a way to ensure they do not buy sugarcane from land that has been expropriated or inequitably sourced. USAID's Pilot addressed this challenge by providing land use certificates for farmers' parcels across a large floodplain zone. As shown in Figure 6, the evaluation CATI data suggest a significant increase in the number of smallholder farmers with certificates for their land over the course of Pilot implementation.

FIGURE 6: CATI RESPONDENTS WITH CERTIFICATES FOR THEIR PARCELS



Promising Trends and Remaining Questions

As outlined above, donor-funded activities do appear to be increasing access to formal land documentation, but to what end? Data the Project team collected in Mozambique suggest that people feel more secure in their use of land and are less worried about outsiders taking it. In Tanzania, midline evidence from the LTA evaluation suggests a promising relationship between formal land documentation

and increased decision-making for women within households. The team collected midline data relatively early in the LTA activity implementation cycle in Tanzania and certificates had only been received one-to-three months prior to field work in Mozambique, so there is still much to be learned on the long-term outcomes of land documentation activities.

These efforts suggest that land tenure evaluations should allow for repeated rounds of data collection and may need to wait longer to truly capture the effects of interventions that build on local laws promoting land rights. Like the land reforms that set the stage for current donor-driven tenure rights strengthening, the full impact and potential of certification schemes may not be truly observed until years after the initial intervention.



A farmer in Manhica District, Mozambique shows off the certificate of land use rights he acquired through the Responsible Land-Based Investment Pilot. Credit: Jacob Patterson-Stein, MSI.

LESSONS LEARNED: DESIGNING SURVEY QUESTIONNAIRES

The ‘Good Survey’

Surveys are often the “go-to” method for eliciting stakeholder perspectives. Assumptions about using this method, however, often do not align with the rigor and effort needed to administer a valid survey. Although surveys can appear as a simple list of straightforward questions, with basic categories for responses, they often require significant planning time to ensure valid responses.

Based on the Project team’s experience, the following should be considered when developing a survey questionnaire:

- **What you want to know?**
 - Define the key issue of interest, and determine if this can be asked directly or whether there must be multiple questions to get at the answer.
- **Who is your target?**
 - Clarify the sample and sample framework: how many people are you targeting? Do you have accurate contact information?
- **What is the most appropriate survey mode (e.g., in-person/household survey, online survey)?**
 - If your survey is online, do you have the right platform for your target group? An email survey requires having valid email addresses for respondents and that they can access the internet.
- **Does your survey have the right “look” to ensure the response rate and data quality required?**
 - If you are giving individuals a survey to complete themselves (i.e., online survey, mail/paper survey), questions should be clear and in easy to read font type and size. Research shows that color surveys have higher response rates than monochromatic ones.
 - If you have a team of enumerators (i.e., field staff asking surveys in-person), then
- **Is your survey the right length?** Consider the ‘Goldilocks’ effect:
 - A survey that is **too long** can face data quality issues from respondent fatigue – missing data, false answers, and incomplete responses.
 - A survey that is **too short** might not be asking all the key questions or capturing data essential for analysis, such as control variables.
 - The **‘just right’** survey – at about **15 minutes** most surveys reach their peak participant attention. Ask the key question(s) early on to best capture needed data, before fatigue sets in.

Here are some common pitfalls in survey questionnaires:

- I. **Double loaded questions.** When a survey question contains two questions, the response may address the first question and not the second, or vice versa. Such ambiguous questions produce invalid data as respondents may interpret, and thus answer, the question differently.

EXAMPLE: “Do you use the improved rice variety, and do you plant it every season?”

- ☐ Yes
- ☐ No

REVISE TO: “Did you use the improved rice variety in the last growing season?”

- ☐ Yes
- ☐ No

[If yes] “Do you plan to use the improved rice variety again?”

- ☐ Yes
- ☐ No

2. **Improper response categories.** When a question uses the wrong scale or response category, or respondents are unclear about the distance between responses in a scale, the resulting data can be problematic. To avoid response bias, surveys should use scales and response categories that have been vetted and tested over time.

EXAMPLE: “Please share with us the extent to which you agree with the following statement: Pesticides are a required input for a high yield of corn.”

- ☐ Satisfied
- ☐ Somewhat Satisfied
- ☐ Neither Satisfied or Dissatisfied
- ☐ Somewhat Dissatisfied
- ☐ Not at all

REVISE TO: “Please share with us the extent to which you agree with the following statement: Pesticides are a required input for a high yield of corn.”

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree
- ☐ No opinion

3. **Poorly constructed questions.** Survey questions that have imprecise or unclear wording or format can affect the quality of resulting data. Ensure that questions are carefully reviewed and pre-tested so they can be clearly understood by all participants. The survey may need to be translated into relevant local languages to ensure high-data quality.
4. **Failure to calibrate the survey.** One activity that every survey should undertake is a pre-test, to ensure the survey is measuring the issue it is supposed to measure. Survey pre-testing is done by conducting a pilot on a small sample that is reflective of the larger sample. Pre-test respondents complete the survey and are then asked about the survey questions, so researchers can identify problems and correct the instrument. When proper pre-testing occurs, the data are more likely to be free of errors, have lower levels of bias, and yield robust information.

Synthesizing Evidence for Effective Decision-Making in Support of Self-Reliance

When the right opportunities arise, Malawi knows how to move fast, just as it did when rapidly leapfrogging from dysfunctional telephone land lines to having 85 percent cellphone coverage across the country. Such breakthroughs to development success emerge from many sources in many ways. One of the strongest links is learning from others experiences about “what works.” Sharing evidence across the USAID community was an early aim of the Agency’s evaluation system. Its Development Experience Clearinghouse now holds around 12,000 final and special evaluation reports that Agency staff and partners can directly access. But in an era of work and information overload, an amazing resource can also be a bridge too far.

To help busy decision-makers quickly access the Agency’s wealth of evaluation lessons and digest evidence about “what works,” the Project team is working closely with the E3 Bureau and the Office of Learning, Evaluation, and Research in the Bureau for Policy, Planning, and Learning (PPL/LER) to produce and disseminate new evaluation evidence utilization products.

- To synthesize evaluation evidence on a topical basis, the Project organized and annotated a [compendium of evaluation abstracts on the use of mobile devices](#) in support of literacy, numeracy, and workforce development interventions. This allows users to rapidly find and download the most relevant subset of evaluations for the tasks and decisions they face.
- Since 2012, the E3 Bureau has invested in Sectoral Syntheses of Evaluation Findings that have been well received across the Agency (see [2013-2014](#) and [2015](#)). They include topical summaries of evaluation findings organized around E3 sectors. They also contain monitoring data on the quality and compliance of evaluations in E3 sectors with Agency evaluation policy, displaying changes each year on aggregate performance against a checklist linked to [USAID’s 2009-2012 Agency-wide meta-evaluation](#).
- In 2018, E3’s Office of Education introduced two new synthesis products the Project developed that are leading the way for more useful evidence products to support evidence-based decision-making to advance development effectiveness. First, the team worked with the Office to create a [new tool to gauge the strength of evidence in education evaluation reports](#), which was used to screen 92 evaluation reports on topics of interest and identify those in which readers can have the greatest confidence. The Project then prepared three topical evaluation syntheses based on this curated process on topics relevant to the three goals of USAID’s Education Strategy. I
- The Project is currently working with PPL/LER to develop a new Agency-wide Discussion Note on evaluation syntheses, as well as a companion technical report that explores the variety of evaluation syntheses USAID has produced and how they have been disseminated and utilized.

The Project is building on its experience with the development, production, and dissemination of user-friendly, easily accessed evaluation evidence products to help USAID staff quickly move from a need for evaluation lessons to having “what works” evidence in hand.

LESSONS LEARNED: EVALUATING WOMEN'S ECONOMIC EMPOWERMENT

The E3 Analytics and Evaluation Project has conducted several evaluations examining the results of women's economic empowerment (WEE) activities. The performance evaluation of the Women's Leadership Portfolio (WLP), two impact evaluations of the Women's Leadership in Small and Medium Enterprises (WLSME) activities in Kyrgyzstan and India, and the impact evaluation of the Tanzania LTA activity, provide interesting lessons regarding WEE and decision-making.

Activities under the WLP advance a number of outcomes under USAID's Gender Equality and Female Empowerment Policy and related U.S. strategies, including women's leadership and decision-making. In its examination of dozens of activities under the WLP evaluation, the Project team identified that the most common type of intervention the WLP activities used was training and capacity development. Most activities also included components beyond training such as peer exchange, mentoring, and internships. However, the WLSME India impact evaluation shows that improvements in women's entrepreneurial leadership do not necessarily translate into business growth. This suggests that other barriers associated with business growth continue to exist, such as lack of access to or supply of suitable financial products, cultural norms on gender roles, and policy and institutional frameworks.

Fewer WLP activities focused on outcomes relating to access to/control of resources. However, accessing and making decisions about productive resources are critical to women's leadership. For example, the LTA impact evaluation measured, at midline, an increase in households with land documentation from 16 percent to 43 percent. This was coupled with an 11 percent decrease in likelihood of land-related decisions made solely by the male household head and an increase in joint decision-making on land use from 37 percent to 67 percent. On the other hand, the WLSME Kyrgyzstan impact evaluation found inconsistent results on decision-making power along different business dimensions, which could mean underlying intra-household dynamics are at play as businesses grow to include more household members as employees.

Cultural and household gender norms are powerful influences on women's business decision-making and practices. The WLSME impact evaluations found that, in India, women's set managerial roles in cashew-nut processing supported their ability to enhance their decision-making, whereas in Kyrgyzstan, household gender norms worked against women's ability to sustain the new practices they had developed through training. Intra-household dynamics, which play a prevalent role in women's activities, can undermine the sustainability of short-term effects.

WEE outcomes are difficult to measure. Entrepreneurial leadership is a multidimensional and complex construct with varying conceptual and operational definitions. There is limited evidence on validated measures and scales to be used across different contexts. Further research is needed to develop rigorous methods for measuring different dimensions of leadership. In addition, WEE activities can benefit from longer implementation and evaluation periods as well as multiple follow-up data collection points due to the varying time trends of different outcomes.

THE EVALUATION OF THE WOMEN'S LEADERSHIP PORTFOLIO

"Thanks for sharing this impressive report with us. It is a very complex and ambitious task but important to know the magnitude of the USAID WLP intervention...Congratulations for this important effort!"

- USAID Mission Staff Member

A New Tool to Assess and Improve the Scaling Potential of Agricultural Innovations

Despite multiple efforts to replicate the Green Revolution, there are few recent documented examples of sustainable large-scale adoption of new agricultural technologies. The big question for the international development community is how to achieve large-scale, lasting, and sustainable adoption of agricultural innovations. What drivers, strategies, and activities do donor projects need to successfully scale up agricultural innovations in developing countries through commercial pathways?

Since 2015, the Project has been supporting USAID's Bureau for Food Security to understand how donor projects can achieve greater scale and foster long-term commercial sustainability. First, the team used a mixed-methods approach to prepare and synthesize five case studies of scaling up pro-poor agricultural innovations through commercial pathways. The case study research found that key drivers for successfully scaling agricultural technologies through commercial pathways include:

- A strong business case for all value-chain actors.
- Donor projects that create the foundations for the market to become self-sustaining by building a critical mass of early adopters and strengthening the value chain/market system.
- Implementing partners that have strong business skills and experience and an entrepreneurial, opportunistic philosophy.
- Flexible partnerships between implementing partners and other actors, especially commercial actors that are prepared to invest their own money.

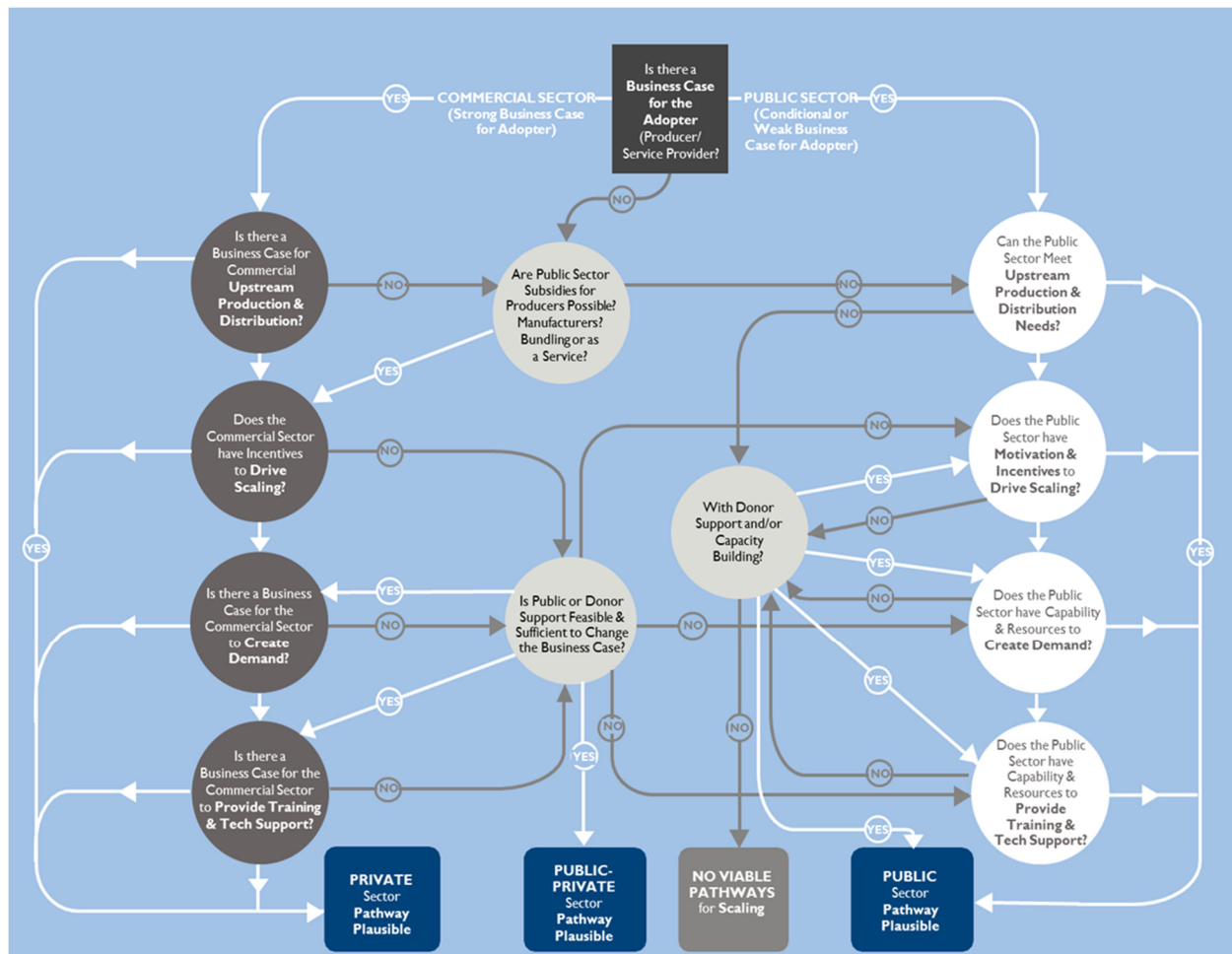
Building on this research, USAID asked the Project to develop a tool to assess the scalability of agricultural innovations, to help guide future planning and resource allocation. The resulting **Agricultural Scalability Assessment Toolkit** provides a qualitative appraisal of an innovation's strengths and weaknesses relative to scalability, the most promising scaling up pathways (i.e., commercial, public, or public-private partnerships), and the extent to which target locations and populations, and their market and public-sector capacity, currently facilitate scaling.

The Toolkit consists of two components: An **Agriculture Scaling Decision Tree** (to help select the appropriate scaling up pathway for an innovation – see Figure 8) and an **Agricultural Scalability Assessment Matrix** (which focuses on the factors that would indicate if a commercial pathway is viable).

The Agricultural Scalability Assessment Matrix has six sections, with 39 total criteria each scored from 1 to 3. Each section focuses on a major issue essential for scaling. A User's Guide helps assessors consistently apply the scoring criteria and interpret the assessment results. The Matrix can be used to inform decisions about scaling an innovation at each stage of research, testing, piloting, planning, and implementation.

The Toolkit can be used at multiple points during a project to guide the overall approach to scaling. For example, it can help to integrate scaling up considerations, assess scaling progress, decide whether scaling up makes sense and the challenges involved, and modify current approaches to innovation design, testing, and scaling, based on new evidence.

FIGURE 8: AGRICULTURAL SCALING DECISION TREE



AGRICULTURAL SCALABILITY ASSESSMENT TOOL

“A most commendable effort [on the Guide to the Agricultural Scalability Assessment Tool]! The substantial amount of research and hard work that has gone into these documents, and the whole series on scaling up, is obvious in this Guide.

This has been a long road to get to this point, starting with Case Study Selection. At the end, **we now have a toolkit that can help inform us how to assess the potential scalability of innovations coming from research programs.** This was no small undertaking... Again, thank you very much for your diligence in seeing this effort through.”

- Activity Manager, USAID/BFS

LESSONS LEARNED: ALIGNING RESEARCH PRIORITIES TO PRACTICAL IMPLEMENTATION CHALLENGES

Examining Evidence Gaps for WASH Approaches

Across several activities in the water, sanitation, and hygiene (WASH) sector, the Project team has worked with USAID operating units to generate and share evidence around what works and what barriers exist to sustainable WASH access and service delivery.

Since 2017, the Project has worked with the USAID/E3 Office of Water to synthesize evidence gaps around the key development results in the U.S. Global Water Strategy to guide future implementation research and provide thought leadership to shape the sector. The Project team closely collaborated with the Office of Water to prioritize sub-topics under each development result through a review of USAID implementation activities, interviews with mission staff, and the team's sectoral expertise. This process resulted in a shortlist of approaches on which the team is conducting evidence gaps analyses.

Separately, the Project conducted an ex-post evaluation of USAID/Ghana's Water Access, Sanitation, and Hygiene for Urban Poor (WASH-UP) activity. Findings from this evaluation around the sustainability of WASH-UP outcomes directly mirror the approaches the team is examining for increasing sustainable access to safe drinking water, sanitation, and hygiene. This not only aligns the Water Office's planned research priorities with practical implementation challenges, it also validates the selection process for examining these approaches. This alignment emphasizes the need for future implementation research that addresses challenges to sustainability that the WASH-UP ex-post evaluation identified, including:

- **Approach 1: Water Quality** – In Ghana, concerns about water quality led many households to obtain drinking water from other sources than the main line extensions that WASH-UP supported. Households that do use the main line extensions as their water source also store water in open containers in the event of a water stoppage. However, stored water was sometimes contaminated with E. coli due to inadequate storage practices.
- **Approach 2: Improving Community-Managed Water Committees** – WASH-UP established Water and Sanitation Committees that continue to manage supported water and sanitation installations, but most of them rarely meet and no longer provide messages on proper hygiene practices.
- **Approach 3: Fecal Sludge Management** – The cost of fecal sludge management is a barrier to continued improved sanitation for both households and public latrines. Efforts to reduce these costs lead some households to take counter-productive steps such limiting access to latrines and urinating in other locations.
- **Approach 4: Hygiene Promotion** – Sustaining behavior change, particularly the adoption of handwashing practices, is difficult. Often, household handwashing stations had been removed or never existed. Where they did exist, cleaning products were often not available. WASH-UP behavior change messages were not remembered and hygiene practices were not sustained.

Applying Collaborating, Learning, and Adapting to Advance Progress in Addressing Social Impacts of Renewable Energy Projects in Mexico

Mexico is a global leader in attracting private sector investment in renewable energy through reverse auctions, which have leveraged over \$8 billion of private sector funds for large solar and wind projects. While these projects are sited on lands rich in wind and solar resources, the Mexican government and most developers have failed to effectively consult and engage with local communities to address their concerns and enable them to share in the project's benefits. This has led to costly delays in implementing many of these projects.

To address this challenge, USAID and its local implementing partner, *Iniciativa Climática de México* (ICM), are engaging local communities in participatory and inclusive development of renewable energy projects. The activity is working with selected developers and impacted communities to test and refine methodologies for engaging communities during project planning and implementation, and with the Mexican government to strengthen the policy and regulatory framework to ensure socially inclusive development of renewable energy resources.

In collaboration with USAID/E3's Office of Energy and Infrastructure and USAID/Mexico, the Project team is supporting this activity by introducing collaborating, learning, and adapting (CLA) to provide "live" feedback and guidance to the USAID-ICM team and increase collaboration within the energy stakeholder community. This CLA approach is intended to "ensure that programming is coordinated, grounded in evidence, and adjusted as necessary to remain relevant and effective throughout implementation" (ADS 201). The Project's CLA support includes:

- **Formation of a Strategic Advisory Council.** The Project is providing two senior Mexican experts on the local energy and political landscape and two social impact experts from Argentina and Colombia who meet quarterly with ICM and USAID to assess project outcomes, identify strengths and weaknesses, and offer guidance and new perspectives on project implementation. The quarterly meetings are augmented with smaller workshops, policy discussions, and reviews of draft policy papers and strategic planning documents. As the activity engages with indigenous communities, the Council will seek guidance from specialists with hands-on experience in mediating community-level conflict. At each strategic meeting, ICM, USAID, and the strategic advisors pause to reflect on the progress being made to reach the outcomes and to consider adjustments to the activity. In July 2018, this resulted in a decision to move more quickly from discussing the project theory of change and policy to applying the action principles in the pilot community.
- **Enhanced collaboration** with USAID implementing partners, other donors, and Mexican counterparts via quarterly meetings with the Council and subsequent collaboration on activities of common interest, such as the inclusion of community concerns to identify and develop zones for large-scale renewable energy projects.
- **Capacity building** of implementing partners and other stakeholders. The Project's social impact experts shared their expertise with a diverse set of participants, including developers, government officials, and non-governmental organizations, through training at the Latin America Social Sciences Institute in July 2018.

Implementing a CLA approach for the Mexico energy portfolio has created space to introduce innovative solutions learned through dialogue and collaboration and adjust programming in response to the learning. Accountability for reporting on results also has increased due to regularly scheduled strategic advisory meetings.



Course with the strategic advisors and ICM staff. Credit: Ana Tamborrel, Palladium.

CLA SUPPORT FOR THE USAID/MEXICO ENERGY PORTFOLIO

“Thanks, all, for your intellectual input to helping advance our activities! Your participation is much appreciated. My senior management in USAID/Washington is very interested in this CLA activity and how the team is assisting in the development of our projects to address the social impacts of renewable energy projects in Mexico.”

- Activity Manager, USAID/E3/E&I

USING CROWDSOURCING TO REVIEW AND IMPROVE EDUCATION EVIDENCE

Since 2014, the Project has supported the E3 Bureau's Office of Education (E3/ED) in bolstering evidence-based learning for education programming. At the onset of the Project, there was no agreed-upon tool for assessing evaluation quality in the education sector. Nor was there a system to bring reviewers from multiple organizations together to read and discuss each other's evaluations. As a result, there was a lack of information about the quality of the evidence being produced with USAID funding in the education sector.

In collaboration with E3/ED, the Project piloted a process that led to sector-wide collaboration in the adoption of an evaluation quality framework and validation of an evaluation quality protocol. The Project then crowdsourced the review process of evaluation reports using this protocol to the international education community itself to collect further feedback and validate the tool. Based on a subset of evaluations that met minimum quality standards, the Project then worked with E3/ED to synthesize findings and lessons learned for topics related to USAID's 2011 Education Strategy.

The evaluation quality tool was based on the Building Evidence in Education (BE2) framework for assessing principles of quality in education. This framework breaks down quality into seven dimensions, shown in Figure 9, and the Project developed assessment items for each dimension based on USAID Evaluation Policy and relevant Automated Directives System (ADS) requirements. The team also adapted items from established evaluation report quality checklists. The Project piloted the tool in a workshop co-presented with E3/ED at the Comparative and International Education Society (CIES)'s 2017 annual conference to obtain the education community's initial feedback on the tool.

Having expert reviewers from partner organizations served three purposes: gathering broad feedback on the tool, disseminating the BE2 framework, and providing an opportunity for community members to read and discuss each other's evaluations. The Project developed an online platform for each evaluation to be reviewed by two reviewers. Each pair of reviewers also met virtually to reconcile differences in scoring and produce consensus responses. The Project provided online training and support and hosted a full-day validation workshop for reviewers to give feedback on all items and item descriptors in the tool. Finally, the Project worked with E3/ED to incorporate reviewers' feedback into a final tool, which was then posted as a resource to the USAID Learning Lab. A total of 36 volunteer experts from 21 organizations reviewed 92 USAID-funded evaluations in the education sector published between 2013 and 2016, which covered the key time for USAID's Education Strategy.

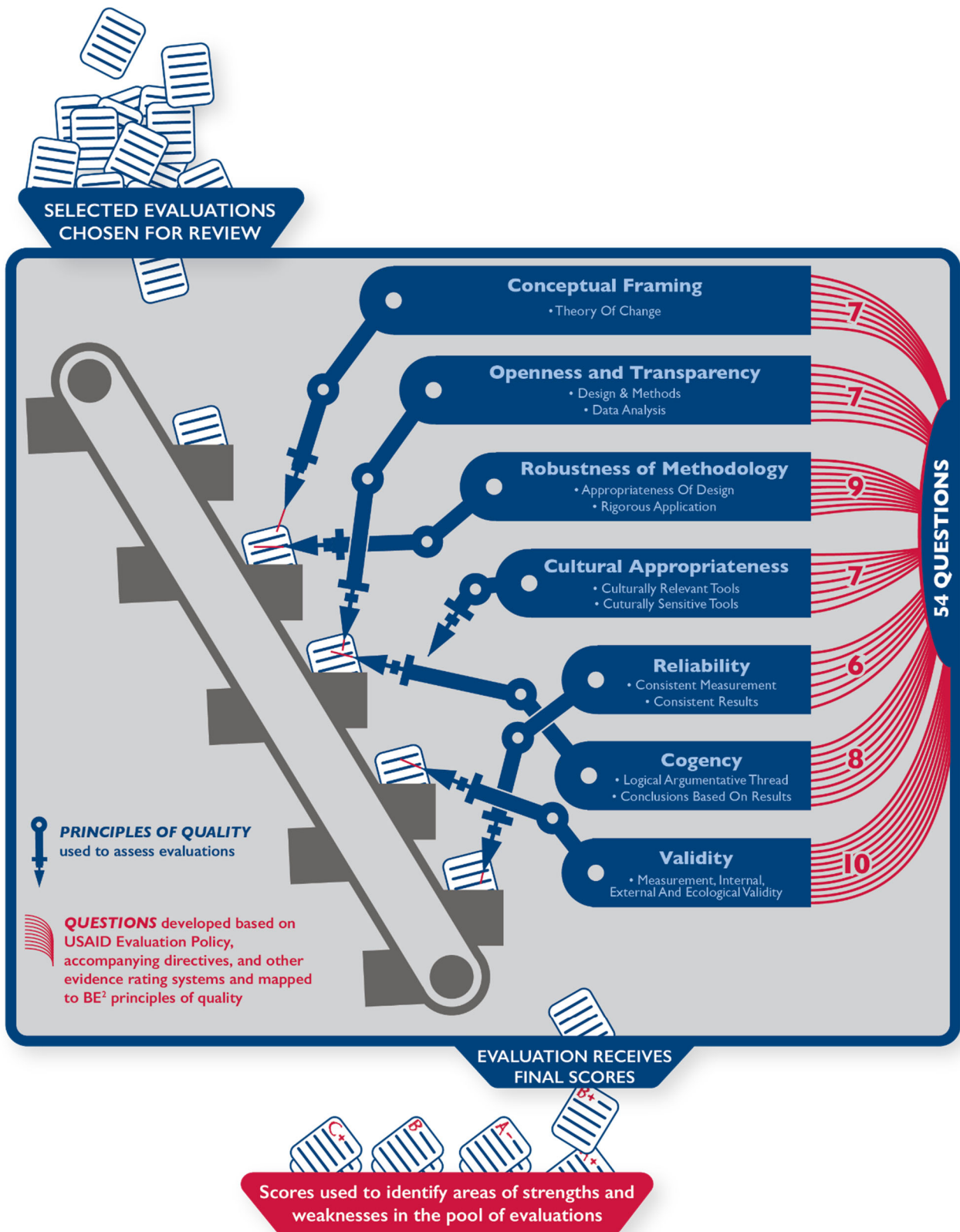
The volunteer experts expressed positive feedback about having this forum to read and discuss each other's evaluation reports and willingness to participate in future rounds of evaluation quality reviews. In addition to fostering sector-wide engagement, the results from the evaluation quality review process permitted the Project to identify the areas of strength and weakness in the body of evaluations funded by USAID in the education sector. This will help inform E3/ED's future actions and products to strengthen the quality of evaluations and to repeat this exercise during the next Education Strategy cycle. This process also set in motion changes that could enable the conditions for a cultural shift in collaboration, learning, and adaptation across implementers in the education sector.

EDUCATION EVALUATION SYNTHESIS

"It's truly a seminal piece. Folks at USAID are reading and talking about it, just as we hoped they would! This is great! I hope these findings will impact how activities are designed and implemented. Most importantly, we anticipate the report influencing the new Strategy.

- Senior Monitoring and Evaluation Advisor, USAID/E3/ED

FIGURE 9: EVALUATION RATING PROCESS

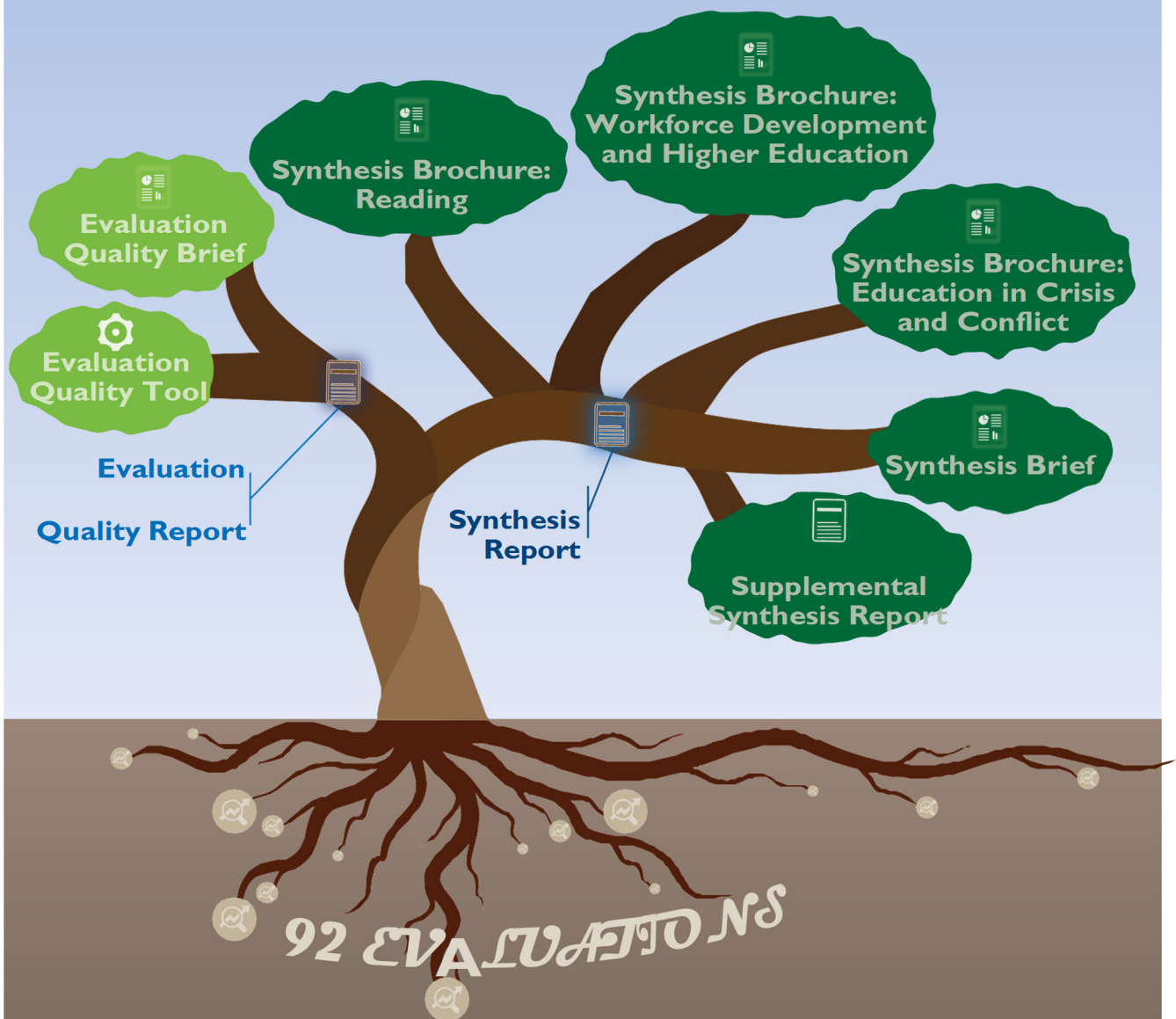


Evaluation Quality and Synthesis of Findings and Lessons Learned

Education Sector, 2013-2016



USAID's Office of Education commissioned a synthesis of findings and lessons learned from evaluations related to the objectives of the Agency's 2011-2015 Education Strategy, as well as a quality assessment of those evaluations. This innovative study generated evidence that will inform future USAID education programming. Nine products associated with the study can be viewed by clicking on the icons below or the hyperlinks on the opposite page.



This publication was produced for review by the United States Agency for International Development. It was prepared for the E3 Analytics and Evaluation Project and for the Reading and Access Evaluation Project by Management Systems International, A Tetra Tech Company.

LESSONS LEARNED: EVALUATING INTER-AGENCY PARTNERSHIPS

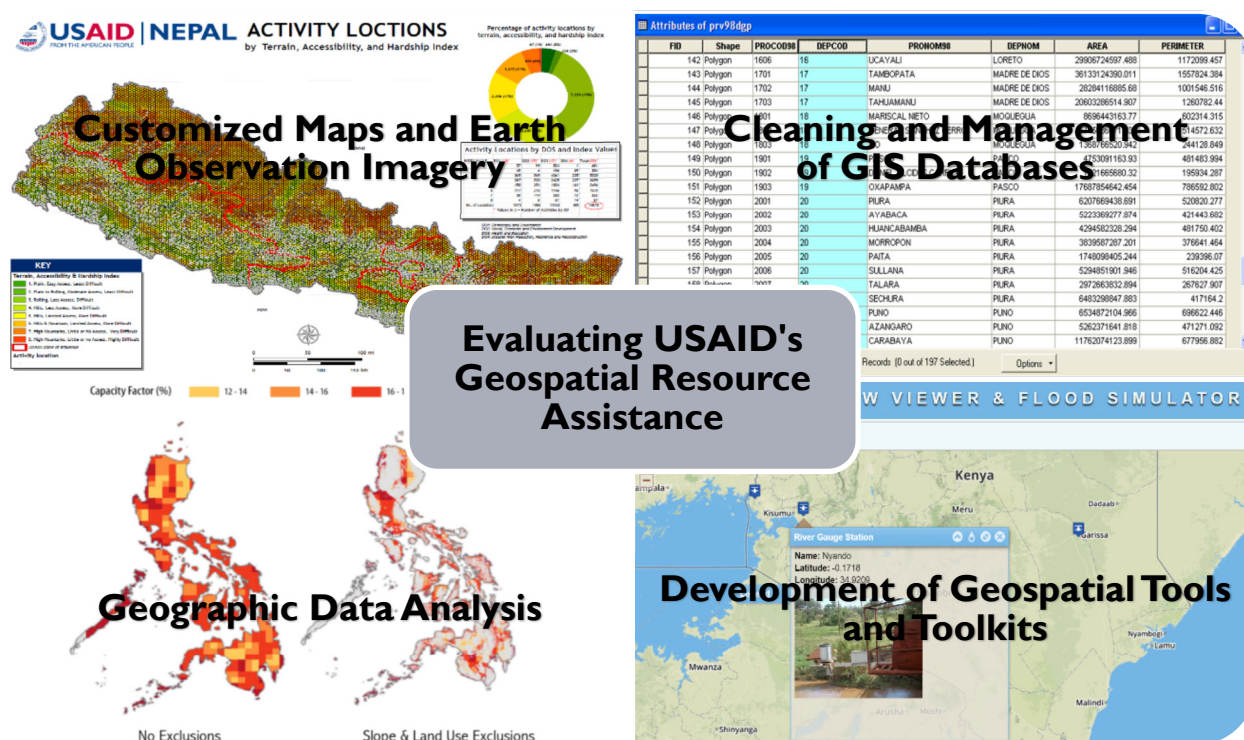
Partners in Development

The Project team has conducted several evaluations involving multi-agency partnerships. These include performance evaluations of the joint USAID-NASA SERVIR program, the interagency agreement between USAID and the U.S. Department of Energy's National Renewable Energy Laboratory (NREL), and the multi-agency Partnership for Growth (PFG). Designing and implementing these evaluations with USAID counterparts has yielded a number of lessons learned.

- Multi-agency partnerships work best when each agency can work independently and in the areas of their strengths. However, in existing inter-agency agreements the distribution of responsibilities does not always reflect organizational strengths. For example, interagency agreements have delegated monitoring and evaluation duties to NASA and NREL, but USAID is more suited for this task.
- When USAID partners with agencies with substantially different operating styles – like science agencies (e.g., NASA, NREL) or law enforcement agencies (e.g., Department of Justice) – there is a need to cross-pollinate vocabulary, compatibility of mandates, and staff. However, this is not usually done, and under such partnerships the agencies may need to spend a significant amount of time learning each other's processes and priorities.
- Inter-agency partnerships may not give sufficient attention to outlining areas of convergence and divergence. A common assumption is that, because both partners are federal agencies, collaboration will be relatively easy. In the case of SERVIR, USAID and NASA possess very different domains for their activities. Under SERVIR this was used as an advantage, since NASA is limited in the work it can do overseas while USAID is limited in what it can do domestically. In the case of NREL and USAID, the latter shifts its priorities frequently, while NREL is more consistent in its areas of focus.
- Interagency agreements focus on outlining the goals and tasks of the partnership, but sometimes fall short in specifying roles and responsibilities. This is because agreements are created to be flexible and allow partners to take advantage of opportunities as they arise.
- Although partners desire to remain co-equal, this can hinder efficiency; having one designated as the lead can shorten the decision-making process and move activities forward faster. Historically NASA and USAID have had different views on SERVIR's trajectory, leading to a protracted decision-making process. On the other hand, in two countries of implementation PFG had prominent leaders who presented a single vision for the partnership's mandate, which helped expedite activities.
- All three examples struggled with measuring impact and have weak or unwieldy evaluation processes. While all three partnerships selected USAID indicators to monitor the progress of activities, these metrics are not sufficient to measure impact over time. An absence of common metrics can also make it more difficult to execute focused monitoring, evaluation, and learning activities.
- In a competition for attention, funded activities almost always win out over unfunded ones – so unfunded mandates may struggle to get on a country's agenda.
- There are underlying assumptions about the degree and ease with which USAID can access the entire agency with which they partner. In practice, accessing other units and experts can be difficult due to existing bureaucratic processes. Similarly, agencies that partner with USAID may find obstacles to accessing missions, which separately from Washington-based units.

EVALUATING GEOSPATIAL RESOURCE ASSISTANCE TO IMPROVE ENVIRONMENT RESULTS

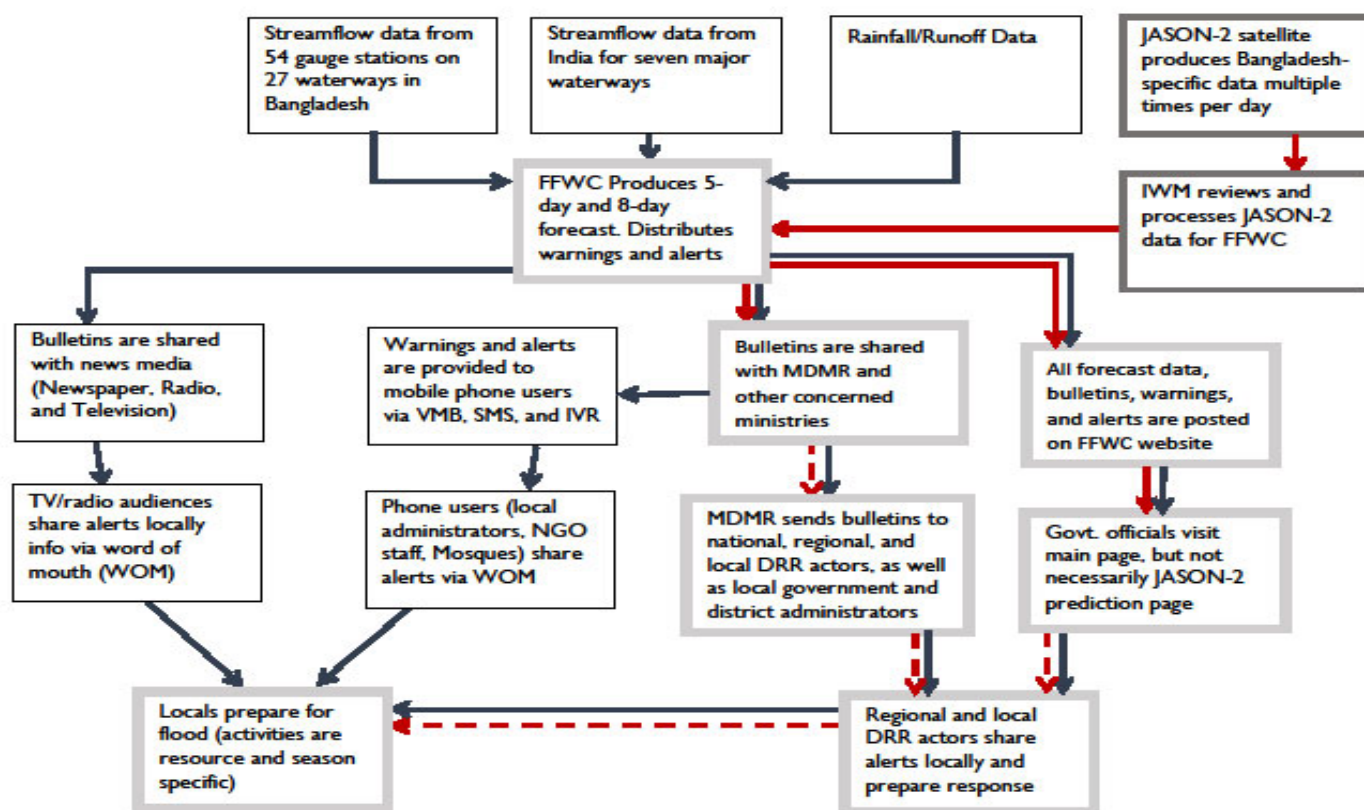
USAID provides a diverse array of geospatial resources internally and to other U.S. government agencies and partners abroad. While some of this resource delivery is straightforward measurement and assessment support, much of it is highly technical in nature, rendering effective evaluation challenging. Over the last several years, the E3 Analytics and Evaluation Project has worked with multiple USAID operating units to review and evaluate a variety of the Agency's geospatial resource provision, including custom maps and geographic information system products, satellite-derived data sets, geospatial tools, geographic emergency response information, and the analysis of complex Earth observation data.



Although the tasks required to evaluate these types of assistance share some common characteristics, the questions and objectives of the evaluations USAID commissioned under the Project have varied widely. Project evaluation teams have employed a variety of methodologies to answer complex questions around the delivery, use, and value of these geospatial resources and services.

- **How are the resources being used?** To unlock the (expected and unexpected) ways that the geospatial products and assistance provided by the USAID-NASA **SERVIR** program were being used, the Project's performance evaluation conducted **tracer studies**. The Project team used these tracer studies to develop nine country-specific case studies of SERVIR's resource provision. Figure 10 shows an example of one of these tracer studies.

FIGURE 10: TRACER STUDY EXAMPLE FROM SERVIR EVALUATION



- **Did the resources match the requests?** As part of an evaluation of the interagency agreement between USAID and the U.S. Department of Energy, the Project team used a **process mapping exercise** to identify opportunities for improvement in the resource development timeline.
- **Who is using the resources?** During the SERVIR evaluation, the Project team used **social network analysis** to understand which actors in the disaster response community were receiving or sharing the custom maps that USAID's local partners were creating in response to landslides and floods.
- **Are the resources making a difference?** Through **key informant interviews** and a **most significant change** exercise, the Project team is reviewing assistance efforts by USAID's GeoCenter to understand what factors make some types of assistance more useful than others.
- **What are the resources worth?** During the SERVIR evaluation, the Project team used **direct measurement of benefits** and a **contingent valuation choice experiment** to calculate the value of specific geospatial resources and capture which aspects of those resources were most valuable to their users.



Participants in a process mapping workshop as part of the performance evaluation of the USAID-U.S. Department of Energy interagency agreement. *Credit: Carolyn Fonseca, MSI.*

LESSONS LEARNED: PROJECT MANAGEMENT

Adapting Approaches for Better Evaluation Implementation

Having completed its fifth year of implementation, the Project team continues to practice adaptive management, using such tools as *after-action reviews* and *pause-and-reflect moments* to learn and improve its processes. Two of the most important lessons the Project learned this past year include:

- Reconsider the role and responsibilities of the evaluation team leader, including splitting this position into a technical expert and an evaluation management expert. Evaluation SOWs often suggest a single team leader who has combined technical, evaluation, and management expertise. Finding this unique combination in one person is often time consuming and can be ultimately disappointing. By splitting this role into a technical team leader and a home office-based evaluation manager, leadership of the evaluation team can be enhanced by focusing on core competencies and a more realistic division of responsibilities. This option would relieve the team leader of many of the evaluation team management responsibilities, and allow that individual to focus on sectoral/methodological issues. The designated evaluation manager, by contrast, ensures that evaluation team members function at their highest level of competence, makes logistical arrangements, liaises with home office administrative and technical staff, and ensures that all internal and external deadlines are met. This consideration is important to better assure quality, facilitate compliance with administrative requirements, and ensuring field teams are clear about their roles and responsibilities for the evaluation.
- This year, the Project team worked on two new ex-post evaluations. These evaluations came with certain constraints common to ex-post evaluations, such as difficulty locating implementing partners and beneficiaries' years after activities have ended, recall bias, and sample contamination. Because of these challenges, ex-post evaluation timelines may be longer than a typical performance evaluation and, subsequently, the overall cost may be higher than expected. Evaluability assessments can be critical tools prior to launching a full-scale evaluation, to ensure the robustness of the evaluation as well as ultimately save time and money by avoiding unnecessary or ineffective activities. This is in line with USAID's Evaluation Policy, which requires evaluations to, "use methods that generate the highest quality and most credible evidence that corresponds to the questions being asked, taking into consideration time, budget, and other practical considerations."

ANTICIPATED ACTIVITIES IN 2019

The fifth year of the E3 Analytics and Evaluation Project saw the start of more than a dozen new activities and the completion of several large studies. The Project expects 2019 to be a busy year, with 28 ongoing activities that will involve significant data collection and analysis. In addition, E3 offices expect to initiate several new activities in 2019. Key Project milestones expected in 2019 include:

- Completion of two ex-post evaluations in Ghana and Uganda examining the sustainability of activity outcomes.
- Implementation of the third and final country-level performance evaluation of the Partnership for Growth, as well as the synthesis of the three country cases to develop lessons learned from this whole-of-government initiative.
- Conclusion of the performance evaluation of the Women's Leadership Portfolio, as well as the preparation of briefing notes summarizing key results and lessons learned for four sub-portfolios.
- Ongoing CLA support for the Mexico energy portfolio as well as expansion of this CLA approach to USAID's clean energy portfolio in another country.
- Finalization of a discussion note that the Bureau for Policy, Planning, and Learning will release on conducting evaluation syntheses, as well as a corresponding technical report.
- Design and implementation of two new studies examining the effects of local construction codes and standards and rapid urbanization on sustainable development.
- Conclusion of research examining evidence gaps around the technical approaches to support key development results in the U.S. Global Water Strategy, which will inform future USAID implementation research and programming.

E3 ANALYTICS AND EVALUATION PROJECT SERVICES

Tailored Evaluation, Project Design, and Analytic Assistance to Support Evidence-Based Programming

The E3 Analytics and Evaluation Project supports USAID's E3 Bureau in designing and delivering a wide range of analytic and evaluation services. The scope of the Project is intentionally broad, recognizing diverse needs for empirical data across USAID's Program Cycle and E3 technical sectors. The Project also delivers related assistance such as dissemination and training to strengthen Agency capacity in these areas and help the E3 Bureau share and learn from its analytic work. The Project utilizes a collaborative step-by-step design process that encourages a shared understanding between USAID, implementing partners, and key stakeholders.

A Collaborative and Iterative Design Approach

For evaluations and similar studies, the Project relies upon an explicit sequence of carefully documented consultations, agreement on key research questions, development of study design options, scoping as needed to examine feasibility of options proposed, and then finally a detailed design proposal and agreement with USAID to implement the study. The aim of this highly collaborative process is to create more responsive and tailored designs that both adhere to the Agency's highest technical standards and allow for USAID managers to thoroughly consider the pros and cons of various design options from all aspects (scope, methods, cost), and then make better-informed decisions.

Evaluation Design and Implementation

Evaluation support is a major focus of the Project's work. Support on evaluations can start as soon as a USAID operating unit has identified the need for an evaluation, and continue through design development, data collection, and a final report. Specific services include:

- Assistance in clarifying evaluation questions and options with respect to the feasibility, rigor, and cost-effectiveness of various methods to answer those questions.
- Development of evaluation designs, including the most rigorous approaches for examining causality as well as important questions about whether outcomes are sustained and the role of local systems in that process.
- Sampling designs for longitudinal or cross-sectional data sets. Whether for impact or performance evaluations, making appropriate calculations to determine whether the sample will allow for findings to be generalized or inferences about causality to be made.
- The creation of new metrics for hard-to-measure results as well as the use of techniques such as cost-effectiveness analysis and interrupted time series to examine the effects of policy change.
- Rigorous third-party data quality assurance and reviews of evaluation data quality.

Project Design Support

The Project also provides a range of analytic services supporting evidence-based project design decision-making, including:

- Meta-analyses of evaluations and other studies, including in-depth or rapid literature reviews and syntheses of evaluation findings.
- Development of results frameworks or theories of change to articulate the theory behind a project, as well as performance indicators for such frameworks that are aligned with results and meet standards for validity, reliability, practicality, etc.
- Cost-effectiveness analysis to compare the impacts and costs of various programs aimed at achieving the same objective.

Scaling Up Assistance

The Project has also helped Agency partners understand the scale-up potential of seemingly effective interventions. Services include:

- Examining assumptions about multipliers, rates of diffusion, and spillover effects.
- Developing scaling up plans for specific interventions in given country contexts.
- Mentoring USAID and implementing partner staff along key dimensions of scaling as well as conducting studies on the prospects for scaling selected technologies.

Dissemination and Training Activities

The Project also assists the E3 Bureau to communicate and disseminate evaluation and other research findings and promote discussion among key stakeholders. This has included logistical and technical support for evidence summits and training sessions on relevant topics for USAID staff and implementing partners.



Project field staff sit with farmers in Manhica District, Mozambique ahead of a focus group discussion. Credit: Jacob Patterson-Stein, MSI.

E3 PARTNER OVERVIEW

The E3 Analytics and Evaluation Project is implemented by team lead Management Systems International, A Tetra Tech Company, in collaboration with partners Palladium (formerly Development and Training Services) and NORC at the University of Chicago.



Management Systems International, A Tetra Tech Company

MSI is an international development firm that has delivered development results across the world for 35 years. Its core expertise is in evaluation, institutional development, public sector management, governance, and anti-corruption. MSI has implemented projects in 90 countries, including Jordan, Kenya, Indonesia, Syria, Pakistan, Afghanistan, Ukraine, Colombia, and Mexico. A leader in international development, MSI has partnered with many international development organizations — from large bilateral and multilateral donors such as USAID and the World Bank to national and local governments, non-governmental organizations, foundations, and universities. Evaluation has been a core MSI service since the firm's founding. MSI's Strategy, Evaluation, and Analysis practice area conducts rigorous, high-quality evaluations, assessments, and special studies under ongoing USAID mission and bureau-level evaluation, monitoring, and learning support projects. Annually, MSI leads over 50 evaluations and assessments. With a focus on utilization, MSI's evaluations provide its clients with learning on what works to strengthen future programming.

As lead implementer of the E3 Analytics and Evaluation Project, MSI is responsible for overall contract and project management and reporting to USAID. MSI staff members and consultants play significant technical roles in nearly all activities under the Project. Core MSI staff in Arlington, Virginia provide technical and contractual oversight of the Project.



Palladium

For the past 50 years, Palladium has been helping clients see the world as interconnected – by formulating strategies, building partnerships, and implementing programs that have lasting social and financial impact. This is called “Positive Impact.”

Palladium works with corporations, governments, investors, communities, foundations, and civil society. With a global network operating in over 90 countries, Palladium is in the business of making the world a better place.

Palladium is a global leader in applying rigorous, evidence-led methodologies to international development challenges. It determines what does and does not work, and designs solutions to drive innovation and collaboration to produce lasting change. Palladium teams have devised smart development responses in every region of the world and across sectors, including health, education, economic growth, governance, environment, informatics, workforce development, and monitoring and evaluation. Palladium's Data, Informatics, and Analytical Solutions practice contributes to learning through high-quality research and monitoring and evaluation services. Palladium combines qualitative approaches, such as the reality-check approach methodology, with quantitative approaches, such as econometric modelling, within robust theories of change frameworks to better understand if and how programs are achieving impact.

Palladium works closely with MSI to deliver services under the Project. Palladium staff and consultants work on most Project activities, and the firm leads the CLA support activity for USAID/Mexico's clean energy projects.



at the UNIVERSITY of CHICAGO

NORC at the University of Chicago

NORC is one of the largest and most highly respected social research organizations in the U.S., pursuing high quality social science research that serves the public interest. NORC's International Programs Department helps governments, international aid agencies, and other organizations around the world improve their development programs by designing and implementing evaluations and assessments and providing evidence-based analysis of program results and effectiveness. NORC's core technical capabilities include designing and conducting rigorous performance and impact evaluations of development projects; program monitoring; survey instruments design; conducting analytic research; statistical design and analysis; study design and survey methodology; survey data collection; policy analysis and recommendations; and related technical assistance. NORC has conducted hundreds of such projects in more than 80 countries since 2008, most of which were mixed-methods impact or performance evaluations.

NORC is a subcontractor to MSI under the Project, supporting impact and performance evaluation designs and the development of survey instruments, and serving as technical lead for the implementation of several evaluations.

OVERVIEW OF ACTIVITIES

TABLE I: SUMMARY OF PROJECT ACTIVITIES AND STATUS

#	Activity Name	Type	Bureau	Office	Status
1	Mobile Application to Secure Tenure	Performance Evaluation	E3	E3/Office of Land Tenure and Resource Management	Ongoing
2	SERVIR	Performance Evaluation	E3	E3/Office of Global Climate Change	Ongoing
3	Africa Trade Hubs	Project Design	E3	E3/Office of Trade and Regulatory Reform	Inactive
4	Initiative for Conservation in the Andean Amazon, Phase II	Performance Evaluation	Mission	Peru Regional Mission	Completed
5	West Africa Biodiversity and Climate Change	Project Design	E3	E3/Office of Forestry and Biodiversity	Completed
6	Africa Trade Hubs	Project Design	E3	E3/Office of Trade and Regulatory Reform	Inactive
7	West Africa Biodiversity and Climate Change	Impact Evaluation	E3	E3/Office of Forestry and Biodiversity	Inactive
8	Assessment of Indonesia Vulnerability Assessments	Project Design	Mission	Indonesia Mission	Completed
9	Scaling Up Support for the E3 Bureau	Project Design	E3	E3/Office of Water	Inactive
10	Partnership for Growth in El Salvador (Mid-Term Evaluation)	Performance Evaluation	E3	E3/Office of Economic Policy	Inactive
11	Kenya Integrated Water, Sanitation, and Hygiene and Kenya Resilient Arid Lands Partnership for Integrated Development	Impact Evaluation	E3	E3/Office of Water	Completed
12	Cambodia Integrated Nutrition, Hygiene, and Sanitation	Impact Evaluation	E3	E3/Office of Water	Completed
13	E3 Capacity Development Assessment	Project Design	E3	E3/Office of Economic Policy	Completed
14	Information and Communications Technology for Education	Impact Evaluation	E3	E3/Office of Education	Completed
15	Extreme Poverty Study	Performance Evaluation	PPL	PPL/Office of Learning, Evaluation, and Research	Inactive
16	Sustainable Outcomes in Basic Education	Performance Evaluation	PPL	PPL/Office of Learning, Evaluation, and Research	Completed
17	Scaling Up Support for the Global Development Lab	Scaling Up	GDL	GDL/Office of Evaluation and Impact Assessment	Inactive
18	Women's Leadership in Small and Medium Enterprises	Impact Evaluation	E3	E3/Office of Gender Equality and Women's Empowerment	Ongoing
19	Protecting Ecosystems and Restoring Forests in Malawi	Impact Evaluation	E3	E3/Office of Land Tenure and Resource Management	Inactive
20	Education Data	Project Design	E3	E3/Office of Education	Ongoing
21	Decentralized Energy Portfolio Review	Project Design	E3	E3/Office of Energy and Infrastructure	Completed
22	Scaling Up Support for the Global Development Lab - Business Cases for Scale	Scaling Up	GDL	GDL/Center for Global Solutions	Inactive
23	Scaling Up Mentoring Support for the Bureau for Food Security	Scaling Up	BFS	BFS/Office of Markets, Partnerships, and Innovation	Completed
24	Evaluation Methods Guide	Dissemination	E3	E3/Office of Planning, Learning, and Coordination	Inactive
25	Scaling Up for Sustainability Training	Dissemination	E3	E3/Office of Education	Completed
26	Climate Resiliency of Kazakhstan Wheat and Central Asian Food Security	Performance Evaluation	E3	E3/Office of Global Climate Change	Completed

27	E3 Sectoral Synthesis 2013-2014	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Completed
28	Human and Institutional Capacity Development-Board for Food and Agricultural Development Program Area Review	Project Design	BFS	Bureau for Food Security	Completed
29	Regional Clean Energy Initiative	Performance Evaluation	E3	E3/Office of Global Climate Change	Inactive
30	Ethiopia Peace Centers for Climate and Social Resilience	Performance Evaluation	E3	E3/Office of Global Climate Change	Inactive
31	Third-Party Impact Evaluation Reviews	Impact Evaluation	E3	E3/Office of Land Tenure and Resource Management	Completed
32	Vietnam Governance for Inclusive Growth	Performance Evaluation	E3	E3/Office of Trade and Regulatory Reform	Completed
33	Review of Successful Cases of Scaling Agricultural Technologies	Scaling Up	BFS	BFS/Office of Markets, Partnerships, and Innovation	Completed
34	Indonesia Urban Water, Sanitation, and Hygiene	Impact Evaluation	E3	E3/Office of Global Climate Change	Completed
35	Macedonia Municipal Climate Change Strategies	Impact Evaluation	E3	E3/Office of Global Climate Change	Ongoing
36	Tanzania Impact Evaluation Clinic	Impact Evaluation	E3	E3/Office of Planning, Learning, and Coordination	Completed
37	Enhancing Capacity for Low-Emission Development Strategies	Performance Evaluation	E3	E3/Office of Global Climate Change	Completed
38	Sustainable Water, Sanitation, and Hygiene Systems Support	Project Design	E3	E3/Office of Water	Inactive
39	Private Capital Mobilization Learning Support	Project Design	E3	E3/Office of Private Capital and Microenterprise	Inactive
40	Utilization of E3 Evaluations	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Inactive
41	Gender Integration in E3 Evaluations	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Completed
42	Statements of Work in E3 Evaluations	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Inactive
43	Grameen Shakti-Bangladesh Study Adaptation	Dissemination	E3	E3/Office of Energy and Infrastructure	Completed
44	Limited Excess Property Program	Project Design	E3	E3/Office of Local Sustainability	Completed
45	Southern Africa Trade Hub and Trade Facilitation Measures Assessment	Performance Evaluation	E3	E3/Office of Trade and Regulatory Reform	Completed
46	Cooperative Development Program	Performance Evaluation	E3	E3/Office of Local Sustainability	Completed
47	Partnership for Growth in El Salvador (Final Evaluation)	Performance Evaluation	E3	E3/Office of Economic Policy	Completed
48	Partnership for Growth in the Philippines	Performance Evaluation	E3	E3/Office of Economic Policy	Ongoing
49	Sanitation Service Delivery	Impact Evaluation	Mission	West Africa Regional Mission	Inactive
50	E3 Sectoral Synthesis 2015	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Completed
51	Land Tenure Assistance	Impact Evaluation	E3	E3/Office of Land Tenure and Resource Management	Completed
52	Africa Evaluation Summit	Dissemination	AFR	AFR/Office of Development Planning	Inactive
53	Energy Course Support	Dissemination	E3	E3/Office of Energy and Infrastructure	Completed

54	E3 Evaluation Abstracts	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Ongoing
55	Women's Leadership Portfolio Document Review	Performance Evaluation	E3	E3/Office of Gender Equality and Women's Empowerment	Completed
56	Goal 2 Meta-Evaluation	Meta-Analysis	E3	E3/Office of Education	Completed
57	E3 Data Quality Assessment-Indicator Support	Project Design	E3	E3/Office of Planning, Learning, and Coordination	Inactive
58	Measuring Impact	Performance Evaluation	E3	E3/Office of Forestry and Biodiversity	Completed
59	Competitiveness, Trade, and Jobs	Impact Evaluation	Mission	Central Asia Regional Mission	Inactive
60	Volunteers for Economic Growth Alliance	Performance Evaluation	E3	E3/Office of Local Sustainability	Inactive
61	Developing Credit Authority	Impact Evaluation	PPL	PPL/Office of Policy	Inactive
62	Partnership for Growth in Ghana	Performance Evaluation	E3	E3/Office of Economic Policy	Completed
63	E3 Sectoral Synthesis - Education Evaluation Reviews	Meta-Analysis	E3	E3/Office of Education	Completed
64	Responsible Investment Pilot	Performance Evaluation	E3	E3/Office of Land and Urban	Ongoing
65	West Africa Trade Hub	Performance Evaluation	Mission	West Africa Regional Mission	Completed
66	Women's Leadership Portfolio	Performance Evaluation	E3	E3/Office of Gender Equality and Women's Empowerment	Ongoing
67	3ie Conference Support	Dissemination	PPL	PPL/Office of Learning, Evaluation, and Research	Completed
68	Uganda Impact Evaluation Committee	Impact Evaluation	E3	E3/Office of Forestry and Biodiversity	Inactive
69	Capacity Development Assessment Presentation	Dissemination	E3	E3/Office of Education	Completed
70	Mexico Monitoring, Learning, and Adaptation	Performance Evaluation	E3	E3/Office of Energy and Infrastructure	Ongoing
71	Evaluation Synthesis Guidance	Dissemination	E3	PPL/Office of Learning, Evaluation, and Research	Ongoing
72	Pay for Performance	Project Design	E3	E3/Office of Private Capital and Microenterprise	Inactive
73	E3 Support Survey	Project Design	E3	E3/Office of Planning, Learning, and Coordination	Inactive
74	Department of Energy Inter-Agency Agreement	Performance Evaluation	E3	E3/Office of Global Climate Change	Ongoing
75	Latin American and the Caribbean M&E Meeting	Dissemination	PPL	PPL/Office of Learning, Evaluation, and Research	Completed
76	3ie Conference Support - India	Dissemination	PPL	PPL/Office of Learning, Evaluation, and Research	Completed
77	GeoCenter Services	Performance Evaluation	GDL	GDL/GeoCenter	Ongoing
78	Impact Evaluation Discussion Paper	Dissemination	PPL	PPL/Office of Learning, Evaluation, and Research	Ongoing
79	Land Tenure Assistance (Phase 2)	Impact Evaluation	E3	E3/Office of Land and Urban	Ongoing
80	Uganda Sustainable Comprehensive Responses for Vulnerable Children and their Families Ex-Post	Performance Evaluation	AFR	Africa Bureau	Ongoing

81	Water Research and Development Agenda Support	Project Design	E3	E3/Office of Water	Ongoing
82	PPL Evaluation Summit	Dissemination	PPL	PPL/Office of Learning, Evaluation, and Research	Ongoing
83	Mapping of International Cooperative Development Activities	Project Design	E3	E3/Office of Local Sustainability	Ongoing
84	Private Sector Engagement Policy Support	Project Design	E3	E3/Office of Private Capital and Microenterprise	Completed
85	Apex Research	Project Design	E3	E3/Office of Local Sustainability	Ongoing
86	Women's Leadership Portfolio Results Analysis	Performance Evaluation	E3	E3/Office of Gender Equality and Women's Empowerment	Ongoing
87	Tropical Forest Alliance Monitoring Support	Project Design	E3	E3/Office of Global Climate Change	Ongoing
88	Ghana WASH-UP Ex-Post Evaluation	Performance Evaluation	AFR	Africa Bureau	Ongoing
89	Operationalizing Self-Reliance in the Program Cycle	Project Design	PPL	PPL/Office of Strategic & Program Planning	Ongoing
90	Architecture, Engineering, and Construction and Infrastructure Development	Project Design	E3	E3/Office of Energy and Infrastructure	Ongoing
91	The Effect of Mass Migration on Sustainable Development	Project Design	E3	E3/Office of Energy and Infrastructure	Ongoing
92	Final Evaluation of the Volunteers for Economic Growth Alliance (VEGA) Leaders with Associate Award	Performance Evaluation	E3	E3/Office of Private Capital and Microenterprise	Ongoing
93	E3 Sectoral Synthesis 2016-2017	Meta-Analysis	E3	E3/Office of Planning, Learning, and Coordination	Ongoing



A farmer walks toward the village center in Iringa district, Tanzania for the LTA impact evaluation. *Credit: Gerald Usika, MSI.*

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