ANNUAL EVALUATION PLAN

FISCAL YEAR 2024

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
OEA	Operational Excellence Agenda
OU	Operating Unit
PAD	Project Appraisal Document
POC	Point of Contact
PPL	Bureau for Policy, Planning, and Learning
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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1. 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 those questions on 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 Policy, Planning, and Learning - Office of Learning Evaluation and Research (PPL/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. 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 strategic planning for overall Country Development Cooperation Strategy (CDCS), and activity planning and design.

Annually, USAID conducts evaluations across a broad range of US 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 the USAID operating units are expected to begin or carry out partially or fully in FY 2024.

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 resources, such as Country Development Cooperation Strategy Mid-Course Stocktaking resources, and through technical assistance as Missions integrate Agency learning questions into their 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 FY2022-FY2026 USAID and Department of State Joint Strategic Plan and USAID policy priorities. USAID and State foster evidence exchange on shared learning priorities through a number of coordination channels, where there is overlap with Department of State's learning questions/themes. For specific policy priority areas, USAID and State have established interagency working groups, such as the COVID-19 working group that developed a joint COVID-19 monitoring, evaluation, and learning framework to ensure a cohesive approach to evidence building and use. 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 upcoming Learning and Evidence Week. 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 include 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?
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?

Learning Themes	FY 2022-FY 2026 USAID Agency Learning Agenda Questions
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

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. 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. In this regard, LER will provide support in identifying appropriate contract mechanisms that may be available for Missions to procure services to conduct the evaluations.

4. USAID FY2024 SIGNIFICANT EVALUATIONS

As already mentioned, USAID has a decentralized structure for planning, designing, and implementing evaluations. Using the definition above, a significant evaluation data collection tool was developed with the significant evaluation criteria and shared with USAID Operating Units (OUs) for them to report on significant evaluations for the FY 2024 Annual Evaluation Plan. Stakeholders that were engaged in identifying the evaluations included Monitoring and Evaluation Points of Contact (M&E POCs) from USAID Washington Regional and Technical Bureaus, and M&E POCs in the USAID Missions and OUs. These are usually evaluations that have been identified by the OUs and included in the performance management plans (PMPs) of the OU.

In this Annual Evaluation Plan, there are 41 significant evaluations reported by 22 OUs that are planned to begin or will be carried out partially or fully in FY2024. Among these are 29 performance evaluations of activities with a budget of $40 million or more, 8 impact evaluations, and 4 ex-post evaluations. Each of these planned significant evaluations are described, 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 during the design of each evaluation.

4.1. Performance Evaluations of Activities with a Budget Of $40 Million or More[1]

Performance evaluations 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.

There are 29 performance evaluations of activities with a budget of $40 million or more, reported by 17 OUs, that will begin or carry out partially or fully in FY 2024 – one more than in the FY 2023 AEP, in which there were 28 evaluations. The FY 2024 performance evaluations include 13 evaluations reported by OUs in Africa, 6 in Latin America and the Caribbean, 6 by Technical Bureaus in Washington, 3 by OUs in the Middle East, and 1 by an OU in Asia.[2] **Figure 1** below shows the agency learning agenda question themes to

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[1] *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.*

[2] *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 the annual evidence and learning week, 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.*

which these evaluations will contribute answers, followed by a detailed description of each evaluation, including the evaluation purpose and questions, methods, anticipated challenges, and dissemination strategies.
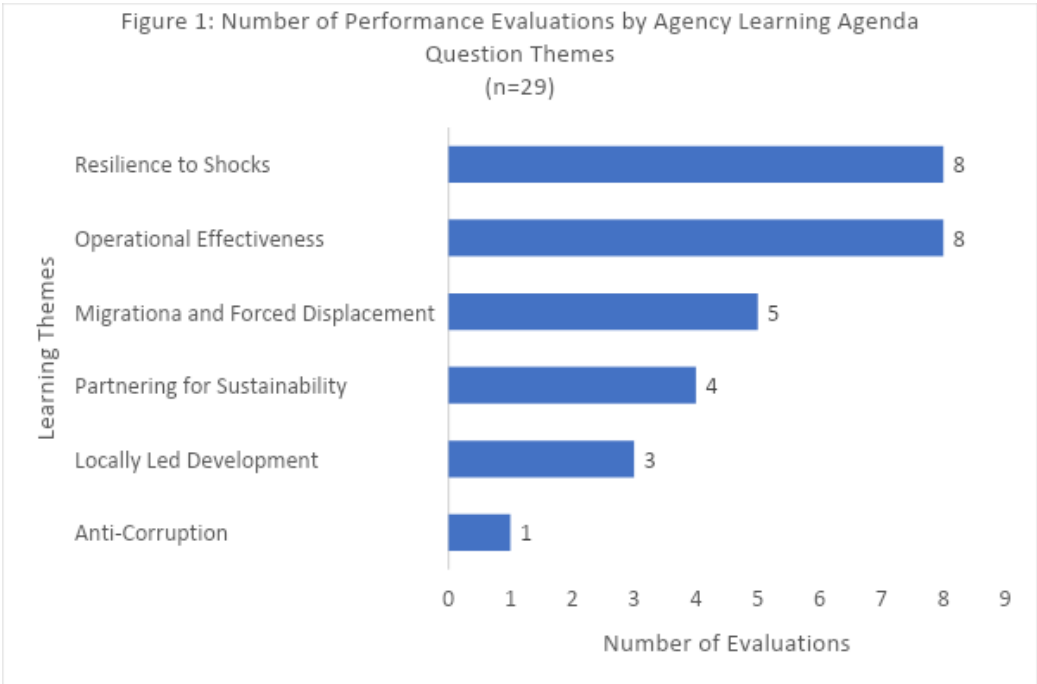

Figure 1: Number of Performance Evaluations by Agency Learning Agenda Question Themes (n=29)

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
AFRICA	
Evaluation #1	
Operating Unit	USAID/Angola
Name of Evaluation	Southern Africa Regional Human Rights Program
Evaluation Purpose and Question	The HFA activity aims to Improve access to quality health care. The purpose of the evaluation is to generate evidence of any significant decrease of malaria cases in USAID supported areas as compared to non-USAID supported areas. The long-term effects of the program and generally measure the achievement of the activity goals. The evaluation will address the question, is there any significant decrease of malaria cases in USAID supported areas as compared to non USAID supported areas? To what extent has the HFA activities been effective in achieving the desired results? 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?
Data/Information Needed	Quantitative and Qualitative data on health care access, behavior change, and health systems will be needed from multiple sources.
Methods	Will include using appropriate quantitative and qualitative - analysis and triangulation of multiple data sources and perspectives in order to maximize the credibility of the evaluation findings.
Challenges	Difficulties in accessing relevant government entities due to change of government. Inadequate qualitative data from other sources to triangulate with Angola's District Health Information System (DHIS2).

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Dissemination Strategy	The report will be disseminated with USAID staff, relevant government entities, donors, and other relevant partners.
Evaluation #2	
Operating Unit	USAID/Ethiopia
Name of Evaluation	Midterm Evaluation of Digital Health Activity (DHA)
Evaluation Purpose and Question	The evaluation questions are created to look at the appropriateness; effectiveness; coordination and integration efforts, local ownership; gender issues; lessons learned from the Activity's design and implementation; the contributions of digital tools to improve quality and use of, and access to healthcare; and how the funding facilitated or hampered implementation. The purpose of this evaluation is to obtain an independent observation about the performance of the DHA; and a critical review of the program's accomplishments, challenges to date and lessons learned during its implementation so far. The evaluation will also contribute to answering the agency evaluation 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. Key Informant Interviews (KIIs), Health Facility Survey and Focus Group Discussions (FGDs).
Methods	The evaluation will use a mixed method approach that includes quantitative and qualitative data collection and analysis.
Challenges	It would be difficult to cover some geographic areas due to conflict. Moreover, procurement and other processes may delay the timely completion of the evaluation.
Dissemination Strategy	The evaluation team will present findings to key stakeholders, implementing partners and USAID. The report will also be published on the USAID Development Experience Clearinghouse (DEC)
Evaluation #3	
Operating Unit	USAID/Malawi
Name of Evaluation	Performance Evaluation of Malawi Next Generation Early Grade Reading Activity
Evaluation Purpose and Question	The evaluation will conduct 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. Questions to be addressed will include - to what extent has the Next Generation Activity improved reading skills of early grade learners in Malawi? What are the best practices and lessons learnt from implementation of the Next Generation and implications for future early grade reading programming? 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 on learners' reading outcomes through assessment as well as collect data from teachers, parents, government and partners through surveys, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs).

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
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 Next Generation Early Grade Reading Activity and Ministry of Education (reflection meetings, National Steering Committees and Technical Meetings)
Evaluation #4	
Operating Unit	USAID/Malawi
Name of Evaluation	Malawi Higher Education Portfolio Evaluation
Evaluation Purpose and Question	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 results will also inform USAID/Malawi's 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) understand opportunities for enhancing access to higher education, primarily for vulnerable and disadvantaged populations in Malawi; 2) understand how different modes of instructions affect cost, perceived values/sense of satisfaction of HE degrees as well as post-graduation opportunities; 3) evaluate interventions related to strengthening linkages between HEIs and industry stakeholders of the HE system in Malawi; and 4) evaluate the 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 #5	
Operating Unit	USAID/Mali
Name of Evaluation	Midterm Evaluation of Anja Jiko (WASH) Project
Evaluation Purpose and Question	USAID/Mali will procure its Rural Water Infrastructure Governance (RWIG) activity called "Anka Jiko." This is the principal activity under Mali's Water for the World High Priority Country Plan (Plan) that seeks to assist the provision of safe and reliable potable water for domestic use to rural Malian communities, with a focus on strong local governance, resilience, and sustainability.

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	The evaluations will address the following question - to what extent the Anja Jiko project contributed towards the foundations for peace and security in communities where it was implemented? It 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?
Data/Information Needed	Qualitative and Quantitative data will be collected on the ability of water and sanitation stakeholders to develop and implement Strategic Sanitation Plans and strengthen the ability of water service providers to finance, operate, collect revenue, maintain, and repair rural water infrastructure.
Methods	A mixed methods approach will be used. Details will be determined during the design phase.
Challenges	There may be challenges accessing the project implementation areas which are very remote.
Dissemination Strategy	Evaluation results will be disseminated through a series of workshops. The report will be published on the USAID DEC, as required of all completed USAID evaluations.
Evaluation #6	
Operating Unit	USAID/Mozambique
Name of Evaluation	Final evaluation Alcançar: Achieving Quality Health Services for Women and Children
Evaluation Purpose and Question	Alcançar is a five-year project with the overall objective to reduce maternal, neonatal and child mortality in one Mozambican province and to support the provincial health directorate to make this province a national model for modern, high-quality, high-impact and patient-centered health services for mothers, newborns, and children. Quality improvement is the core strategy upon which activities to improve prenatal, postnatal, and intrapartum services, child health services and logistics support for maternal, newborn and child health (MNCH) supplies are built. The project has four intermediate results: 1) Strengthened linkages between communities and health facilities; 2) Improved delivery of MNCH services in health facilities; 2) Improved government of the Republic of Mozambique (GRM) management of health resources and systems (facility, district and provincial levels); 4) Strengthened GRM capacity for quality improvement and humanization (QI&H) of health services. 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 during the lifetime of the project and as part of the evaluation. These data will be used to evaluate whether the project objectives were met and what project design adaptations should be made in the follow-on project.
Methods	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 impact of Alcançar in the province. A specific focus will likely be on determining whether the quality improvement model resulted in higher quality services delivered to mothers, newborns, and children. Although this is not an impact evaluation, a "counterfactual" province will likely be used as a basis of comparison to tease out the contribution of Alcançar in improving service delivery indicators.
Challenges	Attribution of results directly to Alcançar is expected to be a challenge. as well as reasonable pairing of a control province to use in comparison.
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 #7	

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Operating Unit	USAID/Mozambique
Name of Evaluation	Transform Nutrition (TN)
Evaluation Purpose and Question	The main objective of the TN project is to strengthen multi-sectoral programming in nutrition and improve the nutritional status of pregnant and lactating women (PLW), adolescent girls, and children under two years old (U2) in Nampula province. TN will contribute to scaling up nutrition and WASH services, with a focus on the first 1,000-day window. The intermediate results (IRs) are: IR 1: Strengthened government capacity to plan and manage nutrition programming. IR 2: Increased adoption of optimal behaviors to improve the nutritional status of target populations. IR 3: Increased access to quality health services and products for pregnant women and children under two years old. The purpose of the performance evaluation is primarily to measure the nutritional status of the project's target population and to compare that with results from the baseline assessment conducted in 2021. The evaluation will also work to understand how TN interventions contributed to any differences in nutritional status of the population. The evaluation will 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	A mixed method approach will collect and use both qualitative interview responses and quantitative data collected as part of the end-line evaluation. These data will be used to evaluate whether the project objectives were met in terms of improvement of nutritional status and behavior, increased access to nutrition-related health services, and the government's ability to manage nutrition programming.
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 impact of Transform Nutrition in the province. 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.
Challenges	Budget is the primary challenge we expect to confront. The team would like to have a survey powered to the district level but that covers all districts in the province. Given budget limitations, we will likely only survey households in the 6 districts included in the baseline survey.
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 #8	
Operating Unit	USAID/Niger
Name of Evaluation	Kulawa Midterm Evaluation
Evaluation Purpose and Question	USAID Kulawa is designed to provide technical assistance and capacity development support to health institutions, in order to strengthen health systems and improve the quality of service delivery in communities, deepen government leadership and ownership of the health system, and empower community-led solutions that improve healthcare quality, coverage, use, and accountability. The purpose of the evaluation is to gauge Kualwa's performance and adapt as needed, based on the evaluation findings.

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	The following questions will be addressed by the evaluation: To what extent has the activity performance is reaching objectives? To what extent has district mentoring and coaching sustainably improved the quality of care in the targeted health facilities? To what extent is integration leading to increased uptake of services including family planning (FP)? Which methods of capacity building (e.g., on the job, online, mentoring, learning by doing, audio job aids, remote training etc.) – and at what dose and duration – have been the most effective and useful in improving local partner (selected for capacity building) performance? 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	A mixed method approach will be used to collect data. This will include using qualitative and quantitative data collection and analysis. These data will be used to evaluate whether the activity is on track and what adaptations should be made in the follow-on project.
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	There are no challenges at this time.
Dissemination Strategy	The evaluation team will present findings to key stakeholders, implementing partners (IPs) and USAID. The report will also be published on the DEC.
Evaluation #9	
Operating Unit	USAID/Nigeria
Name of Evaluation	Final Performance Evaluation of the President's Malaria Initiative (PMI) TO4
Evaluation Purpose and Question	The purpose of this Task Order is to implement a five-year U.S. President's Malaria Initiative for States: State Level Activities in Benue, Nasarawa, Plateau and Zamfara. The program will contribute to the National Malaria Elimination Program vision of achieving "a malaria free Nigeria" and the PMI Strategy 2015-2020 goal to further reduce malaria deaths and substantially decrease malaria morbidity toward the long-term goal of elimination. The purpose of this evaluation is to determine the extent to which objectives of the activity as documented in the project description has been accomplished. This is with a view to assisting the USAID/Health, Population, and Nutrition (HPN) develop its broader strategy and engagement approach with stakeholders in Nigeria on contributing to malaria elimination. The evaluation will also contribute to answering the agency learning agenda question - how can USAID more equitably engage local knowledge, assets, and practices, and align programming with local priorities and metrics for success?
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 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 posted on the DEC for public dissemination and shared with the relevant stakeholders. Also, findings and recommendations will be presented through a debrief session where Mission staff and relevant stakeholders are invited to attend.
Evaluation #10	
Operating Unit	USAID/Somalia

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Name of Evaluation	Evaluation of Somalia's Accelerated Quality Learning Contract
Evaluation Purpose and Question	The LASER PULSE Consortium seeks to partner with USAID Somalia and USAID/DDI/ITR/R to: Understand the effectiveness of the Bar ama Baro (BAB) accelerated education program across different implementation contexts (e.g. urban, rural, and internally displaced persons (IDP)) focusing on equitable access, retention, and learning outcomes for all learners, particularly the most vulnerable, especially girls, religious minorities, persons with disabilities, and displaced people). The purpose of the evaluation is to document learning outcomes of diverse learners across formal, non-formal, and private education options in the CDCS focal zones and examine the impact of contextual and demographic indicators on learning outcomes. It will also provide timely feedback to USAID and the implementing partner, Creative Associates (BAB) about effectiveness and cost effectiveness to inform decisions around continuous improvement, replication and scale up. The external evaluation will answer the following questions: (1) To what extent is BAB effective in improving access to quality education for Somali out-of-school children and youth ages 9-16? (2) How do learning outcomes of diverse students differ across private, community, and public-school options and interventions in the CDCS focal zones? What is the effect of contextual and demographic indicators on learning outcomes? and (3) What can we learn from the BAB implementation to inform USAID and Ministry decision-making for scale-up and sustainability? It 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 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	Using a theory-based, program-oriented evaluation approach, the BAB external evaluation will employ a mixed methods design with a range of both qualitative (e.g., interviews, focus group discussions (FGD), and case studies) and quantitative (e.g., surveys, standardized assessments, program data) data collection tools to draw conclusions about project outcomes and effects over time. This is a rigorous performance evaluation. The evaluation uses a longitudinal cohort design that follows two cohorts (one enrolled in BAB ABE and one enrolled in co-located non-BAB programs) of learners for two years. The BAB cohort is followed from entrance into the BAB program as level 1 learners through completion of the level 2 curriculum (equivalent to grade 4), while the non-BAB cohort is followed from entrance into first grade through the end of second grade.
Challenges	The goal is to ensure that the cost analysis questions are answered as best as we can, given the available data and information. However, there can be certain challenges and limitations. The prospective cost efficiency analysis will depend on several factors that are not included in the expenditure data. Information from stakeholders about the replications and scaling up of the ABE, such as changes when scaling up, population characteristics where replicating, etc., is important for the successful estimation of these costs. Stakeholders can decide on how precise the estimates for the prospective analysis are required. Similarly, provision and accuracy of the information that is not available through the expenditure data will be crucial in the precise cost estimation
Dissemination Strategy	The data/information will be disseminated to the Federal Government of Somalia Ministry of Education, Culture and Higher Education (MOECHE) and various education stakeholders in Somalia for learning, accountability and improvement of BAB project.
Evaluation #11	
Operating Unit	USAID/Somalia

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Name of Evaluation	Evaluation of the Resilience Population level Measurement Activity
Evaluation Purpose and Question	This includes multiple activities: Market Based - Resilience Portfolio-level Measurement Activity (MB-RPM) - This activity builds the economic and agricultural resilience of households in rural areas, Internally Displaced Persons (IDPs) in urban areas, and strengthens economic linkages between rural and urban households. Adolescent Girls Education Somalia (AGES) - This activity, a joint venture with the United Kingdom's Foreign, Commonwealth & Development Office (FCDO), provides young Somali women excluded from education opportunities with basic skills in literacy, numeracy, and life skills needed to build their resilience. Transition Initiatives for Stabilization Saddex (TIS3) - This activity aims to assist Somali communities in establishing the initial governance and safety 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. Expanding Access to Justice (EAJ) - This activity expands access to justice by supporting existing local organizations and structures with effective mechanisms to resolve grievances and feelings of injustice - addressing one of the primary causes of violent extremism in Somalia. Nabadon - This activity will promote greater social and economic integration between conflicting groups, including those from historically marginalized communities, and address unresolved grievances that drive communities towards al-Shabaab. Bar ama Baro (BAB) - This activity provides Accelerated Basic Education to help out-of-school children and youth—especially adolescent girls and young women at risk of early marriage—to gain fundamental literacy, numeracy, and life skills to "catch up" to re-enter the formal school system or transition to vocational or livelihood training, increasing access for over 100,000 children who never had the chance to enroll in formal schools and those who dropped out. The overarching goal of the population-panel and the resilience Recurrent Monitoring Survey (RMS) is to understand population-level change in resilience in the Mission's CDCS focal zone. We will explore to what extent resilience capacities and wellbeing outcomes change over time and probe on how resilience stakeholders in the focal zone may or may not be contributing to this change. Specifically, we will aim to tell the story of how households are moving along this broad resilience pathway: Implementing partners deliver their activities in the CDCS focal zones which aim to address systemic constraints (i.e., transformative capacities) and increase access and use of resources (i.e., absorptive, and adaptive resilience capacities) in a particular way (i.e., a strategy) to address shocks and stresses. The collection of increased resilience capacities improves households' ability to address shocks and stresses, which ultimately leads to better wellbeing outcomes (such as improved food security). The panel survey will collect details on household members and dependents as well as to identify key characteristics of household members such as education and literacy levels, collect data on self-reported exposure to shocks in the past year directly from households, and collect a comprehensive list of resilience capacities through both the household and community surveys. The RMS will explore questions such as which resilience capacities seem most important for different subgroups or how wellbeing outcomes are affected by specific shocks based on more prevalent shocks or outcomes of specific groups observed in the panel. 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?

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Data/Information Needed	Both quantitative and qualitative data will be collected, analyzed, and triangulated during the population level panel survey and recurrent monitoring surveys.
Methods	RPM will develop an innovative mixed methods measurement system including a population-panel survey and mixed-methods recurrent monitoring surveys (RMS) to measure population level change. The panel will be implemented in two rounds, at baseline and endline, and will include both a household-level survey and a community-level survey. The household survey will capture data on household demographics, shock experiences, resilience capacities, coping strategies, and wellbeing outcomes. The community survey will collect data on community characteristics and community resilience capacities. The RMS will include five quantitative and qualitative rounds and employ a sequential exploratory design that is equally spread out through the five-year timeline of the project.
Challenges	RPM was designed to maximize learnings for resilience stakeholders working in the focal zone. However, the reality is that the research is taking place in a context with active security concerns and poor data infrastructure.
Dissemination Strategy	RPM will participate in and/or host regional and national bi-annual learning events to disseminate learning on Collaborating, Learning, and Adapting (CLA) and resilience. RPM will also publish learning products on USAID, industry and resilience learning sites and share-out with local stakeholders. The final report will also be posted in the DEC.
Evaluation #12	
Operating Unit	USAID/Somalia
Name of Evaluation	Evaluation of Development Objective 1 (DO 1) Portfolio Monitoring Activity
Evaluation Purpose and Question	This includes multiple activities: Market Based - Resilience Portfolio-level Measurement Activity (MB-RPM) - This activity builds the economic and agricultural resilience of households in rural areas, IDPs in urban areas, and strengthens economic linkages between rural and urban households. Transition Initiatives for Stabilization Saddex (TIS3) - This activity aims to assist Somali communities in establishing the initial governance and safety 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. Expanding Access to Justice (EAJ) - This activity expands access to justice by supporting existing local organizations and structures with effective mechanisms to resolve grievances and feelings of injustice - addressing one of the primary causes of violent extremism in Somalia. Nabadon - This activity will promote greater social and economic integration between conflicting groups, including those from historically marginalized communities, and address unresolved grievances that drive communities towards al-Shabaab. Bar ama Baro (BAB) - This activity provides Accelerated Basic Education to help out-of-school children and youth—especially adolescent girls and young women at risk of early marriage—to gain fundamental literacy, numeracy, and life skills to "catch up" to re-enter the formal school system or transition to vocational or livelihood training, increasing access for over 100,000 children who never had the chance to enroll in formal schools and those who dropped out. SAM - This activity rebuilds the social contract between Somali citizens and state institutions, extends state authority, supports the state to degrade and disrupt al-Shabaab, and provides a bridge to longer-term development interventions. Stabilization Through Education Program (STEP) - This activity is working with communities and local governments to rehabilitate over 200 damaged classrooms and related school infrastructure,

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	including boundary walls, latrines, and water systems, to increase access to education for an additional 10,000 students annually. The DO 1 Portfolio Monitoring System will enable the Mission to test and refine DO 1 IRs, collect data on activity contributions to these results, at different levels and for different groups and contexts, and strengthen use of contextual data in interpreting progress against DO 1 IRs. This will support the Mission to address larger questions of right-fit interventions and adapt its investments to ensure appropriate use of development tools to prevent/counter violent extremism in Somalia. The evaluation will also contribute to answering agency learning agenda questions 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, and triangulated during the population level panel survey and recurrent monitoring surveys.
Methods	The Mission recognizes that traditional mid-line or end-line assessments might not be appropriate for assessing change in DO 1 Intermediate Result (IR) outcomes of interest as they do not provide the timely information needed to quickly adapt to changing conditions nor adequately reflect changes in activities' approaches and strategic shifts in response to learning. Additionally, activities contributing to DO 1 will be implemented across the CDCS geographic focus zone and outcomes of interest might differ by geographic area, given the actors or factors contributing to these outcomes. Therefore, the evaluation will consider the use of cluster evaluations - either around activities within a certain geography or activities that share common outcomes of interest - to understand whether the activities under DO 1 are having the intended effect and identify any positive or negative unintended consequences.
Challenges	Expected challenges include security, poor data infrastructure, and specific attribution of results to integration and the relatively small amount of time that the mission has been doing integrated programming.
Dissemination Strategy	This will be continuously refined however it is expected that the dissemination will take place during Mission Pause and Reflects, and additional learning events to disseminate information to other donors, implementing partners (IPs), and government stakeholders. Final report will also be posted on the DEC.
Evaluation #13	
Operating Unit	USAID/Uganda
Name of Evaluation	Mid-term Evaluation for Integrated Child and Youth Development (ICYD) Activity
Evaluation Purpose and Question	USAID/Uganda's current education flagship program – the Integrated Child and Youth Development (ICYD) Activity (2020-2025) builds on previous USAID/Uganda Mission early grade reading investments. ICYD's interventions are focused on basic education, higher education, Orphans and Vulnerable Children (OVC) programming, and youth skilling, delivered through direct field implementation, influencing of and collaboration with local and national government as well as community structures, and private sector engagement. An integrated approach to delivering these programmatic components endeavors to have a multiplier effect that improves the lives of children and the households they live in. The mid-term evaluation will support the adaptive management of the ICYD Activity, providing evidence to inform the achievement of ICYD's projected results. It will seek to understand if reducing vulnerability and improving health outcomes for children leads to higher learning achievement and retention. Are these efforts complementary? The evaluation will contribute to answering the agency learning agenda question on operational effectiveness - how can USAID better streamline systems, processes and resources to meet long-

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	term needs identified by Missions, while enabling the flexibility to respond quickly to unexpected shifts in context?
Data/Information Needed	The study will 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 hence the evaluation questions and methodology are likely to change.
Challenges	No challenges identified at this time.
Dissemination Strategy	The findings will be disseminated to both internal and external audiences to improve program adaptation.
ASIA	
Evaluation #14	
Operating Unit	USAID/RDMA
Name of Evaluation	Mid-term performance evaluation for USAID Smart Power Program
Evaluation Purpose and Question	The purpose of this evaluation is: 1) To determine how successful the private sector engagement (PSE) and regional policy support approaches used by USAID Smart Power Program achieve expected outcomes. 2) To determine factors (both internal and external) that have enhanced, diminished, or have no effect on achievement of the Program 3) To inform management decision making for corrective actions needed and/or areas for improvement to achieve the expected results during the duration of the Activity. Questions to be addressed will include: 1. Has the Smart Power Program effectively applied a private sector engagement approach in a regional context to strengthen energy security in the region and how? 2. Has the Smart Power Program effectively applied a regional policy support approach in a regional context to strengthen energy security in the region and how? 3. What are challenges and opportunities for advanced energy finance in the region, and for engaging investors in existing project pipelines around the region? 4. How, and has the Smart Power Program effectively helped establish mechanisms for countries to participate in beneficial trade that supports energy security, reliability, and long-term sustainability? 5. What factors (both internal and external) have enhanced, diminished, or have no effect on achievement of Smart Power Program? The evaluation will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	Data will be collected from project documents, sector information/data, public and private partners, and stakeholders.
Methods	A mixed qualitative and quantitative method, including focus group discussions (FGDs), key informant interviews (KIIs), and surveys.

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Challenges	The regional scope of the program will require more coordination, time, and budget for the evaluation.
Dissemination Strategy	The final report will be uploaded to the DEC. The mission will also host learning and dissemination events. There will also be a briefing paper produced, and dissemination through social media, etc., in collaboration with the Director of Communication.
LATIN AMERICA AND THE CARIBBEAN (LAC)	
Evaluation #15	
Operating Unit	USAID/Colombia
Name of Evaluation	Mid-term performance evaluation of Together We Learn Activity
Evaluation Purpose and Question	The purpose of the Activity is to increase children and adolescents', ages 3 to 17, access to quality education in areas impacted by migration. The activity helps children and adolescents develop skills needed for learning and future success by improving their participation, retention, and performance in school. The purpose of the evaluation is to enable course corrections, which in turn improves results in the remaining time of the activity; by both analyzing the processes of the activity, identifying bottlenecks and success factors, and measuring the progress of the activity towards their intended goals. The evaluation will address the question, what USAID/Colombia strategies and interventions [would be] [were] more effective at strengthening public health, education, and justice systems for migrant communities? Why? The evaluation will also address 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?
Data/Information Needed	Quantitative and qualitative data that address the evaluation questions on public health, education and the justice system will be collected and analyzed.
Methods	The evaluation will apply a mixed method approach, using both qualitative and quantitative data collection and analysis.
Challenges	None identified at this time.
Dissemination Strategy	Final report will be posted on the DEC. Other dissemination strategies will be identified when the evaluation is designed.
Evaluation #16	
Operating Unit	USAID/ Guatemala
Name of Evaluation	Final Project Evaluation B'atz Local Institutional Strengthening Regional Localworks (B'atz)
Evaluation Purpose and Question	The objectives of the activity are: 1. Consolidate the Mesoamerican Territorial Fund (FTM) to channel financing and technical assistance to local communities for post-pandemic economic reactivation, 2. Strengthen the Mesoamerican School and the capacities of national organizations, and 3. Strengthen the capacities of the Technical Secretariat and the regional structures of the Mesoamerican Alliance of Peoples and Forests (AMPB). The purpose of the evaluations is to gain evidence regarding how outcomes achieved have contributed to the desired impacts of the project. The evaluation will provide an understanding of effective strategies for engagement and participation of youth, women and Indigenous Peoples (i.e. vulnerable population groups).

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	The evaluation will also 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	Qualitative and quantitative data that address the participation of vulnerable populations in the activity, and the effects the activity has on them will be collected and analyzed.
Methods	Mixed Methods approach, that include the collection of qualitative and quantitative data will be applied in conducting the evaluation.
Challenges	None identified at this time.
Dissemination Strategy	The final report will be published on the DEC. Other dissemination strategies will be identified during the evaluation design phase.
Evaluation #17	
Operating Unit	USAID/Guatemala
Name of Evaluation	Evaluation of the Peacebuilding Project/Tejiendo Paz Project
Evaluation Purpose and Question	The objective of the project to be evaluated are: 1. Establish and/or strengthen inclusive community-led engagement, dialogue, and mapping to identify, prioritize, and develop action plans addressing sources of and increase resilience to social conflict, 2. Build partnerships between communities and external entities to implement plans, and 3. Strengthen GoG and non-governmental capacity to participate in managing, responding to, and resolving local conflicts. The purpose of the evaluation is to gain evidence on the long-term achievement of 18 Project Indicators, and provide an understanding of the factors that push Guatemalans to irregularly migrate to the United States in search of opportunities. The evaluation will also contribute to 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?
Data/Information Needed	Qualitative and quantitative data on the extent to which the activity is reaching its objectives will be collected and analyzed.
Methods	Mixed Methods approach, including the collection of quantitative and qualitative data and analysis, will be applied in conducting the evaluation.
Challenges	None identified at this time.
Dissemination Strategy	The final report will be published on the DEC. Other dissemination strategies will be identified during the evaluation design phase.
Evaluation #18	
Operating Unit	USAID/Guatemala
Name of Evaluation	Performance Evaluation Addressing the Root Causes of Irregular Migration Project
Evaluation Purpose and Question	The focus of the projects is to connect Guatemalans to opportunities to achieve prosperous, secure, and dignified lives, which will contribute to reducing irregular migration pressures. The evaluation will provide an understanding of the factors that push Guatemalans to irregularly migrate to the United States in search of opportunities. The evaluation will also contribute to 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?

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Data/Information Needed	Qualitative and quantitative data on the contribution of the activity to improve the lives of Guatemalans, will be collected and analyzed.
Methods	Mixed Methods approach, including the collection of quantitative and qualitative data and analysis, will be applied in conducting the evaluation.
Challenges	None identified at this time.
Dissemination Strategy	The final report will be published on the DEC. Other dissemination strategies will be identified during the evaluation design phase.
Evaluation #19	
Operating Unit	USAID/ Honduras
Name of Evaluation	Performance Evaluation (mid-term) Transforming Market Systems (TMS)
Evaluation Purpose and Question	TMS works with government, civil society, and private sector in Honduras to facilitate systemic change in Honduran market systems that grow demand for products, create self-employment, generate new jobs and economic opportunities for USAID beneficiaries at a scale, depth, and geographic concentration to create transformational change in local economies. Evaluation findings will inform current implementation and programmatic adaptation as required. The evaluation will answer the questions, How and to what extent has the TMS Activity achieved systemic changes in targeted market systems? How and to what extent has the Activity contributed to increased social and economic opportunities for targeted beneficiaries in high out-migration municipalities? It 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?
Data/Information Needed	Qualitative and quantitative data on the extent to which the activity has contributed to social and economic opportunities in the communities where it was implemented, will be collected, and analyzed.
Methods	Mixed methods will be used. It will include collecting data through desk review, outcome harvesting, KIIs and FGDs.
Challenges	The Activity will be at the 5th year of implementation (out of a total of 9 years, after its latest extension).
Dissemination Strategy	Findings will be shared with key stakeholders, including direct beneficiaries. An evaluation briefer and possibly a video with the findings will also be produced. More detailed strategy will be identified when drafting the evaluation SOW.
Evaluation #20	
Operating Unit	USAID/ Honduras
Name of Evaluation	Performance Evaluation (mid-term) Effective Justice to Combat Criminality and Corruption Activity (JECCC)
Evaluation Purpose and Question	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. The evaluation will be guided by the following questions - How and to what extent has JECCC supported the effectiveness of the criminal justice system within targeted crimes? How and to what extent has the Activity mobilized civil society and the private sector to achieve its results? Are

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	Activity interventions sustainable? To what extent has increasing transparency in the justice institutions contribute to reducing impunity? Corruption is one of the targeted crimes under JECC. The evaluation will also contribute to answering the agency learning agenda question 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	Data will be collected through desk review, secondary data from Government of Honduras (GOH) records on targeted crimes, key informant interviews, FGDs, and a review of activity performance indicators.
Methods	Mixed methods approach, including the collection and analysis of quantitative and qualitative data, will be used.
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. 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. More detailed strategy will be identified when drafting the evaluation SOW.
MIDDLE EAST	
Evaluation #21	
Operating Unit	USAID/Egypt
Name of Evaluation	Mid-Term Evaluation Workforce Egypt
Evaluation Purpose and Question	To be implemented over a period of five years, the project will work in collaboration with the Ministry of Education and Technical Education (MoETE), and a variety of relevant ministries, stakeholders, and counterparts to improve the Egyptian Technical and Vocational Education and Training (TVET) system to meet the needs of the job market, benefiting vocational school students and teachers as well as the private sector. The project will provide technical assistance, capacity building and training for TVET agents, master trainers, teachers, administrative personnel in technical schools, training and employment centers, sector skills councils, Recruit, Retrain, and Retain (3R) units of private sector human resources departments, economic partnership councils, general office of governorates, and select non-governmental associations. The purpose of the evaluation is to assess how the activity is achieving its objectives and to take corrective steps if necessary. The evaluation will address the following questions, 1) How can programming overcome the barriers to women's entry and retention into the labor force (particularly the private sector)? What are the motives/incentives to hire, retain, and promote women across sectors? 2)How do different approaches to private sector engagement affect results? 3) What concrete steps should USAID interventions take to be sensitive to the digital divide in order to ameliorate disparities (and avoid reinforcing them)? The evaluation will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	A mixed method approach will be used. Specific qualitative and quantitative data collection and analysis methods will be designed to appropriately answer the evaluation questions.

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Methods	Data collection methods may include a combination of the following: desk review of relevant documentation, key informant interviews, survey, and group discussions with beneficiaries and other counterparts and stakeholder
Challenges	Evaluation teams may face difficulties obtaining needed approvals from the Government of Egypt to conduct surveys and primary data collection.
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 #22	
Operating Unit	USAID/Egypt
Name of Evaluation	Mid-Term Evaluation University Centers for Career Development (UCCD)
Evaluation Purpose and Question	In coordination with the Ministry of Higher Education and Scientific Research and the private sector, USAID is establishing 30 sustainable career development centers at 22 public universities across Egypt.

These centers will serve about 60% percent of all public university students in Egypt, providing them with career mentoring, employability skills, English language training, private sector networking, internships, and, ultimately, jobs.

The purpose of the evaluation is to assess how the activity is achieving its objectives and to take corrective steps if necessary. The evaluation will address the following questions, 1) How do different approaches to private sector engagement affect results? 2) How can programming overcome the barriers to women's entry and retention into the labor force (particularly the private sector)? What are the motives/incentives to hire, retain, and promote women across sectors? 3) What concrete steps should USAID interventions take to be sensitive to the digital divide to ameliorate disparities (and avoid reinforcing them)?

The evaluation will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives? |
Data/Information Needed	A mixed method approach: specific qualitative and quantitative data collection and analysis methods will be designed to appropriately answer the evaluation questions.
Methods	Data collection methods may include a combination of the following: desk review of relevant documentation, key informant interviews, survey, and group discussions with beneficiaries and other counterparts and stakeholder
Challenges	Evaluation teams may face difficulties obtaining needed approvals from the Government of Egypt to conduct surveys and primary data collection.
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 #23	
Operating Unit	USAID/Jordan
Name of Evaluation	Mid-term Evaluation of the Pre-Service Teacher Education Activity
Evaluation Purpose and Question	The purpose of PRESTIJ is to increase the preparedness of future Grades 4-10 teachers by improving the pre-service teacher education system. This activity will expand and improve the pre-service teacher education programming offered by Jordanian universities, centered around the adaptation of the Queen Rania Teacher Academy (QRTA) pre-service teacher education model.

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	PRESTIJ will support four geographically diverse universities and relevant Government of Jordan (GoJ) entities to implement the QRTA model and provide responsive technical assistance to the GoJ to advance essential education reforms. Broadly, the five-year PRESTIJ contract aims to increase the number of quality teachers in Jordan. The evaluation will 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?
Data/Information Needed	Both quantitative and qualitative data will be collected, analyzed and triangulated.
Methods	This will be determined when the evaluation statement of work is developed during the design phase.
Challenges	This will be determined when the evaluation statement of work is developed during the design phase.
Dissemination Strategy	This will be determined when the evaluation statement of work is developed during the design phase.
USAID/WASHINGTON	
Evaluation #24	
Operating Unit	USAID/Bureau for Humanitarian Affairs (USAID/BHA)
Name of Evaluation	Performance evaluation (final) Victory against Malnutrition Plus (VimPlus)/ACDIVOCA Burkina Resilience and Food Security Activity 1
Evaluation Purpose and Question	The activity is designed to contribute to improved food security. ViMPlus is part of the Resilience in the Sahel-Enhanced (RISE) initiative, is implemented in the Centre Nord region of Burkina Faso by ACDI/VOCA in partnership with Save the Children and Tufts University. The goal of the RFSA is to address critical challenges in food security, nutrition, and poverty, and to improve the resilience of households and communities. The purpose of the evaluation is to determine performance against the targets, and the contribution of the activity to improved food security. The evaluation will 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	Quantitative and Qualitative data will be collected and analyzed as part of the evaluation.
Methods	A mixed method approach will be used. This will include data collection using a survey, key informant interviews (KIIs), and focus group discussions (FGDs)
Challenges	Challenges may include, getting the funding for the evaluation, and access to the data collection site because of the security situation in the country. With regards to the funding challenge, all Bureau for Humanitarian Affairs (BHA)-managed funding is through contingency accounts (Title II and International Disaster Assistance (IDA)), which are subject to reallocation based on emergency/humanitarian needs.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders in Washington DC, and the field. The report will also be posted on the DEC for dissemination to the general public.
Evaluation #25	
Operating Unit	USAID/Bureau for Humanitarian Affairs (USAID/BHA)
Name of Evaluation	Performance evaluation (final) Girma/CRS Niger Resilience and Food Security Activity
Evaluation Purpose and Question	The Girma project is designed to improve and sustain food and nutrition security and resilience among extremely vulnerable and very vulnerable households and communities in Niger. The

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	purpose of the evaluation is to determine performance against the targets, and the contribution of the activity to improved food security. The evaluation will 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	Quantitative and Qualitative data will be collected and analyzed as part of the evaluation.
Methods	A mixed method approach will be used. This will include data collection using a survey, key informant interviews (KIIs), and focus group discussions (FGDs)
Challenges	Challenges may include, getting the funding for the evaluation, and access to the data collection site because of the security situation in the country. With regards to the funding challenge, all Bureau for Humanitarian Affairs (BHA)-managed funding is through contingency accounts (Title II and International Disaster Assistance (IDA)), which are subject to reallocation based on emergency/humanitarian needs.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders in Washington DC, and the field. The report will also be posted on the DEC for dissemination to the public.
Evaluation #26	
Operating Unit	USAID/Bureau for Humanitarian Affairs (USAID/BHA)
Name of Evaluation	Performance evaluation (final) Hamzari/CARE Niger Resilience and Food Security Activity
Evaluation Purpose and Question	Environmental, political, social, and agro-climatic factors in Niger – including diminishing agricultural productivity, degenerating natural resources, and frequent natural and man-made shocks – drive persistent underdevelopment and extreme poverty. Extreme gender inequality and weak governance are cross-cutting drivers that are both causes and consequences of food insecurity and hamper progress toward sustainable and inclusive solutions. Hamzari aims to directly address these underlying causes of food insecurity and malnutrition – while reinforcing and/or strengthening community's systems – in one of the poorest regions of Niger. The purpose of the evaluation is to determine performance against the targets, and the contribution of the activity to improved food security. The evaluation will 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	Quantitative and Qualitative data will be collected and analyzed as part of the evaluation.
Methods	A mixed method approach will be used. This will include data collection using a survey, key informant interviews (KIIs), and focus group discussions (FGDs)
Challenges	Challenges may include, getting the funding for the evaluation, and access to the data collection site because of the security situation in the country. With regards to the funding challenge, all Bureau for Humanitarian Affairs (BHA)-managed funding is through contingency accounts (Title II and IDA), which are subject to reallocation based on emergency/humanitarian needs.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders in Washington DC, and the field. The report will also be posted on the DEC for dissemination to the public.
Evaluation #27	
Operating Unit	USAID/Bureau for Humanitarian Affairs (USAID/BHA)
Name of Evaluation	Performance evaluation (final) Wadata/SC Niger Resilience and Food Security Activity
Evaluation Purpose and Question	The Wadata project serve three purposes: to enhance collective action to address food, nutrition, and water security; to increase the capacities, assets and agency for improved access to diverse

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
	food at all times of the year; and to improve nutrition, health and hygiene and sanitation of pregnant women and young mothers, adolescents, children under five and their families. The purpose of the evaluation is to determine performance against the targets, and the contribution of the activity to improved food security. The evaluation will 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	Quantitative and Qualitative data will be collected and analyzed as part of the evaluation.
Methods	A mixed method approach will be used. This will include data collection using a survey, key informant interviews (KIIs), and focus group discussions (FGDs)
Challenges	Challenges may include, getting the funding for the evaluation, and access to the data collection site because of the security situation in the country. With regards to the funding challenge, all Bureau for Humanitarian Affairs (BHA)-managed funding is through contingency accounts (Title II and IDA), which are subject to reallocation based on emergency/humanitarian needs.
Dissemination Strategy	Findings will be disseminated through the final evaluation report, and this will be shared with the relevant stakeholders in Washington DC, and the field. The report will also be posted on the DEC for dissemination to the public.
Evaluation #28	
Operating Unit	USAID/DDI/LFT
Name of Evaluation	Multi-country Performance Evaluation of the Local Works Program
Evaluation Purpose and Question	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 as a whole (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?) The evaluation will be designed to answer the following questions, (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? It will also contribute to answering the agency learning agenda question on locally led development - How can USAID equitably engage local knowledge, assets, and practices, and align programming with local priorities and metrics for success?
Data/Information Needed	The following data will be used to conduct this evaluation: 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), as well as any Mission-specific custom indicators used to monitor Local Works-funded activities. These data sources will inform the analytical methodology for answering proposed evaluation questions.

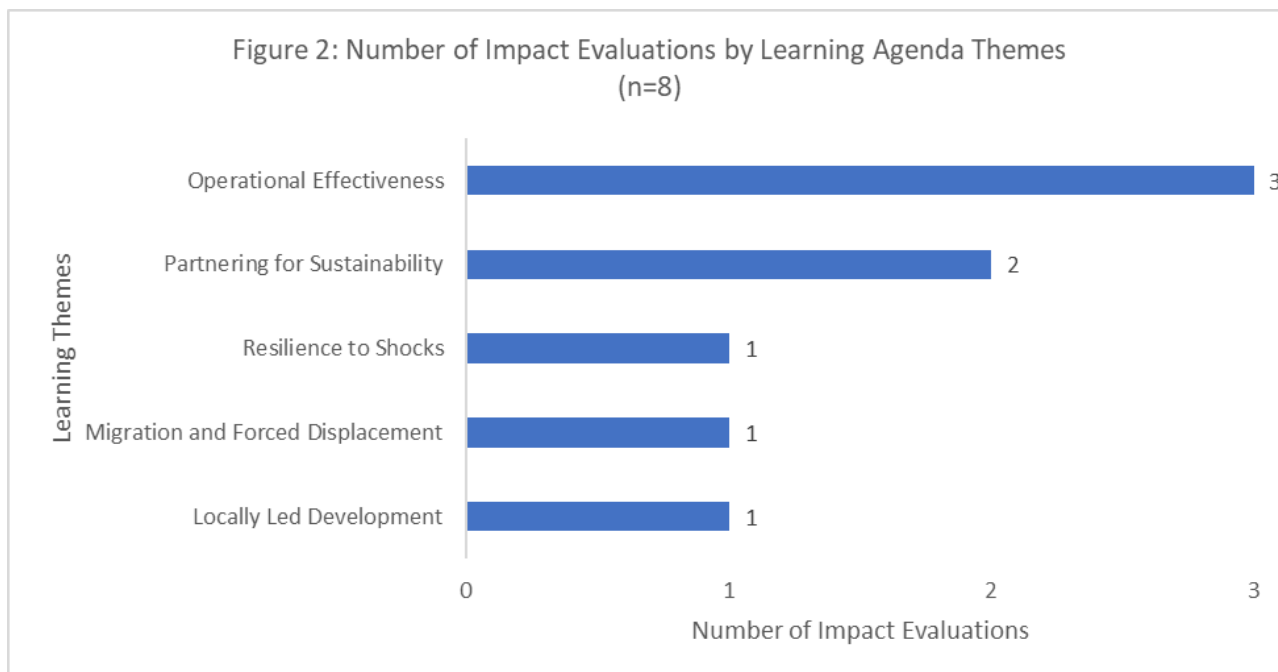| Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Methods	Quantitative and qualitative data collection and analysis, including a review of performance monitoring data.
Challenges	Given the program's diverse and global reach (35 Missions, distributed among six annual "rounds" of program funding), it will not be feasible to conduct primary data collection across all countries and activities (activities span various completion stages- from design phase to completed activity). Instead, the performance evaluation must rely on program-level and activity-level documentation and performance monitoring data for any project-wide analysis and will need to focus primary data collection in a selected, pre-determined, number of countries exhibiting specific criteria. Depending on how many countries are chosen, cost constraints may be a challenge. In addition, with a preference for participatory locally led approaches to evaluation, challenges to consider include language and literacy barriers and cultural sensitivities around data collection methods.
Dissemination Strategy	The Evaluator will develop a dissemination plan for the Final Evaluation Report 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. The evaluator will be encouraged to develop versions of the report and/or executive summary in local languages; targeted briefs on findings, conclusions, and recommendations by audience; or other related materials to promote broad dissemination and use.
Evaluation #29	
Operating Unit	USAID/DDI/LFT
Name of Evaluation	Multi-country Whole of Project Performance Evaluation of the CDP
Evaluation Purpose and Question	USAID's Cooperative Development Program (CDP) is a Washington-based, global initiative that strengthens cooperative businesses and credit unions across multiple sectors throughout Africa, Asia, and Latin America. The purpose of the evaluation is to see how CDP has performed (e.g., illuminate ways in which the entire project is making progress toward the stated Project Purpose or not) and guide DDI/LFT on areas that require strengthening or reducing the scope of investments (e.g., identifying the assumptions or gaps in the project's design or management approach to help inform a new project design; and contribute to the evidence base on effective cooperative development approaches). The evaluation will address the following questions - to what extent has the project contributed to creating/facilitating/catalyzing more sustainable cooperative systems that deliver value to their members? To what extent has support provided by USAID/Washington and Missions to implementing partners contributed to the project purpose? Regarding intermediate results of individual cooperative development activities funded through CDP: To what extent has the project contributed to any change in cooperative performance, management, and governance over time? To what extent has the project contributed to improvements in country-level cooperative enabling environments? To what extent has the project contributed to enhancing the development community's support to cooperatives? It will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	Data sources will include: literature reviews, secondary data or existing CDP activity data (i.e., A Whole of Project Evaluation of CDP performance from 2010-2015; Performance Plan and Report (PPR) data collected in relation to the CDP's five program-wide indicators and select standard foreign assistance indicators; Annual and semi-annual programmatic reports from each CDP partner; Midterm evaluation reports for each CDP partner), performance monitoring data for any project-wide accounting of performance, and primary data from interviews, focus groups, and surveys, collected from CDP activities in selected CDP member countries. Data will be used to help inform the performance evaluation which will be documented in the form of evaluation reports and other related material.

Table 1 – Performance Evaluations of Activities with a Budget of $40 Million or More	
Methods	Qualitative data collection methods, in conjunction with review of quantitative performance monitoring data (provided by DDI/LFT), activity-specific progress reports, and program-wide documentation.
Challenges	The CDP's activities span 17 countries across Africa, Asia and Latin America and directly benefit 325 local cooperatives and credit unions that represent over 4 million individuals (cooperative members and their families). An ideal evaluation of the CDP's progress toward its intended purpose would include findings from all the cooperative systems in which it works. However, given the CDP's diverse and global reach, it will not be feasible to conduct primary data collection across all these systems. Primary data collection will likely need to focus in five countries which are most responsive to and advance CDP learning priorities. These may be countries where project purpose indicators seem incomplete, where project purpose indicators signal the most or least progress, or where there seem to be significant synergies between activities that might not be captured by activity mid-term evaluations (MTEs). Geographic diversity and ease of coordinating data collection will need to be considered when choosing a sample of countries for primary data collection. Throughout data collection and analysis, equity should be addressed with a focus on gender, youth and other vulnerable groups. This may be a challenge as these demographics may be not easily accessible.
Dissemination Strategy	A formal dissemination plan for the Final Evaluation Report will be created. Findings and conclusions in the form of Draft Reports, summary PowerPoints, briefings and workshops will be presented to key stakeholders (e.g. local cooperatives, key partners and other stakeholders). Reports and/or executive summaries will also be translated in local languages; development of targeted briefs on findings and recommendations by audience; or other related materials to promote broad dissemination and use.

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 approach that is anticipated to be expanded in scale or scope. 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 2024 there are a total of 8 impact evaluations that are expected to begin or be carried out partially or fully by USAID OUs. This is a significant increase over FY 2023 AEP in which there were only 4 IEs planned. The FY 2024 IEs include 1 impact evaluation reported by a Washington Technical Bureau, 4 by OUs in Africa, 2 by OUs in Latin America and the Caribbean, and 1 by an OU in Asia. **Figure 2** below, shows the themes of the learning agenda questions to which these impact evaluations may contribute.

Figure 2: Number of Impact Evaluations by Learning Agenda Themes (n=8)

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.

Table 2 – Impact Evaluations	
AFRICA	
Evaluation #1	
Operating Unit	USAID/DRC
Name of Evaluation	Impact Evaluation of Integrated Programming for Country Development Cooperation Strategy (CDCS) Mid-Course Stocktaking
Evaluation Purpose and Question	The purpose of the evaluation is to investigate the effectiveness of integrated programming at the USAID/DRC mission, identify approaches that yield the best results, and inform possible updates to the CDCS during the midcourse stocktaking. The evaluation will focus on answering the question, how has integration improved USAID's work within and across activities? 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?
Data/Information Needed	This will be determined during the evaluation design phase.
Methods	This will be determined during the evaluation design phase.
Challenges	Challenges include the specific attribution of results to integration and the relatively small amount of time that the mission has been doing integrated programming. Given these challenges, the Mission will work closely with the implementing partner, Washington M & E POCs, and external evaluators, to determine the feasibility of designing and conducting an impact evaluation. If it is not feasible, a performance evaluation will be conducted.
Dissemination Strategy	Findings will be disseminated to USAID/DRC staff as well as the larger USAID Program Officer community
Evaluation #2	

Table 2 – Impact Evaluations	
Operating Unit	USAID/Ethiopia
Name of Evaluation	Impact Evaluation on the USAID Integrated Youth Activity (Kefeta)
Evaluation Purpose and Question	The Integrated Youth Activity (IYA) seeks to support a youth-owned, youth-led, and youth-managed system through which Ethiopian youth aged 15-29 will be empowered to advance their own social, economic, and civic development. Simultaneously, the activity seeks to strengthen the capacity of Ethiopian higher education institutions, youth-serving organizations, and service providers to support economic and social opportunities for youth. The IYA, as envisioned, is not an activity where things are done to the youth and for the youth simply as beneficiaries. Rather, youth should be co-partners in making integral decisions about issues that affect them through a "learn-by-doing" approach, including in the decision-making process for the use of funds that leads to increasingly empowered citizens over time. The impact evaluation questions focus on (1) The positive effects of the interventions on outcomes (e.g., employability, financial literacy, business development skills, improved health - sexual and reproductive healthcare/family planning (SRH/FP) - literacy and increased use of health (SRH/FP) services); (2) The alignment between the Integrated Youth Activity and Higher Education Institutions curricula, skills training and employers' workforce needs); (3) Access to credit for youth-owned businesses; (4) The capacity of SRH/FP health and financial services providers to deliver youth-friendly services; (5) On youth engagement in advocacy and leadership; and (6) Cost benefits of integrated youth programming. The evaluation will also 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 quantitative and qualitative data on youth employability, youth entrepreneurship, and youth-friendly services.
Methods	The impact evaluation will use a quasi-experimental design that utilizes comparison groups composed of youth drawn from locations near the Integrated Youth Activity (IYA) areas, but where IYA has not been implemented.
Challenges	Even if the evaluation will be using comparison groups composed of youth drawn from locations where the Integrated Youth Activity has not been implemented, there may be other organizations implementing similar activities in those areas, there may not be as such differences between results of beneficiaries and non-nonfertilities groups. Moreover, other similar interventions by other organizations may be implemented in areas where USAID is operating and hence it would be difficult to filter out only USAID's attributions. Given these challenges, the Mission will work closely with the external evaluator and the implementing partner, to develop a rigorous design that will control for these factors.
Dissemination Strategy	Evaluation findings will be communicated through a workshop, where USAID, Local Government entities and other relevant stakeholders are present; final report will be published on the DEC and shared with relevant Local Government entities.
Evaluation #3	
Operating Unit	USAID/Malawi
Name of Evaluation	Malawi Secondary Education Expansion and Development (SEED) Impact Evaluation
Evaluation Purpose and Question	The main purpose of the proposed IE is for the U.S. Government to understand if there will be a change or impact on the communities where SEED Community Day Secondary Schools (CDSS) construction or expansion is taking place, and if so, to what extent a broad range of integrated development outcomes (e.g., effects on educational outcomes, psychological poverty, health behaviors, and other socio-economic effects; etc.) are attributable to the SEED's construction and expansion of CDSSs throughout Malawi, and which collectively affect the learning environment.

	Table 2 – Impact Evaluations
	The evaluation will answer the following questions: what is the impact of SEED Rural on children enrolled in standard Grade 7 at baseline in the SEED CDSS catchment areas on education, SR-GBV, and EFCM outcomes?, to what extent does expansion/construction of new SEED CDSSs change the perceptions, attitudes, aspirations, or behaviors related to education and future outlooks among children enrolled in Standard 7 or Form 1 at baseline, their caregivers, local leaders, and educators?, to what extent does the construction of a new or expanded SEED CDSS positively or negatively affect sexual behaviors, WASH behaviors, and child safety?, to what extent have there been changes in the education and business environment because of new rural SEED CDSS construction or urban SEED CDSS expansion? 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 teachers, students, parents, government, and partners through surveys, FGDs and KIIs.
Methods	This evaluation is a mixed methods impact evaluation that will synthesize both quantitative and qualitative data to address the evaluation questions. The treatment group will include urban and rural communities where SEED will be implemented, and the control group will be similar communities where there will be no SEED implementation. The quantitative component will focus on rural communities, while the qualitative component will cover both urban and rural areas. Three rounds of data collection are planned: a baseline survey conducted in October to November 2021 (completed), a midline survey in January to February 2023 (estimated, based on anticipated handover of new rural CDSSs to MoE by October 2022), and an endline survey in late 2023.
Challenges	Timeline for follow-on evaluations (midline and endline) will depend on the completion and handover of new schools being constructed, matching of treatment and comparison communities may not be perfectly done.
Dissemination Strategy	Findings will be disseminated to USAID, implementing partners, government of Malawi and its stakeholders through structured dissemination meetings (face to face and virtual) as well as use available forums and platforms within the implementation mechanism.
	Evaluation #4
Operating Unit	USAID/Zambia
Name of Evaluation	Health, Ecosystems and Agriculture for Resilient, Thriving Societies (HEARTH) - Kafue Impact Evaluation
Evaluation Purpose and Question	The Eastern Kafue Nature Alliance (EKNA) aims at achieving biodiversity conservation and cross-cutting outcomes in food security, nutrition, health, water, and sanitation in the Greater Kafue Landscape (GKL), which includes Kafue National Park and is Zambia's largest protected area. Unsustainable agriculture, poaching, overfishing, deforestation, and habitat degradation are major threats to the biodiversity of the GKL. With FY2022 funds, EKNA, which is a partnership with private sector entities, Kashikoto Conservancy Limited and Amatheon AGRI Zambia Limited, will promote inclusive natural resources governance and support wildlife and forestry law enforcement, agricultural productivity, entrepreneurship, increased access to safe water, as well as improved access to maternal and child health (MCH) services. MCH interventions will focus on capacity building of community health workers to address household and community level factors that delay or prevent women from seeking ante-natal care or delivery at healthcare facilities. EKNA will also harness over $11 million of private sector leveraged resources and strengthen community natural resources governance institutions to partner with various stakeholders for improving socio-economic, health, food security, nutrition, forestry, and wildlife conservation conditions. This will, in turn, strengthen disincentives for illegal exploitation of natural resources, while increasing incentives for proper stewardship and community buy-in to the GKL's biodiversity, thereby improving and stabilizing long-term economic and livelihood opportunities. EKNA supports

Table 2 – Impact Evaluations	
	Development Objectives 2 and 3 of the USAID Zambia Country Development Cooperation Strategy. EKNA also contributes to the U.S. foreign policy priority of working with partner countries to help improve business environments and move beyond assistance to trade relationships, partnerships that promote prosperity, and build global health security capacity by investing in basic health care systems. This mixed evaluation (impact and performance) will measure impact around reduction of threats to biodiversity, change behaviors and norms around conservation; improve livelihoods, and improve human health. The evaluation will 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	Quantitative and qualitative data to feed into the mixed methods impact and performance evaluation. Data collection methods will comprise quantitative surveys; direct biodiversity measurement; community leader surveys, FGDs, KIIs and Remote Sensing Data
Methods	Mixed methods impact and performance evaluation methods. A feasibility assessment (FA) to assess the possible impact evaluation options will be conducted prior to the design of the evaluation. During this assessment, the process for identifying counterfactuals will be developed. This may include using a set of priority matching characteristics to guide the selection of control districts and Game Management Areas (GMAs). These criteria would represent variables that could have an impact on our outcomes of interest. The aim is to 'control' for as many of these as possible by selecting counterfactual sites that are similar to treatment sites on as many of these key criteria as possible, including ecological characteristics, tenure security, livelihood security, and economic growth.
Challenges	Finding a Valid Counterfactual. Counterfactuals for settlement-level outcomes (human well-being) may differ from GMA or district level outcomes (biophysical). Some outcomes may include more than one approach to answer different evaluation questions.
Dissemination Strategy	Dissemination workshop and distribution of the evaluation reports.
ASIA	
Evaluation #5	
Operating Unit	USAID/Burma
Name of Evaluation	Evaluation of the HIV/TB Agency, Information and Services Activity
Evaluation Purpose and Question	The evaluation will examine the effectiveness of different approaches for rapidly increasing TB diagnosis in Burma. The evaluation will 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	Health data: number of TB cases detected, disaggregated by key sub-groups, geography, and method of detection. The USAID Asia Bureau will provide technical assistance to the Missions, to support a feasibility assessment (FA), to determine the feasibility of conducting an impact evaluation, prior to the design of the evaluation. If an impact evaluation is not feasible, the Mission will conduct performance evaluation.
Methods	Mixed methods including both quantitative and qualitative data will be collected and analyzed.
Challenges	The military coup presents challenges in health service delivery and data collection. This challenge will be a major factor that will be considered in the decision to determine whether an impact evaluation will be feasible, as part of the feasibility assessment.
Dissemination Strategy	To be determined at the evaluation design phase.

Table 2 – Impact Evaluations	
LATIN AMERICA & THE CARIBBEAN (LAC)	
Evaluation #6	
Operating Unit	USAID/Honduras
Name of Evaluation	Youth Employment for Migration Prevention (YEMP) Activity
Evaluation Purpose and Question	The purpose of the Activity is to increase employment of youth at risk of irregular migration in support of Mission-wide efforts to reduce irregular out-migration by increasing their educational and income generating opportunities. The purpose of the evaluation is to test the fundamental hypotheses and theory of change embedded in the Activity design, and to determine whether changes in outcome measures are directly attributable to the Activity. Furthermore, the impact evaluation of aspects of the activity will allow for findings to be applied to improved project design and implementation during the life cycle of this activity and beyond. The evaluation will answer mission learning questions, how and to what extent do USAID interventions influence intentions to migrate among targeted beneficiaries? To what extent do economic opportunities, education, civic participation, and a more secure environment motivate youth to stay in Honduras? And what if any, is the relationship between them? What types of interventions are effective in engaging youth? 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?
Data/Information Needed	Quantitative and qualitative data will be collected. Details will be developed when the evaluation is being designed.
Methods	The type of impact evaluation design will be determined following an assessment of the feasibility to conduct a Randomized Control Trial (RCT) or quasi-experimental design. The assessment will also determine the treatment and control groups. The impact evaluation would target two or three key, discrete sub-components and target zones of the activity. If it is not feasible to conduct an impact evaluation, the mission will do a performance evaluation.
Challenges	High attrition rate of youths.
Dissemination Strategy	TBD
Evaluation #7	
Operating Unit	USAID/Honduras
Name of Evaluation	Early Childhood Education for Youth Employability Activity
Evaluation Purpose and Question	The Early Childhood Education for Youth Employability Activity will increase access to high quality pre-primary education for children ages 3-6 in areas experiencing high levels of out-migration, and will strengthen the employability skills of young parents, particularly young women, to better prepare them for meaningful employment opportunities and promote rootedness in communities. The impact evaluation will allow for findings to be applied to improve Activity design and implementation during the life cycle of this activity and beyond. The evaluation will address the mission learning question, how and in what ways does locally led development affect the magnitude, sustainability, and resilience of performance-related outcomes? It will also contribute to the agency learning agenda question on partnering, how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	Qualitative and quantitative data will be collected. Details will be developed when the evaluation is being designed.
Methods	The type of impact evaluation design will be determined following an assessment of the feasibility to conduct a Randomized Control Trial (RCT) or quasi-experimental design. The assessment will also determine the treatment and control groups. The impact evaluation would target two or three

Table 2 – Impact Evaluations	
	key, discrete sub-components and target zones of the activity. If it is not feasible to conduct an impact evaluation, the mission will do a performance evaluation.
Challenges	Limited capacity of local organizations in MEL.
Dissemination Strategy	TBD
Evaluation #8	
Operating Unit	USAID/Resilience and Food Security (RFS)
Name of Evaluation	Impact Evaluation of Bt Cowpea in Nigeria
Evaluation Purpose and Question	The Bt cowpea impact evaluation seeks to understand the impacts of Bt cowpea variety adoption by farmer households in Nigeria, and the downstream effects in markets where cowpea is sold. More specifically, the study will examine outcomes at the household and farm level related to production and productivity, use of pesticides and other inputs, costs of production, net crop income, profits, perceptions of health and environmental impacts. At the market level, the study will examine changes in labor patterns, profits, and income. Differential impacts on groups, such as women, youth, the poor, and marginalized populations at the household and market level will also be examined.

This study will generate robust evidence demonstrating the effects of Bt cowpea adoption on smallholder farmers and market actors. This will provide meaningful feedback about the successes and shortcomings of USAID development strategy and partner interventions supporting insect resistant variety release and commercialization, USAID Agricultural Biotechnology Program, and Global Food Security Strategy goals, and inform Feed the Future programming for better results. |
| **Data/Information Needed** | Data will be collected on pest infestation, costs of production including labor, changes in and maintenance of production practices, yield, production, quality of grain and fodder, profit/income, food security, pesticide use, toxicity, pesticide residues, human health (e.g., reports of illness), price and amounts of Bt cowpea and cowpea products bought and sold, demand for Bt cowpea, and seller characteristics. |
| **Methods** | Randomized Control Trial, focus groups, and key informant interviews. The household and farm level analysis will use a clustered Randomized Control Trial (c-RCT) method, where the unit of randomization is community, different from the unit of analysis, which is farm. A key property of c-RCT is that inferences are intended to apply at the farmer (individual) level, while randomization is at the cluster or group level.
One of the main challenges and risks for maintaining treatment and control groups are possible Pod Borer-Resistant (PBR) cowpea seed spillover into the control group over time. The team discussed this challenge extensively; while we remain confident that c-RCT implementation is feasible, we plan to take some precautions. First, spillovers are more likely to occur after one or two cropping seasons when the benefits of PBR cowpea are initially obvious; rather than wait 1-3 years to detect impact, we plan to use the mid-line survey after one season as a milestone for measuring impacts. Second, we will employ a field team of research assistants and extension officers to help track implementation, including protocol breaches. Third, given the complexities of implementation we plan to use qualitative field work to uncover key findings that could explain quantitative findings. Lastly, in year three, the research team will adjust the research design, based on field-level outcomes, to analyze the end line data. For example, if we find, through field monitoring, that some control group farmers have planted PBR cowpea seed, we will identify them as an additional treatment group; this group could be used to measure impacts and spillover effects compared to the remainder of the control group.

Additionally, randomizing at the community level, rather than at the farmer level, allows the evaluation to account for spillover effects. To further account for the spillover effects on our analysis, we will also expand the sample to cover 200 non-treatment households in treatment communities. This will provide useful information on channels and speed of spillover and diffusion of the PBR variety. We will compare PBR cowpea adoption among control households (control |

Table 2 – Impact Evaluations	
	households within treatment communities) versus pure control households (control households in pure control communities).
Challenges	Security issues may limit ability to visit field sites to collect data. Variable agronomic practices among farmers may limit power to detect the impacts of growing the new cowpea variety. Poor seed quality or inaccurate labeling may influence the ability to detect the impact of adopting the new variety.
Dissemination Strategy	The evaluation team will present findings to key stakeholders and generate infographics and other summaries that can be incorporated into communication materials by the implementing partners, USAID, and other stakeholders. USAID will share results on platforms such as Agrilinks, Feed the Future newsletters, and social media.

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 four ex-post evaluations reported in FY 2024, compared to FY 2023 in which only 1 ex-post evaluation was planned. The FY 2024 ex-post evaluations include one from Africa, and three reported by technical bureaus in USAID/Washington. **Figure 3** shows the themes of the agency learning agenda questions to which these ex-post evaluations will contribute, followed by detailed description of the purpose and questions, methods, data needed, anticipated challenges, and dissemination strategies for each evaluation.
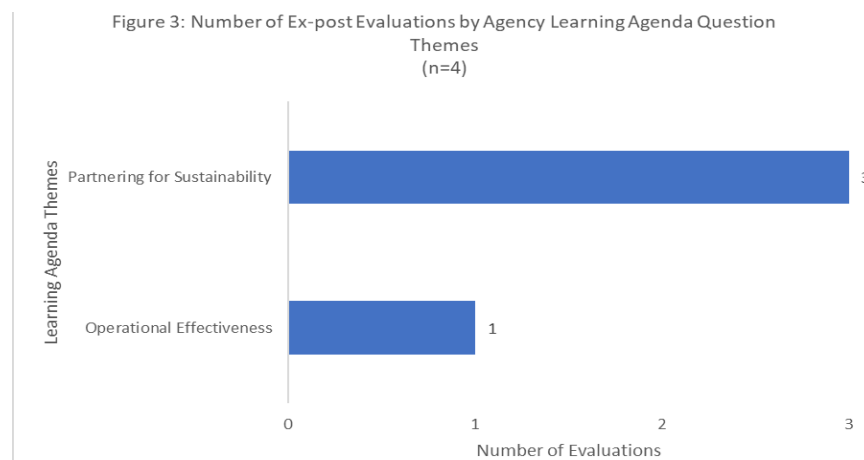

Figure 3: Number of Ex-post Evaluations by Agency Learning Agenda Question Themes (n=4)

Table 3 – Ex-Post Evaluations	
AFRICA	
Evaluation #1	
Operating Unit	USAID/Ethiopia

Table 3 – Ex-Post Evaluations	
Name of Evaluation	An ex-post evaluation for Strengthening Ethiopian Urban Health Extension Program
Evaluation Purpose and Question	USAID/Ethiopia launched the Strengthening Ethiopia's Urban Health Extension Activity in June 2013 in Amhara, Harari, Oromia, SNNP and Tigray regions; and Addis Ababa and Dire Dawa Administrations benefiting approximately 2.6 million people which represents 20% of the urban population. The objective of the Activity was to support the Government of Ethiopia's Urban Health program that aims to expand access to key health services to vulnerable populations in urban centers throughout the country through the deployment of nurses who act as urban health extension professionals (UHE-ps) in urban communities. The Activity's goal was to strengthen the Urban Health Extension Program system to make key HIV, TB, maternal and child health, solid and liquid waste management services and water, sanitation and hygiene (WASH) available at the household and community level. The Ex-post Evaluation's questions will focus on (1) analysis of the sustainability of the results of system building activities implemented to improve the urban health of Ethiopia through Leadership, Management, and Governance (LMG) initiative, (2) Exploration of the sustainability of the new initiative (the Family Health model) implemented to improve the urban health program; and (3) Analysis of the sustainability of the capacity building made for intersectoral convergence for urban sanitation and waste management. The evaluation will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	Both quantitative and qualitative data on the sustainability of (1) the results of system building activities, (2) new initiative (Family Health model) and (3) capacity building made for intersectoral convergence for urban sanitation and waste management.
Methods	The ex-post evaluation will employ survey and interview methods to collect data on how the interventions brought about changes on key areas and to obtain views on the sustainability of the results.
Challenges	Given that this is an ex-post evaluation, individuals who worked directly with the program may likely not be around, and this could make the logistics for data collection difficult.
Dissemination Strategy	Evaluation findings will be presented to USAID staff, final report will be shared with relevant Local Government entities and also will be published on the DEC.
USAID/WASHINGTON	
Evaluation #2	
Operating Unit	USAID/DDI/ITR
Name of Evaluation	USAID Grand Challenges and Prizes
Evaluation Purpose and Question	Prizes use open competition to incentivize competitors to achieve a specific outcome, while remaining agnostic about how to fulfill that outcome. Prize competitions pay for results by making one-time cash awards when approaches are proven to have achieved the designated outcome. Competitors who submit solutions are willing to take on costs associated with developing a solution without the guarantee of a monetary prize award. Competitors who assent to developing and delivering solutions at the described risk are often doing so because it is in their interest to do so and are well positioned for sustainability. An ex-post evaluation of prize competitions will support the Exploratory Programs and Innovation Competitions (EPICs) ongoing efforts to build an evidence base around the efficacy of open innovation competitions to solve development challenges. The evaluation will source data, recommendations, and best practices that will help Bureaus, Missions, and OUs to more effectively advocate for the inclusion of pay-for-results approaches

Table 3 – Ex-Post Evaluations	
	within USAID programming while also identifying approaches to overcome limitations of the prize model. The evaluation will 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	Desk review, key informant and stakeholder interviews, Qualitative and quantitative metric review.
Methods	Mixed methods: desk review, key informant, and stakeholder interviews, focus groups.
Challenges	There may be challenges accessing the relevant data.
Dissemination Strategy	Final report will be published on the DEC. Other dissemination strategies will be decided during the evaluation design phase.
Evaluation #3	
Operating Unit	USAID/RFS/CA/MSF & USAID/Bangladesh
Name of Evaluation	Ex-Post Evaluation of Rice & Diversified Crops (RDC)
Evaluation Purpose and Question	There is a dearth of evidence that market-driven approaches including market systems development (MSD) and private sector engagement (PSE) lead to sustainable and scalable outcomes. This ex-post study will evaluate sustainability and scale of outcomes from specific systems changes catalyzed during the course of a USAID-funded Activity demonstrating key features of an MSD approach. The studies will focus on an intervention area, or a systemic change objective (that may involve linked interventions) as opposed to conducting studies of the entire Activity and all its work. The evaluations will address the following questions, 1. What systemic changes was the initiative trying to create, to what extent had these changes been achieved when the intervention stopped and of those that had been achieved have they been sustained? Why or why not? At what scale? Is there evidence of other systemic changes arising from the initiative that were not originally intended (positive and/or negative)? 2. Has the performance of the system's focus functions been maintained or (ideally) improved? Why or why not? What external factors impeded or contributed to the performance of the focus functions? Have the system's focus functions been able to effectively adapt and/or to absorb shocks and stresses (and if so, how)? 3. Have there been sustained gains to the ultimate intended beneficiaries as a result of the systemic change? Why or why not? What external factors impeded or contributed to these sustained gains? At what scale? Have sustained improvements accrued to women, poor (typically with small landholdings or small and growing businesses), the geographically remote and marginalized groups? Why or why not? If not, what have been the primary constraints to greater equity of participation and benefit? How did this vary over time? It will also contribute to answering the agency learning question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives?
Data/Information Needed	Project design documents, results chains, or systemic change areas; project final reports, endline status, systemic change objectives at activity close; Assessment of progress towards systemic change and projections for the future.
Methods	Common research methods and tools will be employed, including surveys of target populations, KIIs, FGDs and workshops, and desk review of relevant documents. The research approach is informed by several methods to mitigate common challenges to ex-post analysis, including process tracing, General Elimination Methodology (Scriven, 2008) and contribution analysis (Mayne, 2001

Table 3 – Ex-Post Evaluations	
	and 2011) in their focus on weighing the evidence for multiple causal contributors and (in the case of contribution analysis) constructing or analyzing theories of change to guide investigation.
Challenges	Some methodological challenges are anticipated, though the team is employing strategies to mitigate these (see previous cell). Accessing accurate activity information and accurately attributing observed results can be difficult, as well as elapsed time between an activity's completion and field research.
Dissemination Strategy	An assessment report and accompanying summary brief will be published and posted on the mechanism website (www.agrilinks.org/msp) as well as on USAID's Development Experience Clearinghouse. MSP will also promote on social media (such as LinkedIn channels). MSP will conduct one promotional activity, such as a blog to generate interest in the findings, a public webinar, or a small group presentation, to complement a validation workshop that will also be held.
Evaluation #4	
Operating Unit	USAID/RFS/CA/MSF & USAID/DRC
Name of Evaluation	Ex-Post Evaluation of Strengthening Value Chains (SVC)
Evaluation Purpose and Question	There is a dearth of evidence that market-driven approaches including market systems development (MSD) and private sector engagement (PSE) lead to sustainable and scalable outcomes. This ex-post study will evaluate sustainability and scale of outcomes from specific systems changes catalyzed during the course of a USAID-funded Activity demonstrating key features of an MSD approach. The studies will focus on an intervention area or a systemic change objective (that may involve linked interventions) as opposed to conducting studies of the entire Activity and all its work.

The following questions will be answered by the evaluation, 1. What systemic changes was the initiative trying to create, to what extent had these changes been achieved when the intervention stopped and of those that had been achieved, have they been sustained? Why or why not? At what scale? Is there evidence of other systemic changes arising from the initiative that were not originally intended (positive and/or negative)?

2. Has the performance of the system's focus functions been maintained or (ideally) improved? Why or why not? What external factors impeded or contributed to the performance of the focus functions? Have the system's focus functions been able to effectively adapt and/or to absorb shocks and stresses (and if so, how)?

3. Have there been sustained gains to the ultimate intended beneficiaries because of the systemic change? Why or why not? What external factors impeded or contributed to these sustained gains? At what scale? Have sustained improvements accrued to women, poor (typically with small landholdings or small and growing businesses), the geographically remote and marginalized groups? Why or why not? If not, what have been the primary constraints to greater equity of participation and benefit? How did this vary over time?

4. Are there lessons about approaches to implementation that can be learned from the sustainability of outcomes (and the reasons for sustainability occurring/not occurring)?

The evaluation will also contribute to answering the agency learning agenda question on partnering - how can USAID's partnerships with the private sector; local, faith, and nontraditional partners; and other donors contribute to sustainable development objectives? |
| **Data/Information Needed** | Project design documents, results chains, or systemic change areas; project final reports, endline status, systemic change objectives at activity close; Assessment of progress towards systemic change + projections for future |

Table 3 – Ex-Post Evaluations	
Methods	Common research methods and tools will be employed, including surveys of target populations, KIIs, FGDs and workshops, and desk review of relevant documents. The research approach is informed by several methods to mitigate common challenges to ex-post analysis, including process tracing, General Elimination Methodology (Scriven, 2008) and contribution analysis (Mayne, 2001 and 2011) in their focus on weighing the evidence for multiple causal contributors and (in the case of contribution analysis) constructing or analyzing theories of change to guide investigation.
Challenges	Some methodological challenges are anticipated, though the team is employing strategies to mitigate these (see previous cell). Accessing accurate activity information and accurately attributing observed results can be difficult, as well as elapsed time between an activity's completion and field research.
Dissemination Strategy	An assessment report and accompanying summary brief will be published and posted on the mechanism website (www.agrilinks.org/msp) as well as on USAID's Development Experience Clearinghouse. MSP will also promote on social media (such as LinkedIn channels). MSP will conduct one promotional activity, such as a blog to generate interest in the findings, a public webinar, or a small group presentation, to complement a validation workshop that will also be held.

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

This is the third 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 Policy, Planning, and Learning, Office of Learning Evaluation and Research (PPL/LER), in collaboration with M&E POCs and subject matter experts from other Bureaus, will provide virtual and in-person technical and advisory support, when appropriate, 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 PPL/LER 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 FY2022 ANNUAL EVALUATION PLAN

Recently released 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 Annual Evaluation plan, which was published in March 2021.

There are 35 significant evaluations in the USAID FY 2022 Annual Evaluation Plan, to be conducted by 22 OUs in Africa, Middle East, Europe and Eurasia, Latin America and the Caribbean, and Washington DC. For the FY2022 AEP, significant evaluations included any evaluation that addressed a question from the Agency Learning Agenda, performance evaluations of activities with budgets of $40 million or more, impact evaluations, or ex-post evaluations.

During the fiscal year of plan implementation (FY 2022), two (2) of the significant evaluations have been completed, and the reports published in the Development Experience Clearinghouse (DEC). These include (1) the evaluation of the "Sajhedari - Support to Federalism Activity" by USAID Nepal, and (2) the evaluation of the "Growth through Nutrition Activity" completed by USAID Ethiopia. Final reports of both evaluations are posted publicly on the USAID DEC. The following are the links to the evaluation reports - Sajhedari - Support to Federalism Activity; and Growth through Nutrition Activity. Both evaluations contribute evidence that informs USAID understanding of inclusive programming that engages local systems, and integrates local voices, priorities, and contributions.

There are nine (9) significant evaluations that are currently ongoing, with completion dates in FY2023.

A total of 14 significant evaluations are at various stages of planning, with start dates expected in FY 2023.

There are 10 evaluations for which USAID is gathering updates on program status and plans for conducting the evaluations from Operating Units.